GEORGE MASON UNIVERSITY
BOARD OF VISITORS MEETING
Thursday, February 22, 2024

Hazel Conference Room
Merten Hall 1201

AGENDA

8:30 a.m. – 9:00 a.m. ***Continental Breakfast***

9:00 a.m. – 9:15 a.m. **Executive Committee**

9:25 a.m. – 10:00 a.m. **Finance and Land Use Committee**

10:10 a.m. – 10:45 a.m. **Academic Programs, Diversity, and University Community Committee**

10:55 a.m. – 11:20 a.m. **Audit, Risk, and Compliance Committee**

11:30 a.m. – 11:55 a.m. **Research Committee**

11:55 a.m. – 12:25 p.m. **Lunch**

BOARD OF VISITORS MEETING AGENDA

12:30 p.m. **I. Call to Order**

12:30 p.m. – 12:35 p.m. **II. Approval of the Minutes**
- **A.** Full Board Meeting on November 30, 2023 **(ACTION ITEM)**
- **B.** Special Full Board Meeting on December 14, 2023 **(ACTION ITEM)**

12:35 p.m. – 12:45 p.m. **III. Rector's Report**
- **A.** Board of Visitors Meeting Schedule for 2024-2025 **(ACTION ITEM)**
- **B.** Board of Visitors Meeting Schedule for 2025-2026 **(ACTION ITEM)**
- **C.** Document & Records Request Policy **(ACTION ITEM)**

12:45 p.m. – 1:40 p.m. **IV. President's Report**
- **A.** Fact Pack

V. Committee Reports

1:40 p.m. – 1:45 p.m. **A. Finance and Land Use Committee**

1:45 p.m. – 1:50 p.m. **B. Academic Programs, Diversity and University Community Committee**
1. Faculty Actions
    a. Conferral of Emeritus/Emerita Status **(ACTION ITEM)**

1:50 p.m. – 1:55 p.m. **C. Audit, Risk, and Compliance Committee**

1:55 p.m. – 2:00 p.m. **D. Research Committee**

2:00 p.m. – 2:30 p.m. **VI.** **Closed Session**

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

2:30 p.m. **VII.** **Adjournment**

The February 22, 2024, Meeting of the Board of Visitors will be in-person. Members of the public are welcome to observe in person or may view the meeting live at the following link: https://bov.gmu.edu/live/. Overflow gallery seating is located in Merten 1204. Please be aware that the full board agenda timing is for planning purposes only, the formal meeting could conclude before or after the time noted so participants should plan accordingly.

Written comments will be accepted until the full board meeting adjourns on February 22, 2024. To submit a written public comment, please complete the form at the following link: Public Comment Form. 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, February 22, 2024
Merten Hall, Hazel Conference Room (1201)

AGENDA

I. Call to Order

II. Approval of Minutes

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

III. Rector's Comments

IV. President's Comments

V. Closed Session

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

VI. Adjournment

EXECUTIVE COMMITTEE OF THE BOARD OF VISITORS
GEORGE MASON UNIVERSITY

Meeting of
Thursday, November 30, 2023
Merten Hall, Hazel Conference Room (1201)

MINUTES

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

ABSENT: Rector Horace Blackman and Visitor Marquez.

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

I. Call to Order

Vice Rector Peterson called the meeting to order at 8:00 a.m. and relayed that Rector Blackman directed him to serve in his place for this meeting.

II. Approval of Minutes

A. Executive Committee Meeting Minutes for September 28, 2023 **(ACTION ITEM)**

Vice Rector Peterson called for a motion to approve the Executive Committee Meeting Minutes for September 28, 2023. Visitor Brown **MOVED** the motion. The motion was **SECONDED** by Secretary Meese. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**
Yes – 3
Absent – 2 – Rector Blackman & Visitor Marquez.

III. Rector's Comments

Vice Rector Peterson reminded those in attendance of the renaming celebration that evening for the Donald G. Costello School of Business.

IV. President's Comments

Dr. Washington reserved his comments for the full board meeting.

V. Closed Session

A. Honorary Degrees and Special Awards (Code of VA: §2.2-3711.A.11)
B. Public Contract (Code of VA: §2.2-3711.A.29)
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)

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

VI. Adjournment

Vice Rector Peterson adjourned the meeting at 8:03 a.m.

Prepared by:

Sarah Hanbury
Secretary pro tem

GEORGE MASON UNIVERSITY
BOARD OF VISITORS

Finance and Land Use Committee Meeting
February 22, 2024

AGENDA

I. Call to Order

II. Approval of Minutes for November 30, 2023 (**ACTION**)

III. Financial Matters
- A. Financial Update
- B. FY 2024 Q2 Financial Report & Forecast
- C. FY 2025 Budget Update

IV. Adjournment

APPENDIX – Capital Projects Review (Stoplight)

GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Finance and Land Use Committee Meeting
November 30, 2023
Meeting Minutes

COMMITTEE MEMBERS PRESENT: Chair Pence; Vice Chair Witeck; Vice Rector Peterson; Visitors: Brown, Gray, Hazel, Rosen; Executive Vice President Dickenson; Vice President Strike; Faculty Senate President Broeckelman-Post; Staff Senate Chair Gautney; Student Representatives Wyche and Velagapudi; Faculty Representatives Venigalla and Daniels; Secretary pro tem Kalek.

ABSENT: Rector Blackman, Visitors Chimaladinne and Prowitt.

ALSO PRESENT: President Washington, Visitors: Burke, Marquez, Meese, Stimson.

I. Call to Order

Chair Pence convened the meeting at 9:53 a.m.

II. Approval of Minutes (ACTION)

Chair Pence **MOVED** that the committee approve the minutes for the May 4, 2023, meeting of the Finance and Land Use Committee. The **MINUTES WERE APPROVED BY UNANIMOUS CONSENT**

The meeting was turned over to Deb Dickenson, Executive Vice President for Finance & Administration.

III. Financial Matters

A. Financial Update

Ms. Dickenson gave an update on the ongoing development of the Commonwealth budget, for which the State Council of Higher Education for Virginia (SCHEV) had released recommendations for a 12% increase in Mason's base budget appropriation for the University's longstanding funding disparity. Ms. Dickenson noted that a disparity increase recommendation was limited to three schools, and Mason's was by far the largest, but also that the recommended increases for Non-Personal Services and Virginia Military Survivors and Dependents Education Program were both well below Mason's actual expenses in both areas. SCHEV's report also noted that Mason's average faculty salary is well below its peer averages. Mason will continue lobbying to increase allocations in the forthcoming budget for more equitable funding, encouraging Visitor and student engagement.

Ms. Dickenson noted recent capital acquisitions made with the support and partnership of the Commonwealth and Board of Visitors that will generate annual cashflow and expense savings, as well as providing development opportunities for Mason. The Vernon Smith Hall transaction closed on November 15 and Lot 8 in Arlington was anticipated to close on December 1.

Visitor Brown, Visitor Hazel and President Washington discussed the need for continued lobbying with the incoming legislators and highlighted the efforts to date. Visitor Rosen,

President Washington, and Ms. Dickenson discussed the historic nature of Mason's funding disparity and how that relates to enrollment and allocation changes across universities.

Undergraduate Student Representative Wyche noted the upcoming Mason Lobbies event that brings students to engage with legislators, while Staff Senate Chair Gautney and Faculty Representative Venigalla noted that the underfunding has been a longstanding concern for Mason faculty and staff.

Vice Rector Peterson noted the forthcoming enrollment cliff and the need for the Commonwealth to consider enrollment declines in funding allocations, which Ms. Dickenson said been discussed with Secretary Guidera.

B. FY 2023 Unaudited Financial Statements

Sharon Heinle, Vice President for Fiscal Services, presented the University's Unaudited Financial Statements for FY 2023. Ms. Heinle highlighted significant transactions for the year, including the acquisition of Masonvale, adoption of new accounting standards on subscription-based technology arrangements, and the presentation of institutional aid. For FY 2023, Mason had a net position increase of $61 million, and its balance sheet was strong with a 3% growth in net assets based on our capital investments and additional appropriations from the Commonwealth for the Fuse and Life Sciences & Engineering buildings. Overall, revenues increased 6% while expenses increased 11%, with compensation as a significant driver. Auxiliary expenses were up 40% due to increased post-pandemic campus operations and the reinstatement of the Auxiliary overhead charge that had been paused during the pandemic.

C. FY 2024 Q1 Financial Report & Forecast

Ms. Heinle presented the FY 2024 Q2 Forecast, which is $11 million favorable to the amended budget on an all funds basis. The revenue forecast has increased by $30 million due to higher volume in grants and contracts, more revenue from Auxiliary operations, and interest income on our cash balances, both from the Commonwealth as well as new local investments. Expenses are also up due to a number of factors, most notably Contract Services. The Education & General forecast has improved by $10 million, from a $35 to $25 million shortfall, which should continue to improve from mitigating actions. Revenue has increased by $11.2 million, primarily due to leveraging state aid in place of institutional aid and use of student fees. The Capital forecast is on target.

Mason is achieving savings from the Critical Vacancy Process and position eliminations, however those savings are being offset by additional reliance on non-benefitted positions such as wage, part-time faculty, and student workers to compensate for vacant positions. We are also seeing incremental costs from market rate escalations in contract renewals and utilities, as well as contract labor costs for staff augmentation due to vacancies. Ms. Heinle noted efforts to continue leveraging all available fund sources to ensure we are fully allocating expenses like facilities and ITS that have seen significant cost escalations. Hiring and discretionary spending will continue to be scrutinized, as will efficiencies initiatives and the planned implementation of the Incentive Retirement Plan.

Visitor Brown and Ms. Heinle discussed steps that have been taken to avoid past surprises near the end of the fiscal year, including increased financial reviews at the senior leadership and staff levels to encourage more real-time financial adjustments and improved forecasting

accuracy. Visitor Brown, Vice Rector Peterson, and President Washington discussed the Law School and the ongoing work to provide additional financial information and analysis to determine how that matter will be brought back before the Board. Vice Rector Peterson, President Washington, and Ms. Heinle discussed Mason's recent launch of the self-managed Patriot Investment Fund and expected forthcoming $60 million investment from the Vernon Smith Hall residual funds, clarifying that Mason has not been able to access auxiliary funds held at the Commonwealth unlike most other Tier 3 schools. Visitor Gray and Ms. Heinle discussed the increases in contract services and utilities due to rate increases, which have been somewhat mitigated be efficacy initiatives, while contract services have increased due to bringing janitorial services in-house and an increase in minimum wage. Ms. Gray stressed the need for continued efficiency efforts, while wanting the committee to better understand the University's leveraging practices and use of consultants.

D. State Six-Year Operating Plan (ACTION)

Ms. Dickenson gave an overview of the submission and content of the Six-Year Operating Plan, requesting the Board's approval as required by the Commonwealth. Chair Pence proposed a change to the materials in the Board Book, requesting the removal of the following language: "Mason has demonstrated that we are efficient stewards of the State's resources through our ability to leverage constrained resources to achieve positive outcomes. However, without additional investment, our ability to make progress on the State's goals of cost-effective delivery of our academic, research, and student success mission is not sustainable." Chair Pence also suggested that "and spending" be added to the following text: "*The Six-Year Plan is for planning purposes only; dependent upon General Fund support and pending BOV approval of future Tuition and Fees."

Visitor Witeck questioned the removal of the language and noted that he believes the University has in many ways been a pinnacle of efficiency. While supporting the Board's continued pursuit of efficient operations, he cautioned making efficiencies that have potential to impede Mason's academic mission. Ms. Dickenson noted that the requested changes do not substantively change the content and would be incorporated into the materials for full Board approval. Visitor Brown praised Ms. Heinle's extensive knowledge of the presented materials.

IV. Operational Matters

A. Succession Planning Update

Ms. Dickenson noted that the succession planning report had been provided, as required by the Department of Human Resources Management, and contained no unusual finding.

B. Retirement Plan Investment Policy Update

Ms. Dickenson also noted the inclusion of the retirement plan investment update, a similarly required annual update, and the presence of the plan's financial advisor for any questions the Board may have.

V. Capital Matters

A. Schematic Design for Activities Building (ACTION)

Alex Iszard, Assistant Vice President for Design & Construction, presented the Schematic Design for the Activities Building for Board approval, which had last come before the Board in December 2022 when the project was approved to proceed. The Activities Building will break ground in March 2024 with substantial completion in January 2025. The temporary structure will provide space for student activities, practices by large ensembles, and Mason's pep band, and is designed so that the concrete core to have potential utility beyond the useful life period of the tension fabric components.

Chair Pence, Vice Rector Peterson and Mr. Iszard clarified the bidding status, awardee, and contract structure for the project.

Visitor Pence **MOVED** that the Board of Visitors approve the two (2) action items, as outlined in the meeting materials, inclusive of the Law School's expense reduction exemption in the Amended Budget:

1. State Six-Year Operating Plan
2. Schematic Design for Activities Building

Visitor Hazel **SECONDED,** and the **MOTION CARRIED** with Visitor Rosen abstaining.

VI. Adjournment

There being no further business, Chair Pence adjourned the meeting at 10:47 a.m.

Prepared by secretary pro tem,

Farah Kalek

Appendix
Capital Projects Review
Prepared January 31, 2023

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 December 2023 report include:

- Fuse at Mason Square (IDIA HQ) – Design is completed and the construction continues on site. Structural frame topping out was completed in November of 2023. Work on building skin continues with precast panel installation completed at end of December 2023 and glass curtain wall installation is progressing slowly however, it is anticipated that the building skin will be complete in early Spring 2024. The schedule to finish the core and shell of the building remains August 15, 2024. Mason will install furniture fixtures and equipment in the Spring of 2025 with full occupancy planned for summer of 2025. Work started early in November on the renovation of Mason Square Plaza. It is anticipated these improvements will be complete in Spring of 2024 in time for Spring Programming to start up in March of 2024.

- Life Sciences Engineering Building (Bull Run Hall IIIB) – Design is completed and the construction continues on site. The building is waterproof and the exterior metal panel installation is under way. Building envelope testing has begun and has gone very well. The gas utility line is being installed currently and electrical permanent feeds will follow right behind the gas installation. Site work will then ramp up after these installations. The interior fit out continues and another DEB inspection will occur in the next couple of weeks. 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 in progress and approximately 95% complete. The completion date for the Package 3 will be March 2024. Package 2 for outside plant (new IT duct banks) was awarded and the Contractor is reviewing the scope to bring it into our budget needs. The completion date for package is now anticipated to be January 2025.

- Johnson Center HVAC Repairs – Design is completed and the construction continues on site. Contractor completed work at the high ceiling areas at the atriums this past summer. The new smoke exhaust fans were installed on the roof during winter break and the contractor is working toward the new electrical infrastructure to bring these on line and allow the next phase of work to proceed. The new air handling units are currently anticipated to be shipped in April of 2024. The

installation of the units will be phased to allow operations in the building to continue. Project is anticipated to be completed May of 2025.

- Central Heating and Cooling Plant Capacity Expansion – Design is complete. The project was bid and pricing was within budget so award of the project is in process. The project is equipment intensive with the equipment lead-time anticipated to be around 52 weeks. Anticipated project completion is January 2026.

- Aquatic & Fitness Center Capital Renewal – Design is completed and the construction continues on site. A platform has been constructed under the roof deck of the competition pool to allow work to the structure while the pool beneath is in operation. Roof replacement is scheduled to start in February 2024. The new skylights will also be installed in February and following the skylight installation, painting of the competition pool ceiling structure will start. VAV's were replaced over winter break. The tile repairs, new competition pool lighting, bulkhead replacements, Kalwall replacement, and rooftop HVAC equipment replacement are scheduled for Summer of 2024 during the closure of the pool.

- Telecom Infrastructure Phase 2 – Design is underway with the schematic design anticipated to be submitted on February 16, 2024. An onsite survey has been completed and the design team is working to determine exact location for the new telecom rooms.

- Telecom Infrastructure Phase 3 – A/E team has been selected and negotiations are taking place on scope and fee. A/E has scope ready however we will need to work out Package 2 in Phase 1 before we can finalize the contract.

- Activities Building – A Design/Build contract was awarded to Hoar Construction. Design has begun and AARB approved the proposed building. Hoar Construction is in the process of submitting the working drawings to the OUBO. Land Development is also completing their review of the drawings. Construction is anticipated to start in February and the project is anticipated to be completed by January of 2025

- Construct Basketball Training, Wrestling, and Athlete Academic Support (RAC Addition) – Commonwealth has approved project for $15.5M of fundraising. We believe that this project will have a budget of $30M. Capital Strategies and Planning has completed the detailed planning program for the addition. Project awaiting internal authorization to proceed past the detailed planning.

- 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 2 (Vernon Smith Hall) – With the closing completed this project is removed from the stoplight chart.

- Real Estate Acquisitions Phase 4 (Strategic Acquisitions) – HECO authority approved to proceed

with up to $50M strategic acquisitions. The specific acquisitions are undefined at this point and could be located adjacent any of the Mason Campuses.

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

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

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

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

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

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

STAFF RECOMMENDATION: For Board Information Only

Facilities Projects Listing

	Project #	Project Name	Scope(sf) New	Scope(sf) Reno	Total Budget	Budget Status	Schedule	Scope	Construction Start Date	Occupancy Date	Construction % Complete
		Construction									
1	18482-000	FUSE (formerly IDIA HQ)	461,066	0	$ 253,781,941				1/3/2022	7/1/2025	60.0%
2	18000-000	Life Sciences & Engineering Building - Bull Run Add*	133,300	0	$ 107,123,650				8/31/2022	1/13/2025	47.9%
3	18339-000	Telecom Infrastructure Phase 1*	576	0	$ 10,525,000				9/1/2022	1/17/2025	45.4%
4	A8247-027	Johnson Center HVAC Repairs	0	348,447	$ 7,963,005				3/15/2023	5/15/2025	15.0%
5	18509-000	Central Heating & Cooling Plant Boiler & Chiller Addition*	0	0	$ 8,197,000				1/23/2024	1/26/2026	0.0%
6	18529-000	Aquatic & Fitness Center Capital Renewal	0	90,736	$ 16,500,000				6/1/2023	9/1/2024	29.0%
		Design									
7	18487-000	Telecom Infrastructure Phase 2	0	0	$ 23,250,000				6/1/2025	4/16/2026	N/A
8	18593-000	Telecom Infrastructure Phase 3	0	0	$ 24,000,000				TBD	TBD	N/A
9	221382	Activities Building	24,852	0	$ 11,000,000				3/1/2024	1/15/5025	N/A
		Design Procurement/ Pre-Planning									
10	18253-000	Construct Basketball Training, Wrestling, and Athlete Academic Support (RAC Addition)	TBD	TBD	$ 30,000,000				TBD	TBD	N/A
		Acquisition									
11	221512	Real Estate Acquisitions Phase 1 (Arlington)	0	0	$ 40,000,000				N/A	N/A	N/A
12	TBD	Real Estate Acquisitions Phase 4 (Strategic Acquisitions)	0	0	$ 50,000,000				N/A	N/A	N/A
		Pending Authorization to Proceed									
13	18498-000	Academic VIII*	200,000	0	$ 185,675,000				TBD	TBD	N/A
14	18497-000	Point of View Cottages	TBD	0	$ 8,000,000				TBD	TBD	N/A
15	TBD	Renovations Concert Hall	0	120,750	$ 25,000,000				TBD	TBD	N/A
16	TBD	Business School Building	200,000	0	$ 165,000,000				TBD	TBD	N/A
17	TBD	Energy Efficiency Investments	0	TBD	$ 7,500,000				TBD	TBD	N/A
18	TBD	Housing Renovations Phase 1	0	TBD	$ 25,000,000				TBD	TBD	N/A

* Pool Funded Project; will require DPB/DEB approval for release of funds after Preliminary Design

Data as of January 2024

BOARD OF VISITORS
Finance & Land Use Committee

Office of the Executive Vice President | February 22, 2024

Agenda

Finance & Land Use Committee Presentation

Supplemental Committee Materials

Financial Matters

A. Financial Update

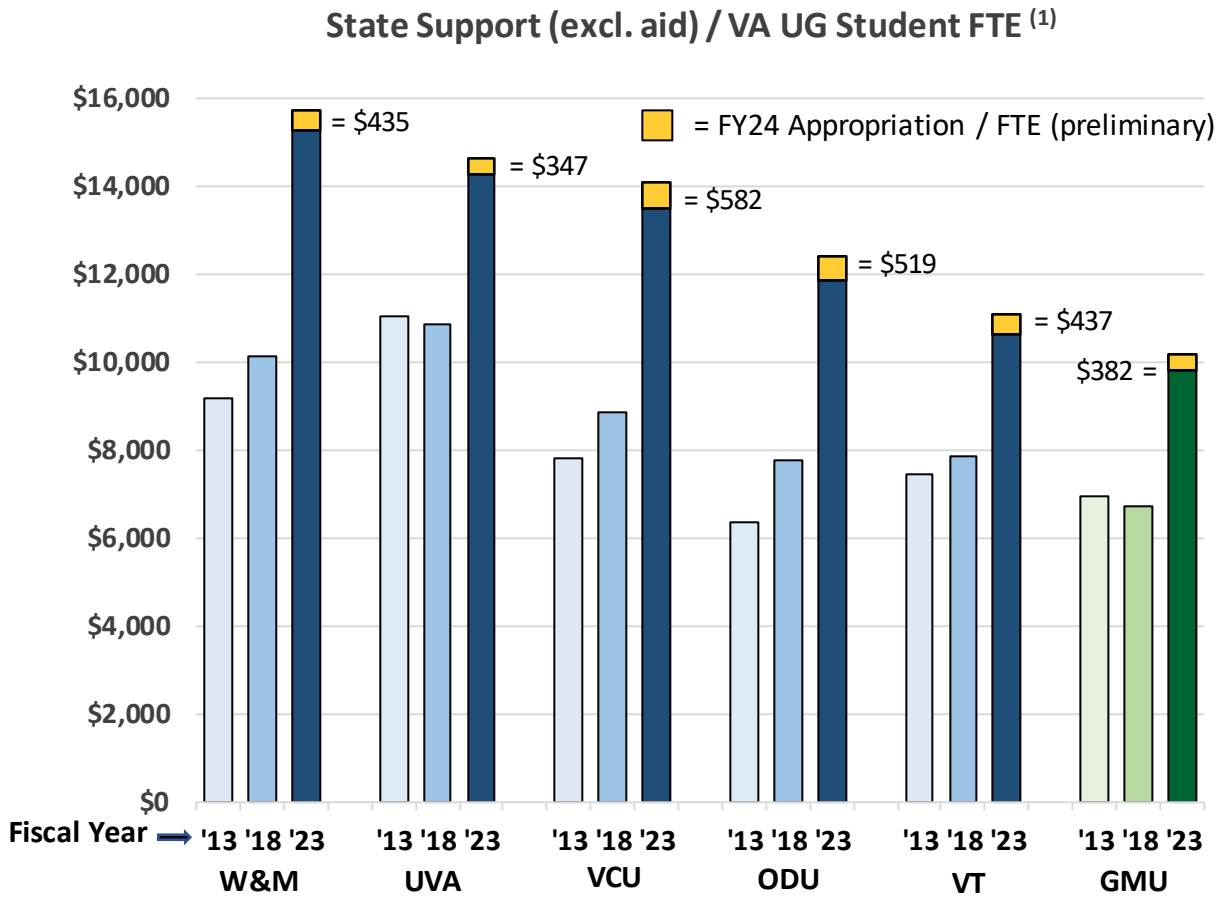
B. FY 2024 Q2 Financial Report & Forecast

C. FY 2025 Budget Update

Additional Information

Presentation
Finance & Land Use Committee

State Appropriations per In-State Undergraduate (FTE)
E&G General Fund (excluding aid)



	W&M	UVA	VCU	ODU	VT	GMU
FY24 State	$68M	$170M	$252M	$178M	$234M	$214M
FY24 Student[1]	4,309	11,641	17,858	14,411	21,080	20,975
Per Student	$15,723	$14,615	$14,097	$12,380	$11,078	$10,187

- **Slower appropriations growth has put Mason further behind over last decade**
- **Mason per student vs peer median:**
  - **FY13: $859 below**
  - **FY23: $3,710 below**
  - **FY24: $3,910 below**
- **If Mason received funding equitable to our nearest peer, it would offset our operating shortfall <u>by $19M</u>**
- **General Professional Advisory Committee recommends agency reviews of funding models to align with performance metrics**

[1] - *FY24 Appropriation is preliminary. FY24 in-state undergraduate student FTE is based on FY23 (Fall 2022) enrollment.*

Commonwealth Budget Update

- Governor and Legislature proposed budgets issued
- Mason budget amendments:
  - $18M - Funding Disparity
    - Aligns with Six-Year Plan submission and preliminary SCHEV submission
  - $10M - Virginia Military Survivors & Dependents Education Program (VMSDEP)
    - $87M - Council of State Senior Business Officers (CSSBO) Unified Amendment
  - $1.4M - Small Business Development Centers (SBDC)
  - Student Innovation Factory Building
    - $2.4M - House Amendment for Planning
    - $36M - Senate Amendment for Planning and Building
  - $7.4M - Interdisciplinary Science & Engineering Building Planning

FY 2024 Q2 Financial Performance

- **All Funds Operating Forecast:** Remains break-even
  - Increased Revenue projections from Q1, primarily in Grants and Auxiliary Enterprises, offset by related increased expenditures
- **E&G Operating Forecast:** $13M improvement from amended budget, improved from $10M Q1 projection
  - 1% decrease in projected tuition & fee revenues from Q1 remains aligned with amended budget
  - Reduced projected expenses due to mitigation actions and based on unit-level forecast input
- **Expense Mitigation:** Ongoing
  - Achieved $8M in total compensation savings along with other reductions
  - Incentive Retirement Plan – Provide opportunities for budget and other savings starting in FY25

Efficiency Initiatives: Completed & Ongoing

Efficiency Opportunity	Status	Mason Progress
Shared services, procurements, contract bundling, cost benchmarking	☑	Administrative consolidation, RFP and contract renewals, collaboration and synergies with other universities, improved overall operational efficiencies
Course offering/ongoing program review analysis, ROI analysis	☑	Regularly assess programs to create career-ready graduates, have launched 15 new degree and 42 certificate programs since 2019, while closing 21 degree and 22 certificate programs
Operating efficiencies through technology	☑	Redesigned Chart of Accounts, Salesforce implementation, research administration, ongoing business process streamlining and robotic process automation
Expanding online education	☑	Continued growth with hybrid and virtual registrations increasing from 16% to 42% from Fall 2018 to Fall 2023
Space utilization & facility maintenance	☑	Ongoing space utilization study to improve efficiency and reporting, 3rd most efficient square foot per student in 4yr VA publics
Improving asset and project management systems and tracking	☑	ITS Project Management Office, Facilities Condition Assessment Program

Cost controls for consideration from Governor's 12/23/23 memo to Boards of Visitors

Efficiency Initiatives: Completed & Ongoing

Efficiency Opportunity	Status	Mason Progress
Energy efficiency projects	☑	LED Light Upgrades, Chilled Water Temp Moderation, Fenestration Projects, High Temp Piping Insulation
Third-party efficiency studies	☑	Employee market compensation assessments, ongoing selective organizational reviews
Public Private Partnerships and private match funding on initiatives and capital projects	☑	FUSE Building, West Campus partnerships, fundraising for enhanced recreation and wellness facilities
Review Debt	☑	Reduced debt with Masonvale and Vernon Smith Hall transactions, exercising prudent management of debt capacity
Arrangements with Foundation	☑	Launched Power the Possible fundraising campaign to grow resources and endowment; ensured existing lease arrangements are market based and fully documented
Utilization of reserves	☑	Investment in revenue-generating capital assets, critical deferred maintenance, and enhanced recreation and wellness facilities

Cost controls for consideration from Governor's 12/23/23 memo to Boards of Visitors

FY 2025 Tuition & Fee Recommendations

- Mason's goal is to balance any tuition increases to maintain access to excellence for students
  - Among lowest in-state tuition of peers
  - High level of financial aid to mitigate student impact
- Recommended FY 2025 tuition and fee ranges:
  - Final increases subject to Commonwealth funding disparity support
    - In-State Tuition: 3-5% Increase
    - Out-of-State Tuition: $600-$1,100 Increase
    - Mandatory Student Fees: 3-5% Increase
- Mason community engagement:
  - BOV Public Comment Session: April 2
  - Student Government Town Hall: March 21

In-state tuition ranges for I/S UG, I/S Grad and all Law (I/S & O/S)
Out-of-state tuition ranges for O/S UG & O/S Grad

SUPPLEMENTAL COMMITTEE MATERIALS
Finance & Land Use Committee

Financial Update
Financial Matters

Commonwealth Budget Update

Governor's Budget:

- No base operating budget changes
- One-time bonuses (1% of salary) in FY25 & FY26
- 1% salary increase in FY26
- $2.4M for Virginia Fusion Center initiatives (new, one-time funding)

Legislature Budget:

- Maintains $8M per year in operating support for biennium
  - Removed in Governor's budget
- Removes $2.4M for Virginia Fusion Center initiatives
- Removes $850K for Online Virginia Network

SCHEV Final Funding Disparity Recommendations

- FY25: $9M (Revised from $18M in October draft report)
- FY26: $18M

**Detailed SCHEV Recommendations in Appendix*

Current Commonwealth Budgets

House Recommendations

- Affordable Access Funds:
  - $11.5M per year for Affordable Access, Retention & Degree Production, with limited tuition & fee increases
- Compensation: 3% salary increases in FY25 & FY26
- Financial Aid: $16M in Affordable Access
- Capital Investments:
  - Annual Maintenance Reserve: $4.1M (recurring funding)
  - Critical Deferred Maintenance: $12M (one-time funding, FY25 only)
  - Student Innovation Factory Building: $2.4M in planning authorization
- VMSDEP: $4M-$5M in tuition waiver funding with policy fix

Senate Recommendations

- Affordable Access Funds:
  - $2.5M (FY25) & $3.8M (FY26 and ongoing)
- Compensation: 2.5% increases in FY25 & FY26, with delayed enactment to Sept 30
- Financial Aid: $5.9M (FY25); $6.6M (FY26 and ongoing)
- Capital Investments:
  - Annual Maintenance Reserve: $7M (FY25); $6.2M (FY26)
  - Critical Deferred Maintenance: Defers $12M funding
  - Interdisciplinary Science & Engineering Building: $500K in planning authorization
  - VMSDEP: No funding, only policy fix

Proposed Budget Amendments & Priorities

Mason Operating Amendments:

- Funding Disparity: $18M base increase to support long-standing in-state undergraduate state appropriation disparity
- SBDC: $1.4M to support small business innovation & critical workforce development programs

Mason Capital Amendments:

- Student Innovation Factory Building:
  - $2.4M – House Amendment for Planning
  - $36M – Senate Amendment for Planning and Building
- Interdisciplinary Science & Engineering Building: $7.4M planning fund authorization

CSSBO Unified Amendment:

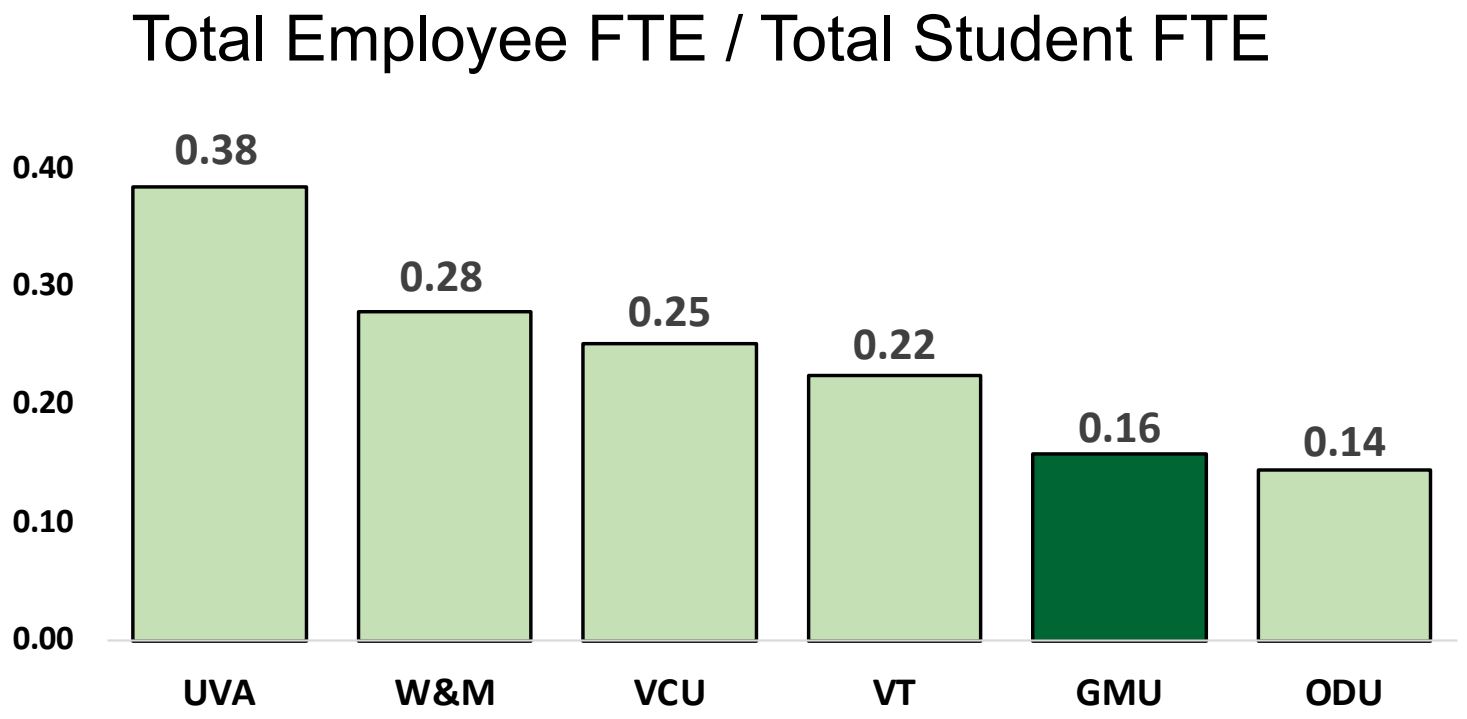
- VMSDEP tuition waivers: $87M base increase
  - Mason impact: $10M for FY25 with incremental FY26 increase
  - Sec. Guidera and Gov. Youngkin proposing legislation revisions

Capital Maintenance Reserve Alignment:

- Ongoing efforts to align maintenance funding with peers

SBDC = Small Business Development Centers
CSSBO = Council of State Senior Business Officers
VMSDEP = Virginia Military Survivors & Dependents Education Program

Operational Efficiency

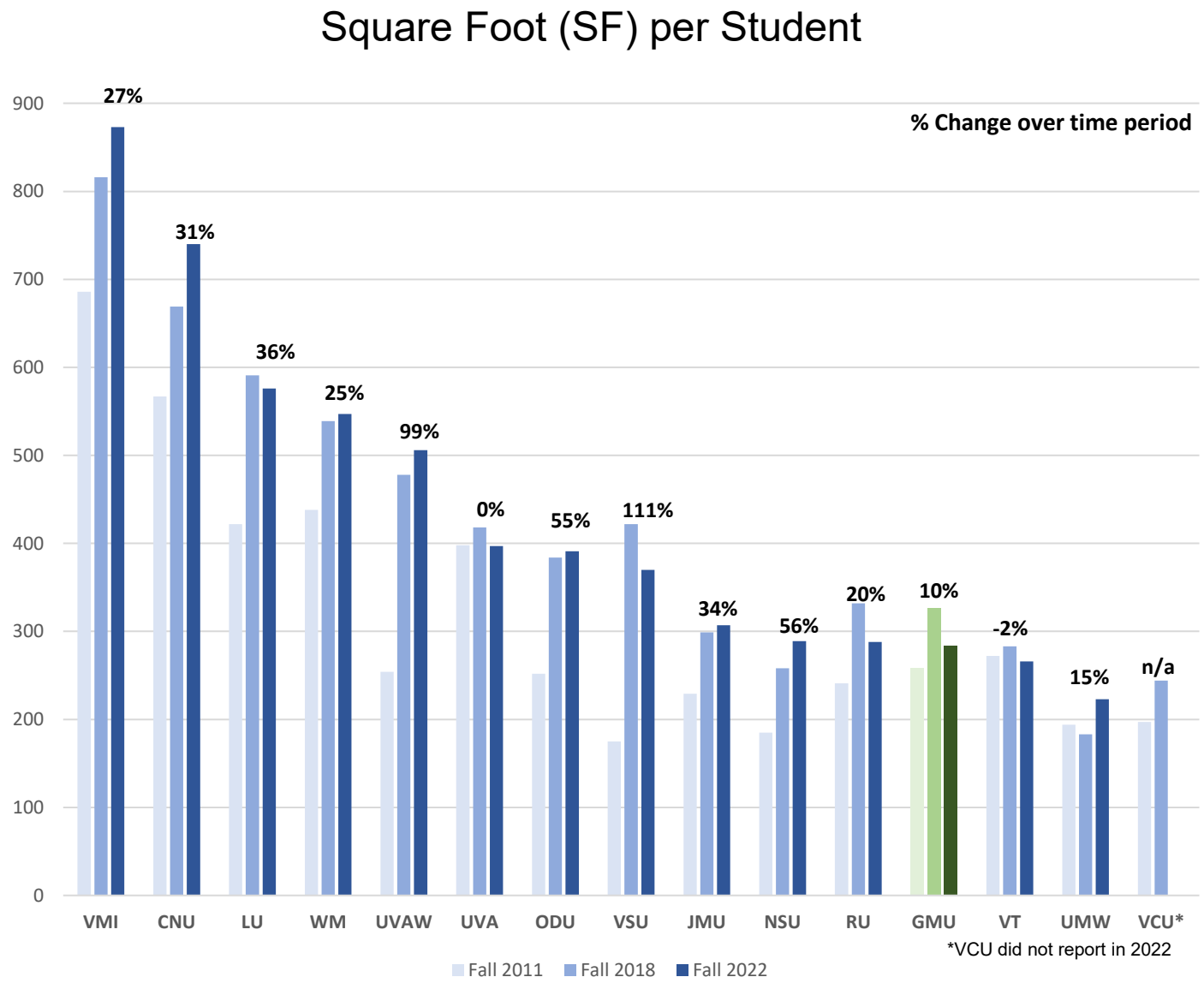


	UVA	W&M	VCU	VT	GMU	ODU
Employees:	10,021	2,545	6,731	8,515	5,106	2,730
Students:	26,070	9,124	26,730	37,981	32,344	18,891
Ratio:	**0.38**	**0.28**	**0.25**	**0.22**	**0.16**	**0.14**

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

Source: IPEDS FY23 Employee and Student FTE

Campus Space Efficiency



- Mason is 3rd most efficient among VA schools with only a 10% increase in SF/per student while enrollment grew 20%.
- Mason is in full compliance with SCHEV Guidelines for both Classrooms and Class Labs on Fairfax campus.
  - Fairfax is one of only 3 campuses reaching the highest level of compliance across all 16 four-year institutions and 21 campuses evaluated, outperforming all in hours of room & station use.

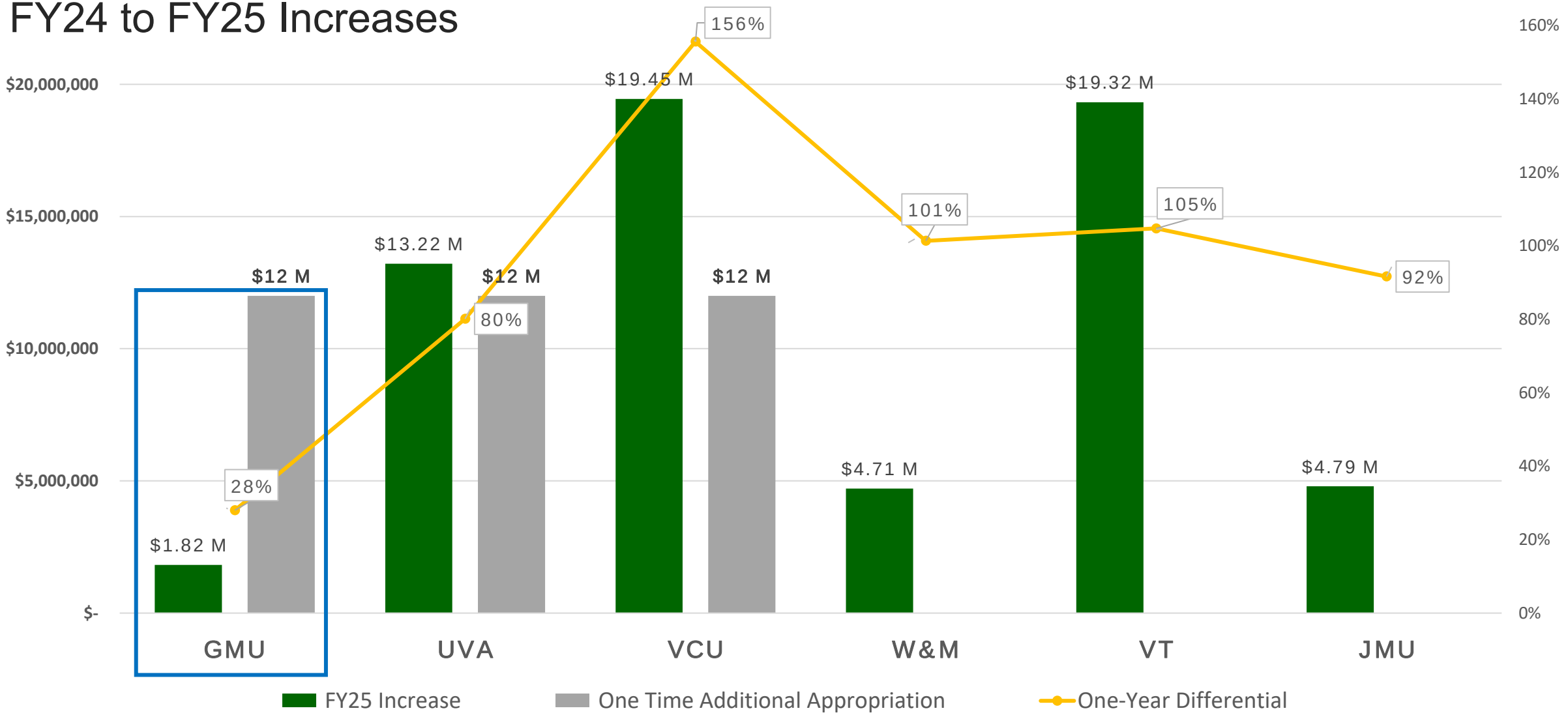
Real Estate SF per student from Governor's 12/23/23 memo to Boards of Visitors

Unfunded Critical Deferred Maintenance

	E&G	Auxiliary	Housing	Athletics	TOTAL
Average FCI	20%	24%	16%	25%	20%
Impacted Spaces	62	23	45	1	131
FY25 Priority 1	$32.8M	$17.6M	$10.2M	$930K	$61.5M
FY26 Priority 2	$26.6M	$18.4M	$8.1M	$2.8M	$55.9M
FY27 Priority 3	$45.1M	$21.5M	$23.8M	$6.6M	$97.0M
Current Unfunded Critical Projects Over the next 3 years	$104.5M	$57.5M	$42.1M	$10.3M	$214.4M

Maintenance Reserve Allocation

FY24 to FY25 Increases



FY 2024 Q2 Financial Report & Forecast

Financial Matters

FY 2024 Q2 Financial Forecast: Operating

Cash basis, in $M's	FY 2023 Actual	FY 2024 Amended Budget	FY 2024 Q1 Forecast	FY 2024 Q2 Forecast	var to FY 2024 Q1 Forecast
Revenues					
Net Tuition and Fees	496	514	520	515	(5)
State Appropriations	267	327	327	326	(1)
Grants & Contracts	244	256	267	274	7
Auxiliary Enterprises	249	266	270	280	10
Other Operating Revenue	29	27	36	38	2
Non-Operating Revenue:					
Relief Funding	50	-	-	-	-
Total Revenues	**1,335**	**1,391**	**1,421**	**1,434**	**13**
Expenses					
Salaries and Wages	595	640	640	642	(2)
Fringe Benefits	163	187	183	184	-
Contractual Services	210	208	220	229	(9)
Travel	20	21	24	24	-
Supplies	27	28	28	26	2
Equipment	22	21	25	29	(4)
Capital Expenditures	4	3	2	1	1
Scholarships & Fellowships	164	187	194	194	-
Occupancy	41	45	44	41	3
Transfers-Capital Projects/Debt	135	58	58	62	(4)
AE Infrastructure	0	2	0	2	(2)
Total Expenses	**1,381**	**1,399**	**1,419**	**1,434**	**(15)**
(Shortfall)/Surplus	***(46)***	***(9)***	***2***	***-***	***(2)***
Balancing Mitigation Strategies	***46***	***9***	***(2)***	***-***	***2***
Adjusted Shortfall	***-***	***-***	***-***	***-***	***-***

- Projecting **break-even** results across **all Operating Funds** combined
- T&F decrease reflects fee reclassification between E&G and Auxiliary, plus slight impact of **differing enrollment mix** between in-state and out-of-state from budget assumptions
- **Grants revenue trending higher** than budget and Q1, offset by corresponding increased expenditures
- Auxiliary revenues reflect **volume increases for dining and student health insurance**, offset by increases in Contractual Services expense and Capital Project transfers

Note: Operating includes the following funds: Education and General (E&G), Auxiliary Enterprises, Sponsored Research, Indirects, Financial Aid. Other Restricted & Other Unrestricted. EXCLUDES Capital

FY 2024 Q2 Financial Forecast: E&G Operating

Cash basis, in $M's	FY 2023 Actual	FY 2024 Amended Budget	FY 2024 Q1 Forecast	FY 2024 Q2 Forecast	var to FY 2024 Q1 Forecast
Revenues					
Net Tuition and Fees	494	514	520	513	(7)
State Appropriations	220	246	246	244	(2)
Auxiliary Enterprises	1	1	1	1	-
Other Operating Revenue	19	14	19	19	-
Total Revenues	**734**	**775**	**786**	**777**	**(9)**
Expenses					
Salaries and Wages	457	494	491	488	4
Fringe Benefits	140	146	145	144	1
Contractual Services	80	80	82	83	(1)
Travel	6	7	8	7	1
Supplies	18	17	17	16	1
Equipment	11	11	14	15	(1)
Capital Expenditures	2	1	-	-	-
Scholarships & Fellowships	46	45	50	50	-
Occupancy	22	24	24	21	3
Transfers	31	3	1	(3)	4
AE Infrastructure	(18)	(18)	(22)	(22)	-
Total Expenses	**796**	**810**	**811**	**799**	**12**
E&G Shortfall	***(62)***	***(35)***	***(25)***	***(22)***	***3***
Balancing Mitigation Strategies	***62***	***35***	***25***	***22***	***(3)***
Adjusted E&G Shortfall	***-***	***-***	***-***	***-***	***-***

- Projecting **$13M improvement** from budget
- Lower revenue projections from Q1 of $9M offset by cost reductions
- T&F decrease reflects fee reclassification between E&G and Auxiliary, plus slight impact of **differing enrollment mix** between in-state and out-of-state from budget assumptions
- State appropriation decrease due to actual **compensation cost share** at lower than estimated in budget
- Contractual Services includes beginning of **Salesforce** implementation, with planned use of reserve funding in Transfers
- Expense trends showing improvements across multiple categories

** AE Infrastructure reflects AE to E&G overhead transfer*

FY 2024 Q2 Financial Forecast: Capital

Cash basis, in $M's	FY 2023 Actual	FY 2024 Amended Budget	FY 2024 Q1 Forecast	FY 2024 Q2 Forecast	var to FY 2024 Q1 Forecast
Revenues					
Gifts	-	-	-	58	58
Capital Grants	82	169	169	134	(35)
Total Revenues	**82**	**169**	**169**	**192**	**23**
Expenses					
Contractual Services	3	3	3	3	-
Equipment	1	2	2	2	-
Capital Expenditures	130	302	302	270	32
Debt Service	25	49	49	49	-
Transfers-Capital Projects/Debt	(135)	(58)	(58)	(62)	4
Total Expenses	**25**	**298**	**298**	**262**	**36**
Capital (Shortfall)/Surplus	**57**	**(129)**	**(129)**	**(70)**	**59**
Balancing Mitigation Strategies	**(57)**	**129**	**129**	**70**	**(59)**
Adjusted Margin	**-**	**-**	**-**	**-**	**-**

- Includes **$58M gift from GMUF**, offsetting drawdown of capital reserves
- **Projecting lower Capital Expenditure outlay** due to delayed lead time for delivery of major equipment for Life Sciences & Engineering Building (LSEB) and Central Heating & Cooling projects.
- Offset by **lower estimated flow of Capital Grants** funding from Commonwealth

FY 2024 Shortfall Mitigation Update

Budget Reduction Details	$ Impact
Compensation savings (e.g. vacancies, timing of hires, position eliminations)	8.0
Net expense savings: Primarily Occupancy (Vernon Smith Hall) and other improvements across multiple direct expenditure categories	5.0
Total	**13.0**

Continued Mitigating Actions
Critical vacancy review/hiring pause
Leveraging non-E&G funds to support expenses
Cost Reductions:
- Library Collections
- Discretionary expenses (e.g. travel, catering)
- Events and programming to support students
- Seed awards for research and instruction
Operating Efficiencies:
- Contract reviews/negotiations
- Shared Services
- Organizational reviews/restructuring

FY 2025 Budget Update

Financial Matters

FY 2025 Tuition & Fee Recommendations

Mason is proposing rate and fee increase ranges to achieve a balanced budget, focusing on cost effective operations, prudent investment in strategic priorities, and maintaining our commitment to student access and affordability.

Final increases subject to Commonwealth funding disparity support

Tuition Increases:

- **In-State: 3-5%**
- **Out-of-State: $600-$1,100**

Auxiliary Enterprise Fee Increases:

- **Mandatory Student Fees: 3-5%**
- **Room Increase: $300**
- **Board Increase: 5-7%**

Financial Aid:

- **High level of financial aid to mitigate student impact**

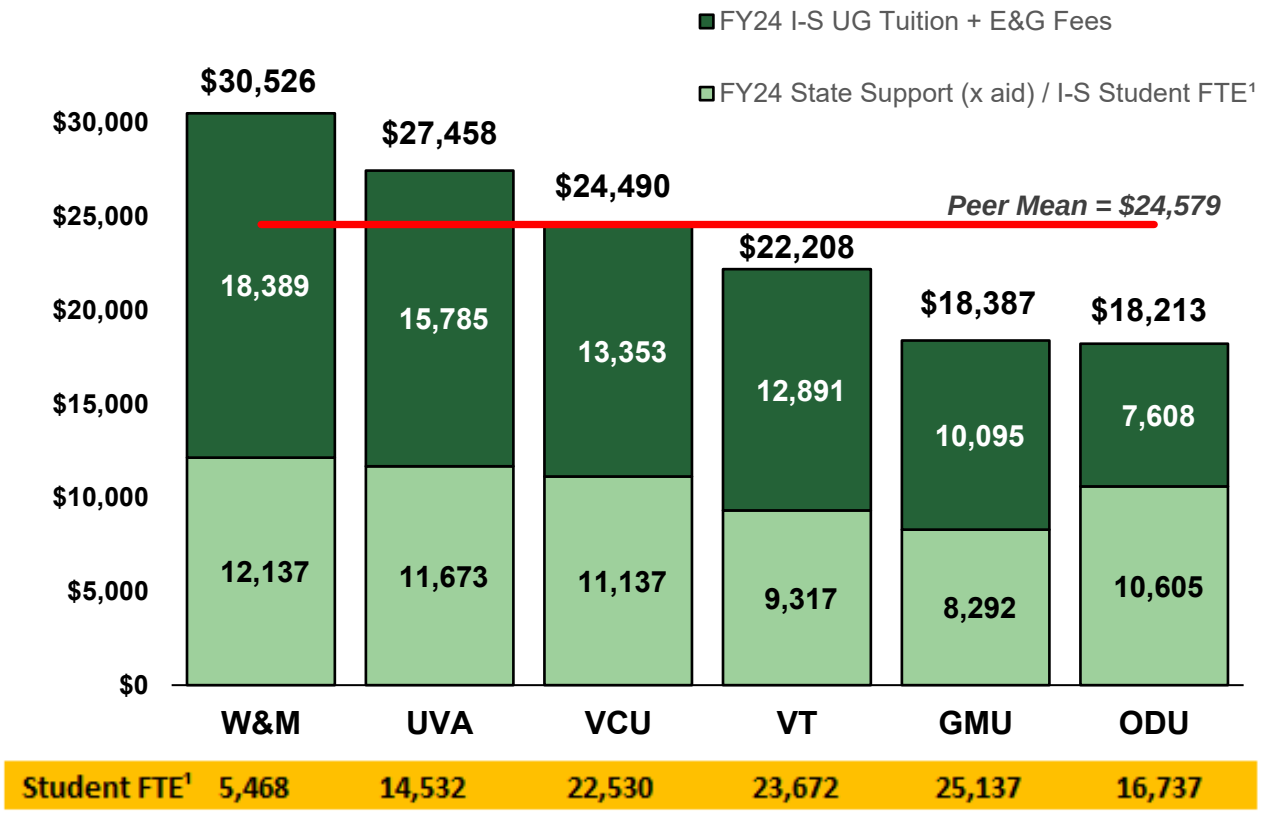
Mason continues to seek additional Commonwealth allocations to mitigate our funding disparity to offset cost increases and invest in efficiency initiatives to improve operations and yield longer term savings.

In-state tuition ranges for I/S UG, I/S Grad and all Law (I/S & O/S)
Out-of-state tuition ranges for O/S UG & O/S Grad

Mason Keeps Tuition Low

Mason is more than $6,000 per in-state student FTE below the mean of five doctoral peer institutions when state and tuition funding are combined, despite operating in the most expensive region in the Commonwealth

Even with a 3-5% increase, Mason would still be well below almost all doctoral peers



¹I-S Student FTE is based on FY23 enrollment for UG, Grad and Law

Note: Mason does not have mandatory E&G Fees

Student & Board Engagement

- Student Government Hosted Town Hall
- Student Government Leadership Meetings
- Open Public Comment Portal
- April BOV Public Comment Session
- May BOV Meeting

Additional Information

SCHEV FY 2025 & 2026 E&G Recommendations

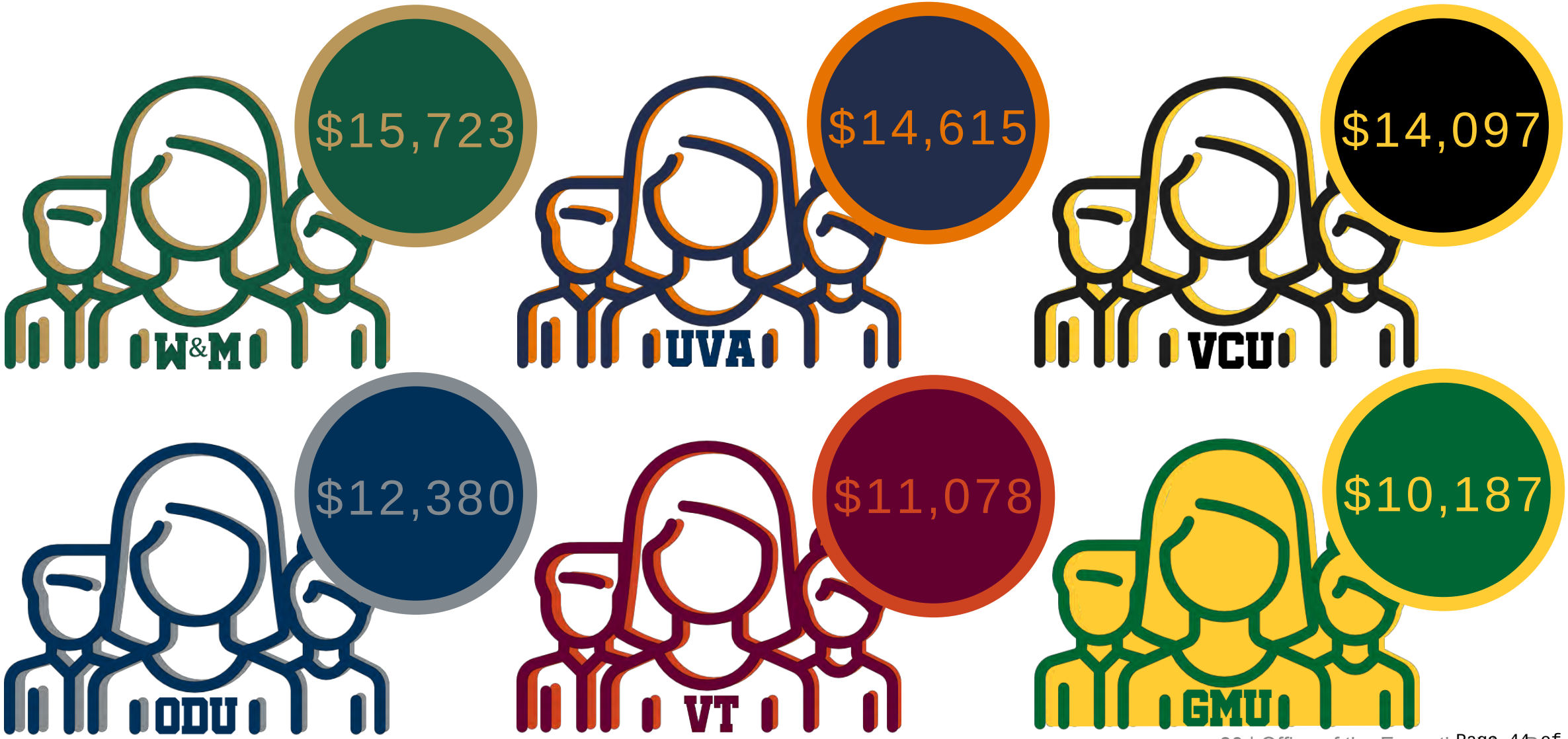
"In public higher education, the Commonwealth's policy has been to fund each institution's average faculty salary at the 60th percentile of its national peers… One institution, George Mason University, is below the 30th percentile[1]."

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

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

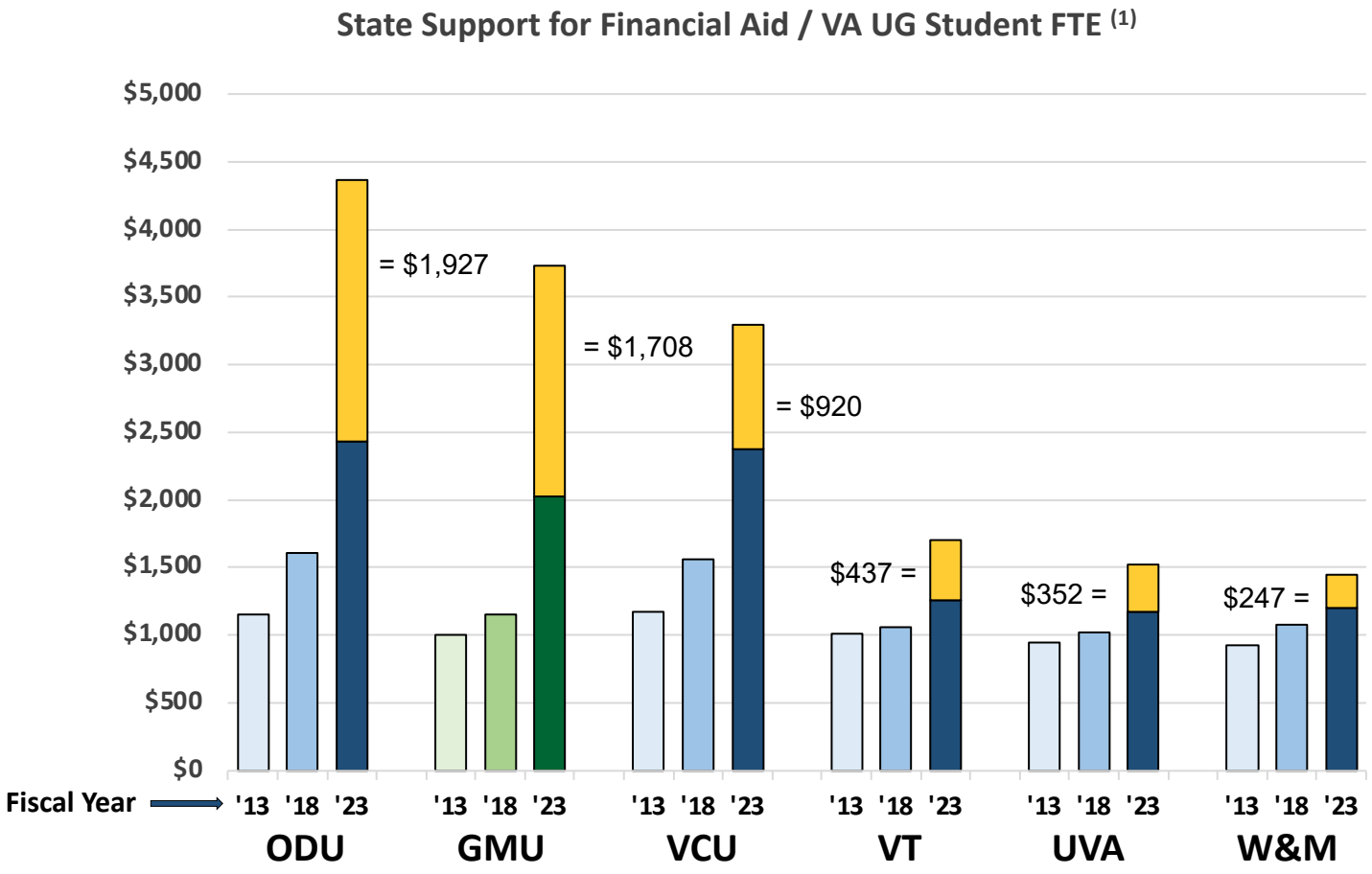
[1]*State Council of Higher Education for Virginia, Resources and Planning Committee Agenda Book, January 9, 2024*

State Appropriations per In-State Undergraduate (FTE)
E&G General Fund (excluding aid)



FY24 Appropriation is preliminary. FY24 in-state undergraduate student FTE is based on FY23 (Fall 2022) enrollment.

State Financial Aid Appropriation per In-State Undergrad



	ODU	GMU	VCU	VT	UVA	W&M
FY24 State	$63M	$78M	$59M	$36M	$18M	$6M
Student[1]	14,411	20,975	17,858	21,080	11,641	4,309
Per Student	$4,362	$3,730	$3,293	$1,698	$1,524	$1,450

State support per student for Mason <u>financial aid</u> has nearly tripled in the last five years

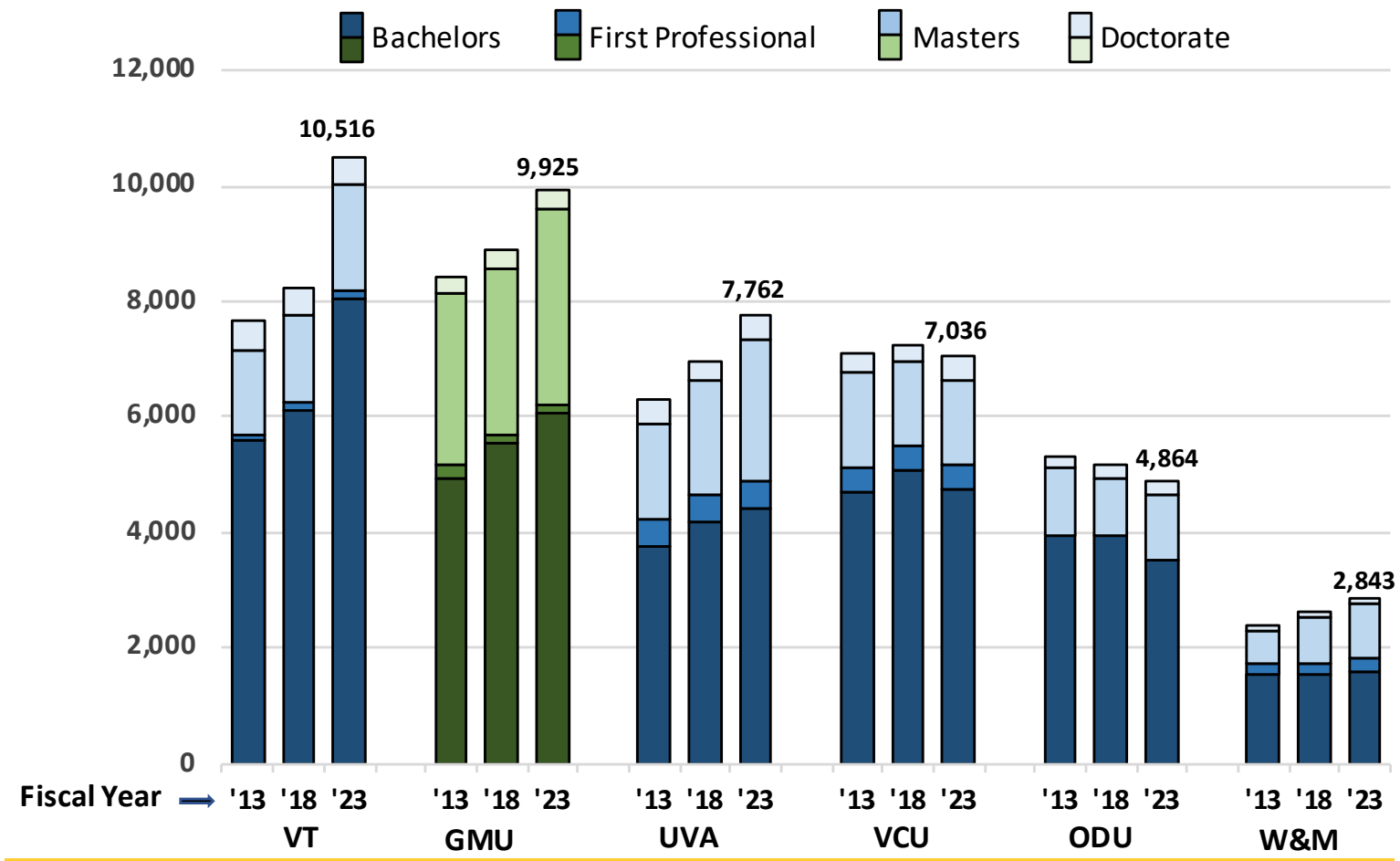
Mason per student financial aid vs peer median:

- **FY13: $87 below**
- **FY23: $543 above**
- **FY24: $1,561 above**

Financial Aid appropriation passes directly through to students

[1] - *FY24 Appropriation is preliminary. FY24 Student FTE is based on FY23 (Fall 2022) enrollment.*

Degrees Granted



	VT	GMU	UVA	VCU	ODU	W&M
Total Degrees FY13-FY23	**95,008**	**98,869**	**76,268**	**79,933**	**56,500**	**28,321**

Includes in-state and out-of-state; all degrees except Associates
Mason's peers are Virginia doctoral institutions

Source: SCHEV

Despite the funding disparity, Mason conferred the second highest number of degrees among peers in FY23 and most total degrees FY13-FY23

More of Mason's graduates stay in Virginia than peers' average:

- **In-state: 73% vs 64%**
- **Out-of-state: 29% vs 19%**

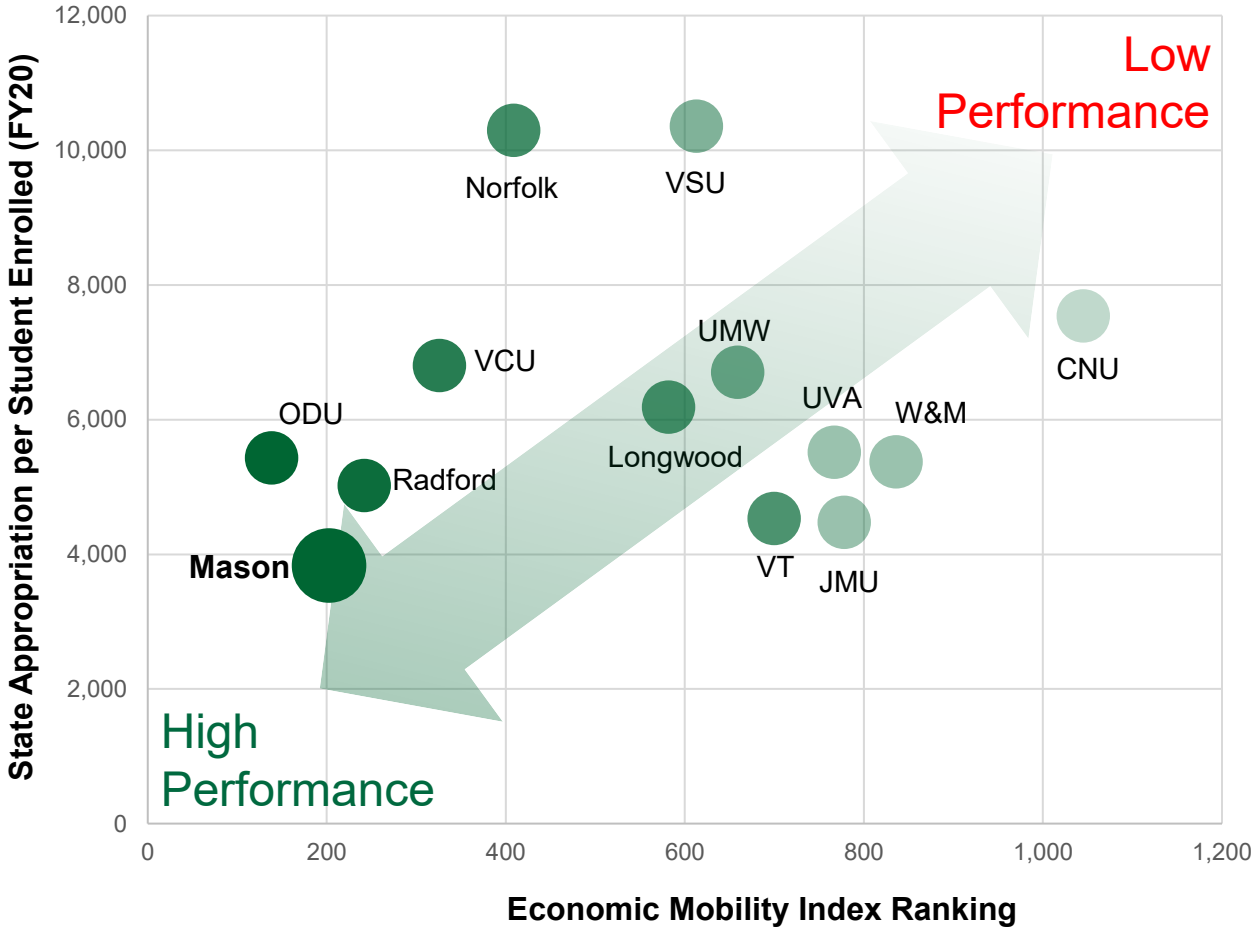
Imagine what Mason could achieve with funding equity

Delivering Economic Mobility

Mason provides the second highest economic mobility among all Virginia institutions

However, Mason has the best performance when comparing economic mobility and funding per student

Mason is the best ROI for the Commonwealth

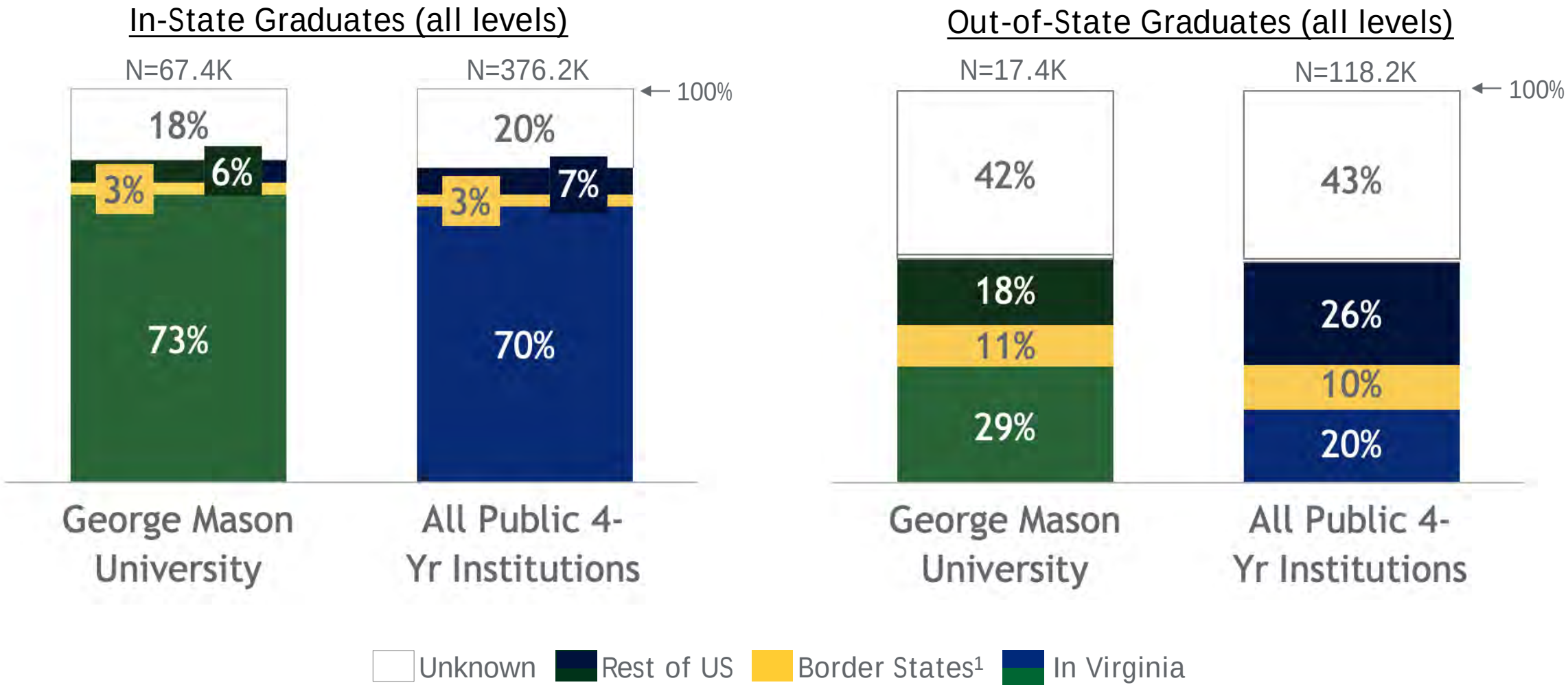


Economic mobility is based on volume of Pell students and the success at graduating those students

Source: Fair Funding and the Future of Higher Education in Virginia, Partners for College Affordability and Education Reform Now, September 8, 2022.

Mason Graduates Stay In Virginia

(%) Location in 2018 (1-10 yrs post-grad)



Note: Graduates include students from all degree programs and levels from graduating classes of 2007-08-2017-18
1. Border States Include North Carolina, Tennessee, Kentucky, West Virginia, Maryland and Washington, D.C.
Source: SCHEV Graduate Mobility Website

GEORGE MASON UNIVERSITY

BOARD OF VISITORS

Academic Programs, Diversity, and University Community Committee Meeting

Thursday, February 22, 2024

AGENDA

I. Call to Order

II. Approval of Academic Programs, Diversity and University Community Committee Minutes from November 30, 2023 (Action Item)

III. New Business

A. Provost's Update (K. Walsh)

B. Faculty Actions (**Action Item)**

1. Conferral of Emeritus/Emerita Status

C. Promotion and Tenure Process Discussion (K. Walsh)

D. Mason Core and Just Societies Requirement (K. Walsh, K. Renshaw)

E. Reports

1. Fall 2023 Undergraduate Retention and Graduation
2. Fall 2023 Faculty Diversity and Retention

F. Announcements

1. Appointment of Faculty
2. Appointment of Administrative and Professional Faculty
3. Renewals and Reappointments
4. Separations
5. Other Announcements
6. Summary Sheet- February 2024

IV. Adjournment

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

MINUTES
Thursday, November 30, 2023

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

ABSENT: Visitors: Anjan Chimaladinne, Faculty Representative: Cesar Rebellion

ALSO PRESENT: President Washington; Visitors: Dorothy Gray, Bob Pence, Jon Peterson, Cully Stimson

I. The meeting was called to order by Chair Lindsey Burke at 8:36 a.m.

II. Approval of Minutes (Action Item)
It was **MOVED** by Visitor Burke to approve the minutes from the September 28, 2023, APDUC Committee Meeting. Meeting minutes were unanimously approved with no changes or discussion.

III. New Business

A. Provost's Update
Kenneth D. Walsh – Interim Provost and Executive Vice President
Interim Provost Ken Walsh highlighted key aspects of Mason's academic progress during the 2022-2023 academic year and gave an overview of winter graduation plans. He then showcased Mason's enrollment growth, outpacing other Virginia universities, with the College of Engineering and Computing (CEC) leading the surge. Freshman applications for fall 2024 have significantly increased from fall 2022. He also affirmed Mason's status as a top-tier research university in the Carnegie Classification and featured collaborative efforts with the University of Mary Washington. Interim Provost Walsh then reviewed state appropriations per graduate in Virginia for FY22 and the average annual earnings of Virginia's college-educated workers. He concluded by celebrating Mason's faculty and staff service milestones, ranging from five to 45 years, underscoring their commitment and longevity.

B. Program Actions
Chairperson Burke called for a **MOTION** to approve the actions; Visitor Witeck **MOVED**; Visitor Prowitt **SECONDED** the following program actions:

- Master of Education (MEd) in Literacy Education
- Master of Education (MEd) in Inclusive Early Childhood Education
- Bachelor of Science in Education (BSEd) in Secondary Education

The motion **PASSED**.

C. Faculty Actions

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

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

The motion **PASSED** .

D. Admissions Process Review

David Burge – Vice President, Enrollment Management
Alan Byrd – Dean, Admissions

Vice President for Enrollment Management David Burge and Dean of Admissions Alan Byrd presented a comprehensive review of Mason's admissions process, focusing on various stages from application to enrollment. They provided an overview of undergraduate application requirements, new student enrollment processes post-admission, and strategies for recruiting Pell-eligible students. The application phase was detailed in three steps: gathering materials, submitting applications by deadlines, and the review and decision release by admissions counselors.

E. Undergraduate Student Success at Mason

Ryan Braun, Director of Undergraduate Academic Success
Sally Lorentson, Assistant Vice President, University Life

University Life and Undergraduate Education provided an overview of the undergraduate student success network at Mason, a compilation of resources that supports every undergraduate student on their path toward graduation and career success. This network continues to be enhanced, growing its scale and reach through the implementation of new technology in Salesforce and Stellic, along with further data-informed interventions.

F. College Spotlight: College of Education and Human Development

Ingrid Guerra-Lopez, Dean, College of Education and Human Development

In the interest of time, the presentation was delayed until the February Board Meeting.

G. Announcements

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

IV. Adjournment

Chairperson Burke adjourned the meeting at 9:39 a.m.

Respectfully submitted,

Sarah Parnell
Secretary Pro Tem

GEORGE MASON UNIVERSITY

Academic Programs, Diversity and University Community Committee

Board of Visitors

February 22, 2024

GEORGE MASON UNIVERSITY

Agenda

I. **Call to Order**

II. **Approval of Minutes** (Action Item)

III. **New Business**

- A. Provost's Update
- B. Faculty Actions (Action Item)
- C. Promotion and Tenure Process Discussion
- D. Mason Core and Just Societies Requirement
- E. Reports
- F. Announcements

IV. **Adjournment**

Action Item

Approval of Minutes

November 30, 2023

GEORGE MASON UNIVERSITY

Provost's Update

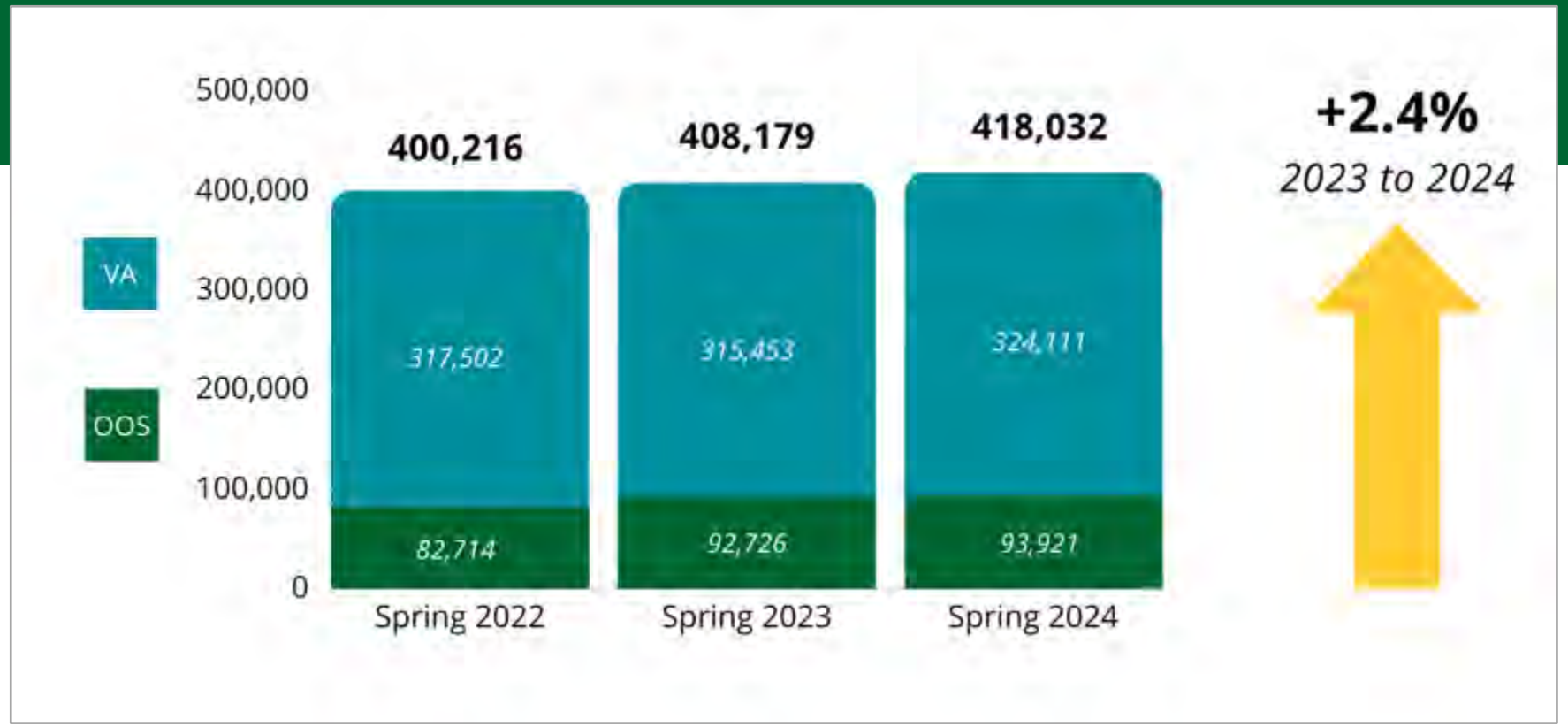
Kenneth Walsh, PhD

Interim Provost and Executive Vice President

GEORGE MASON UNIVERSITY

Student Credit Hours

Spring 2024



*as of 02/01/24

GEORGE MASON UNIVERSITY

Mason Direct Admissions – Fall 2024

1,253

NUMBER OF OFFERS made to students at 8 Northern Virginia High Schools

623

NUMBER OF STUDENTS who completed the simplified application for admission

49.7%

PERCENTAGE OF STUDENTS who completed the simplified application for admission

GEORGE MASON UNIVERSITY

FAFSA Disruption

Education Dept. Won't Send Completed FAFSAs to Colleges Until 'First Half of March'

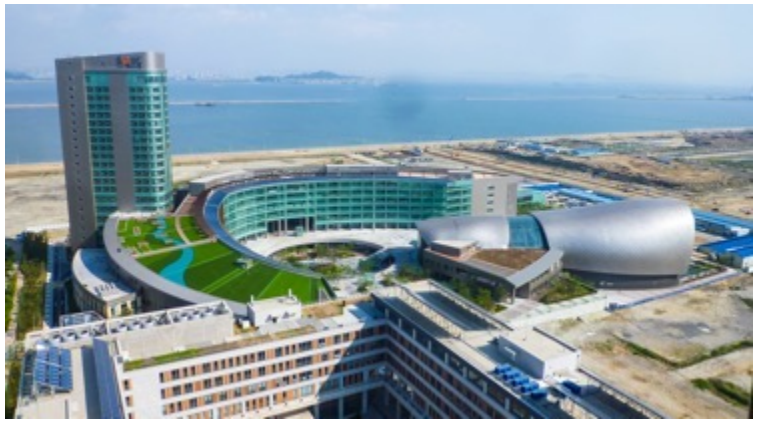
By *Eric Hoover* | JANUARY 30, 2024

Current students are likely not affected but incoming students will not receive financial aid packages until April

GEORGE MASON UNIVERSITY

Mason Korea

10th Anniversary



700+	Direct admission students
80	Study abroad students
2	Research centers: • Center for Security Policy Studies, Korea • Peace and Conflict Studies Center Asia

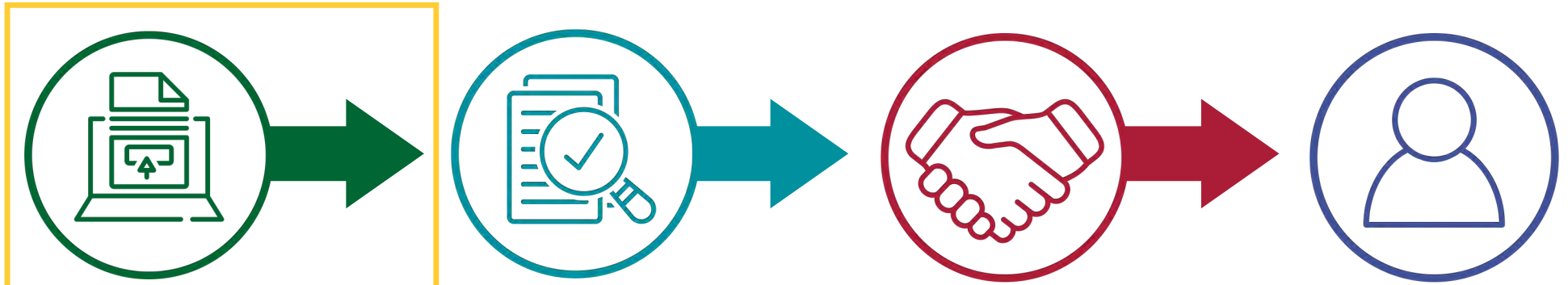
Celebration Events

Songdo June 12	1	Kickoff Reception Press Conference
Songdo June 13	2	Opening Ceremony Women in Leadership Panel Research Showcase
Seoul June 14	3	CSPS-K Symposium 10th Anniversary Party
Songdo June 15	4	Graduation

GEORGE MASON UNIVERSITY

Mason Korea

Campus Dean Search



Establish committee and post position

Review and refine the selection of candidates by April

Make a final selection in early summer

New dean appointed for fall semester

Search Committee:

Dean Ajay Vinzé is chair of the Mason Korea search committee. The committee includes representatives from the U.S. and Mason Korea with involvement of the U.S. side of the Mason Korea advisory board.

GEORGE MASON UNIVERSITY

Fall 2024 Academic Calendar

FALL 2024	DATE
Start of Semester	August 26
End of Semester	December 18
Commencement	December 19
Winter Break	December 23–January 3

**Election Day (now a state holiday) is designated as a university holiday in 2024*

GEORGE MASON UNIVERSITY

University Rankings

U.S. News & World Report rankings of online master's degree programs include *nine* Mason programs in the top 50 among public universities and *eight* in the top 50 among all institutions.

Business *(non-MBA)*
44th among publics
62nd nationally

MBA for Veterans
41st among publics
50th nationally

Education
40th among publics
45th nationally

Education (curriculum and instruction)
17th among publics
17th nationally

Education (Special Ed)
8th among publics
8th nationally

Education for Veterans
14th among publics
14th nationally

Information Technology
35th among publics
50th nationally

Nursing
34th among publics
49th nationally

Nursing for Veterans
11th among publics
18th nationally

**as of 02/07/24*

GEORGE MASON UNIVERSITY

Faculty Honors

Linda Monson

Steinway Teacher Hall of Fame

Steinway & Sons Americas

Evan Lowder

Outstanding Faculty Award

State Council of Higher Education for Virginia

Action Item

GEORGE MASON UNIVERSITY

Conferral of Emeritus/Emerita Status

Suzanne Carbonneau
Art, CVPA
Joined Mason in 1995

John Schreifels
Chemistry and Biochemistry, COS
Joined Mason in 1988

Michael Wolf-Branigin
Social Work, CPH
Joined Mason in 2003

Action Item

MOTION

To approve the following Faculty Action, Conferral of Emeritus/Emerita Status, as outlined in the meeting materials

GEORGE MASON UNIVERSITY

Promotion and Tenure Process Discussion

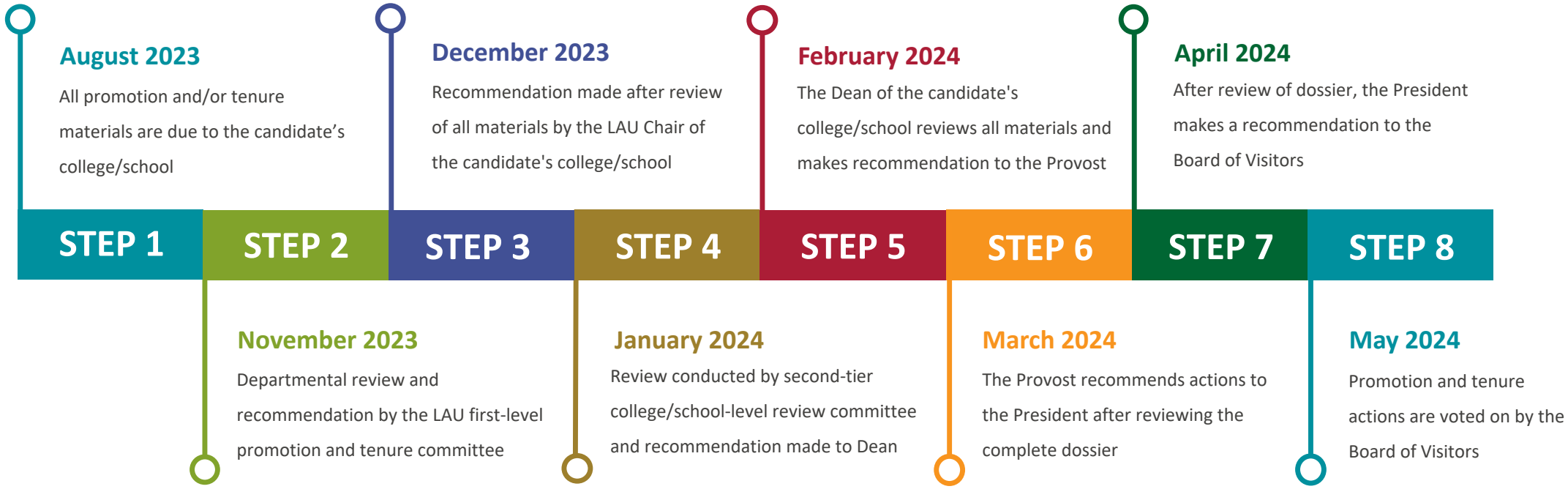
Kenneth Walsh, PhD

Interim Provost and Executive Vice President

GEORGE MASON UNIVERSITY

Institutional Timeline

Academic Year 2023–2024



**Steps 1-4 may be adjusted due to academic unit needs*

GEORGE MASON UNIVERSITY

Promotion and/or Tenured Faculty

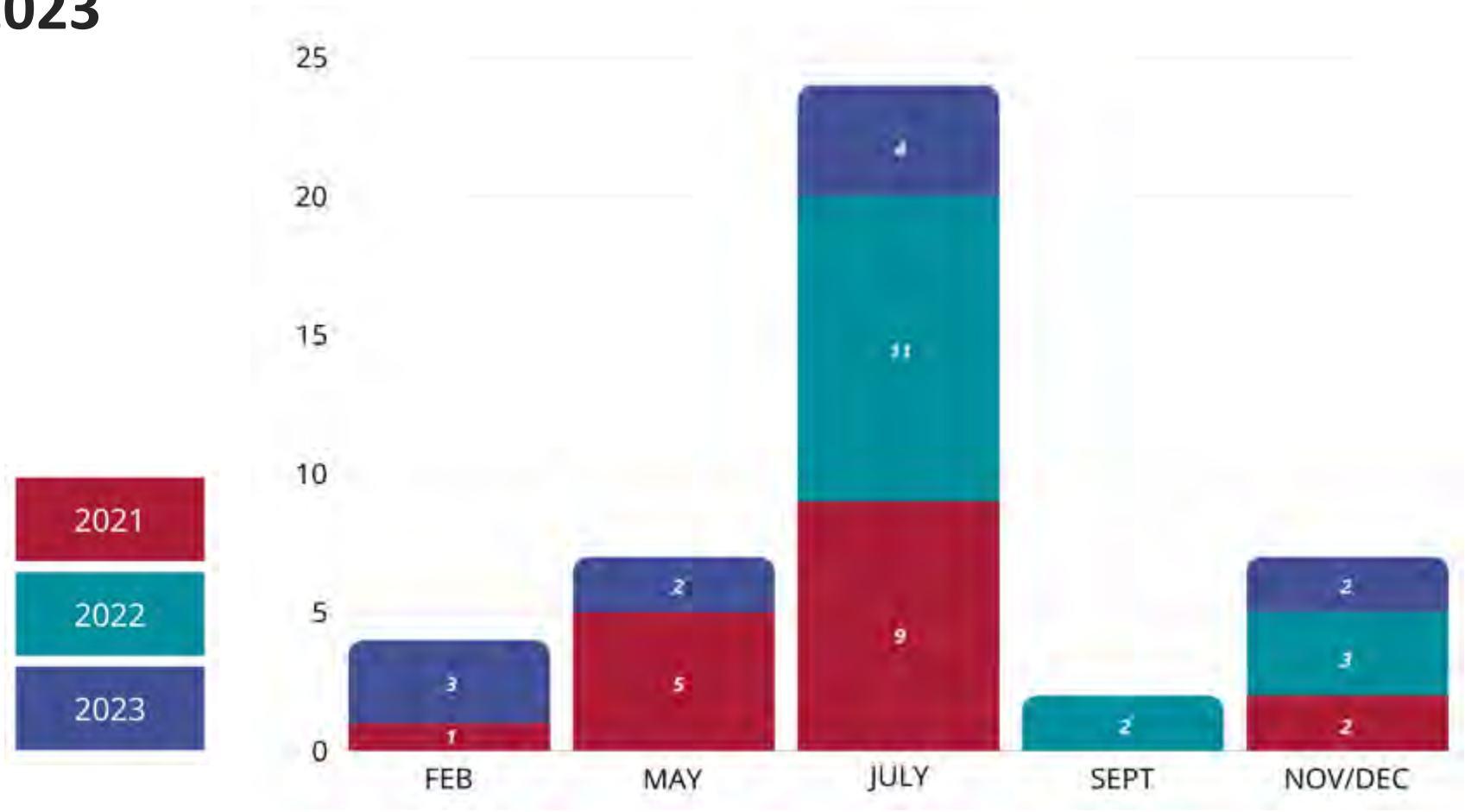
2021–2023

YEAR	Promotion Only	Tenure Only	Promotion and Tenure	TOTAL
2021	22	4	18	**44**
2022	21	1	19	**42**
2023	24	5	32	**62**

GEORGE MASON UNIVERSITY

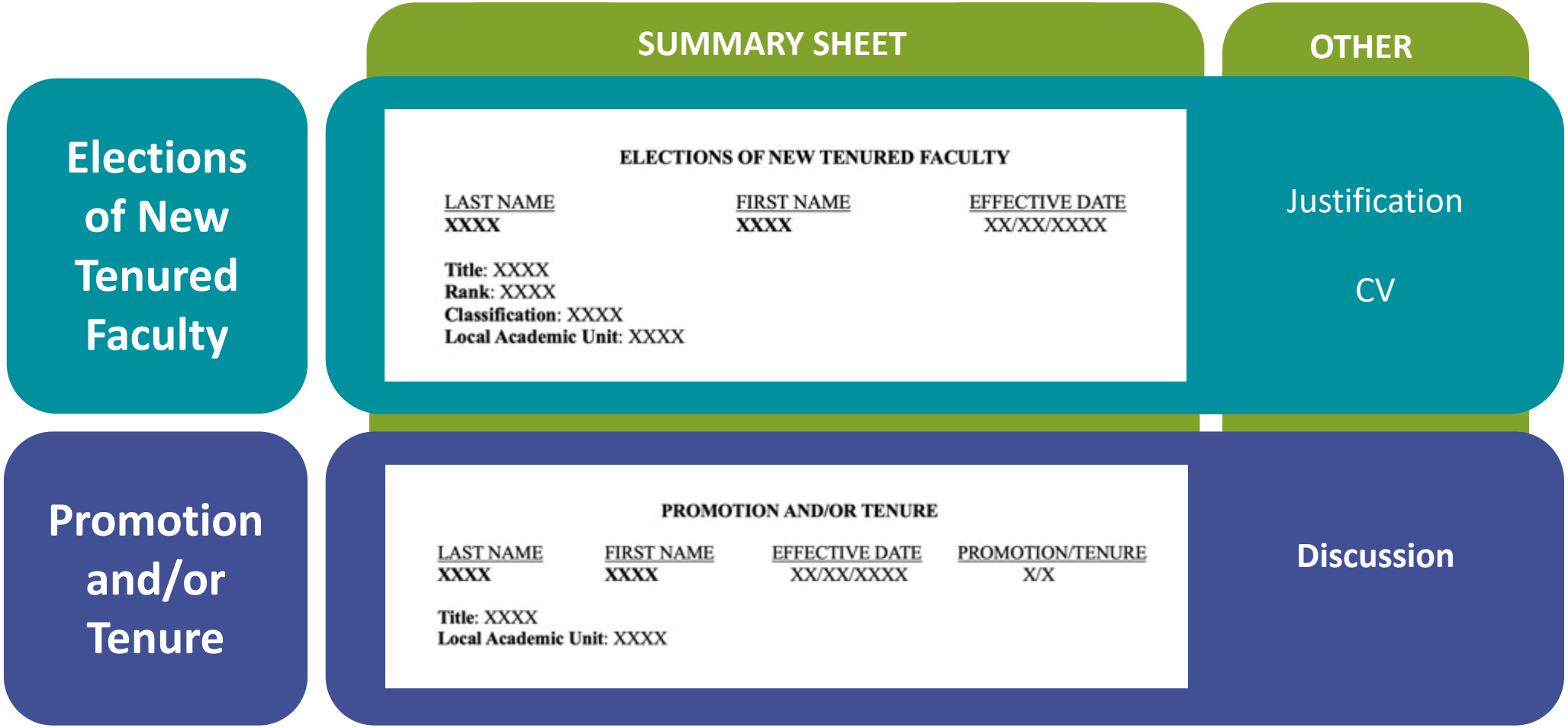
Elections of New Tenured Faculty

2021–2023



GEORGE MASON UNIVERSITY

BOV Materials



GEORGE MASON UNIVERSITY

Mason Core and Just Societies Requirement

Kenneth Walsh, PhD
Interim Provost and Executive Vice President

Keith Renshaw, PhD
Senior Associate Provost for Undergraduate Education

GEORGE MASON UNIVERSITY

Overview

I. Background

A. Mason Core: What, Why, and How?

B. Process Leading to Recent Changes

II. Just Societies Integration into Mason Core

A. Rationale and Significance

B. Learning Outcomes

C. Examples

GEORGE MASON UNIVERSITY

Mason Core

What is it?

- **University-level requirements**
  - General education
  - Graduation requirements

Why do we have it?

- **Ensures we meet needs of:**
  - Employers
  - Students
  - Region/state
  - Society
- **Defines what all graduates have, beyond specific majors**
- **Accreditation requirements**

GEORGE MASON UNIVERSITY

Mason Core

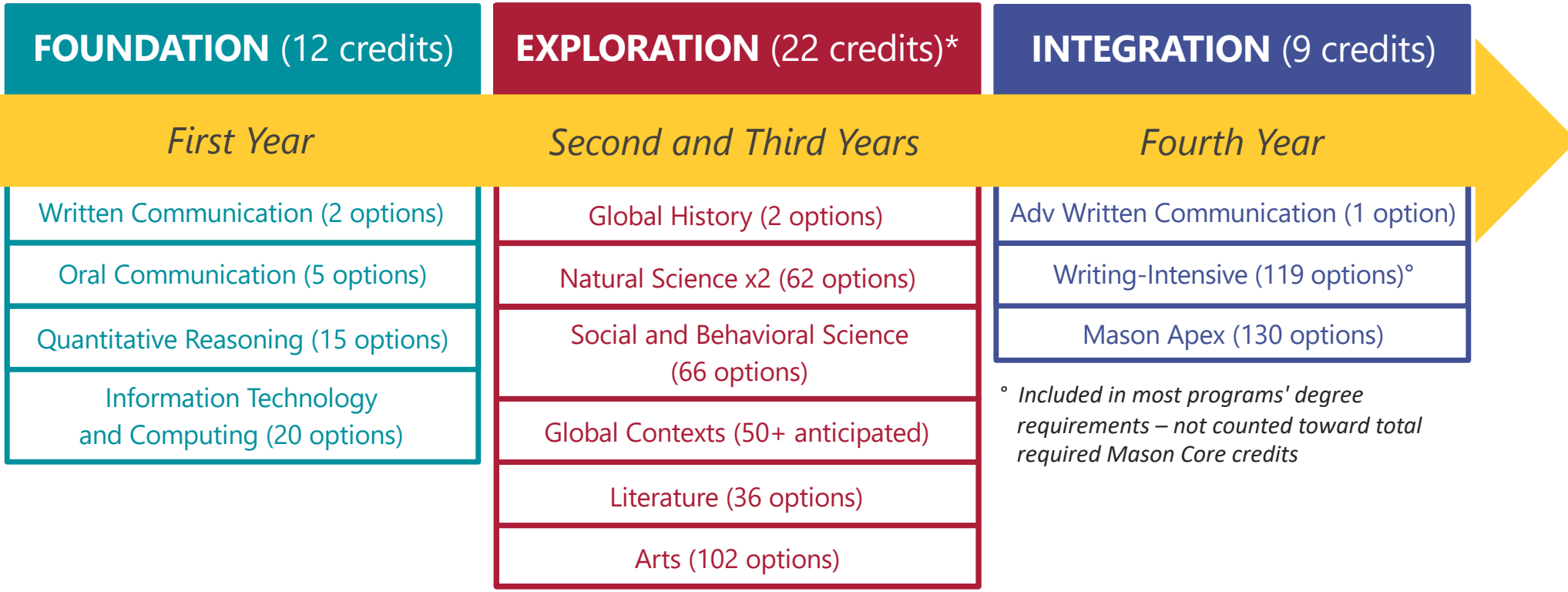
How do we identify classes?

- Identify key areas for study: overarching levels and categories
- Each category is then defined by a set of “Student Learning Outcomes”
  - Key areas of learning we expect from students by course end
  - Each class in a category must demonstrate that it meets the outcomes
  - Some categories have one established course (ex: Adv Written Communication)
  - Other categories have numerous courses, providing consistency with flexibility and choice

GEORGE MASON UNIVERSITY

Mason Core Fall 2024

How is it structured?



° *Included in most programs' degree requirements – not counted toward total required Mason Core credits*

**Two of these courses also meet the Just Societies outcomes*

GEORGE MASON UNIVERSITY

Mason Core

How does a course get into the Core?

PROPOSAL

- Faculty initiated
- Sample syllabus
- Rationale
- Assignment map
- Course management plan

REVIEW

- Mason Core Committee (*14 voting members*)
- Subset review each proposal
- Discuss in committee and vote
- Provide feedback and work with faculty

GEORGE MASON UNIVERSITY

Pathway to Mason Core Enhancements

Catalyst for Transformation	Information Gathering and Community Input	Design and Proposal Development	Stakeholder Review and Feedback	Approval and Implementation
AY18-19	**AY19-21**	**Early AY21-22**	**Mid AY21-22**	**Late AY21-22**
• **Presidential directives:** Respond to President Cabrera's vision for a diverse, inclusive, and holistic undergraduate curriculum. • **Student voice:** Address evolving student needs and demands.	• **SACSCOC accreditation:** Mason Core assessment part of SACSCOC reaffirmation. • **Community input:** Engage faculty and students through focus groups. • Pandemic pause '20-'21. • **Exploring best practices:** Participate in AAC&U institutes to shape Mason Core's future focus.	• **Task Forces:** Four Mason Core taskforces work on generating proposals (Just Societies, Global Contexts, Global History, Capstone/Synthesis) for potential revisions. • **Options presented:** Introduce multiple proposals to the university community.	• **Community outreach:** Launch an extensive feedback campaign through town halls, emails, articles, and surveys. • **Faculty engagement sessions:** Hosting sessions to gather insights on potential enhancements.	• **Changes:** Introduce Mason Apex, Global Contexts, and Just Societies flag options. • **Approval:** Faculty Senate approves changes, including new global, historical, and societal emphases. • **Board presentation:** Present Mason Core enhancements to the Board of Visitors.

GEORGE MASON UNIVERSITY

Just Societies

Why Added?

Mason Mission and Student Body

Program Accrediting Bodies

Employer Preferences

Societal Needs

Alignment with Peer Institutions

GEORGE MASON UNIVERSITY

Just Societies

Alignment with VA Peer Institutions

- **UVA**: “Engaging Differences” (required class)
- **W&M**: “Difference, Equity, & Inclusion” (required class)
- **JMU**: “American and Global Perspectives” (2 categories)
- **VT**: “Critical Analysis of Identity & Equity in the US” (core concept)
- **VCU**: “Ethical Reasoning”; “Global & Cultural Responsiveness” (required outcomes "achievable only after several courses")
- **ODU**: “Develop an understanding of … issues related to ethnicity, race, and gender.” (Gen Ed “Goal 4”)

GEORGE MASON UNIVERSITY

Just Societies

Why two "flags" instead of a single course?

One Course Approach

- Full 3-credit class solely devoted to Just Societies content and outcomes
- Greater attention and focus
- More isolated from other content
- Adds more requirements

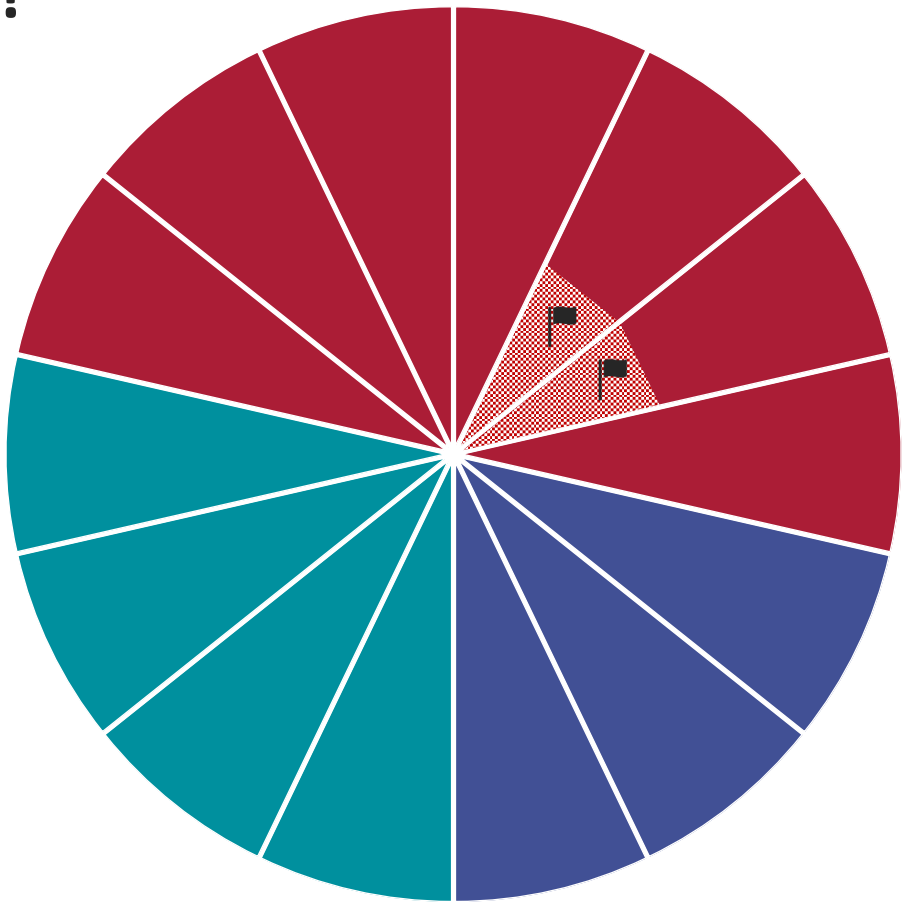
Course "Flag" Approach

- Count courses that have *some* attention to Just Societies content/outcomes
- Less exclusive attention and focus
- More integrated with other content
- No additional credits required

GEORGE MASON UNIVERSITY

Mason Core

How is it structured?



EXPLORATION

7 categories with "flags" that focus on a breadth of learning across areas and disciplines

FOUNDATION

4 categories that focus on key knowledge and skills needed for academic success

INTEGRATION

3 categories that focus on integrating knowledge and skills within the major

GEORGE MASON UNIVERSITY

Just Societies

Student Learning Outcomes

SLO #1: ***Define key terms*** *related to justice, equity, diversity, and inclusion as related to this course's field/discipline and* ***use those terms to engage meaningfully*** *with peers about course issues.*

SLO #2: ***Articulate obstacles*** *to justice and equity,* ***and strategies for addressing*** *them, in response to local, national, and/or global issues in the field/discipline.*

GEORGE MASON UNIVERSITY

Just Societies

Examples: Student Learning Outcome #1

Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use those terms to engage meaningfully with peers about course issues.

APPROVED

ANTH 309: Peoples and Cultures of India

Syllabus Statement of SLO:

Define key terms related to justice, equity, diversity, and inclusion and be able to engage meaningfully with peers using such terms.

Sample Assignment:

You'll be asked to write a reflection on a class debate five times during the semester. You'll be asked to reflect on what you learned from the debate and assessed on your use of key terms from the debate.

PENDING

RELI 310: Judaism

Syllabus Statement of SLO:

…identify the concepts and key terms within Judaism that played a part in shaping the Western world, such as monotheism, ethnicity, peoplehood, holiness, purity, covenant, law, and justice, and use these terms to engage meaningfully with their peers about global issues facing Jews and Jewish communities (e.g., the place of Israel in contemporary geopolitics).

Sample Assignment:

Short Writing Assignment (2-3 pages): *Who is a Jew?* What does it mean for someone to be a Jew? How does Solomon answer that question [in *Judaism: A Very Short Introduction*]? How would you answer that question?

Wrap Up Evaluation – one student gives a short summation at the end of each class.

GEORGE MASON UNIVERSITY

Just Societies

Examples: Student Learning Outcome #2

Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

APPROVED

ANTH 309: Peoples and Cultures of India

Syllabus Statement of SLO:

Articulate obstacles to justice and equity and strategies for addressing them, in reference to Indian society and globally.

Sample Assignment:

You will be asked to write a "position paper" in relation to the readings on caste, asking you to compare and contrast India's system of reservations with the American system of affirmative action. What is the language of equity used in the discourse on reservations and affirmative action? How does this language relay each societies' ideas about social justice? How does this comparison change or confirm your own views about affirmative action in the US? Your paper should argue for one side of the debate, drawing on evidence from the course readings. It should be two pages single-spaced (700-800 words).

PENDING

RELI 310: Judaism

Syllabus Statement of SLO:

Students will also discuss global issues related to justice and equality (e.g., racism, reproductive rights, immigration, genocide, antisemitism, Islamophobia) and the ways in which diverse Jewish communities (Reform, Conservative, Orthodox, Hasidic, Reconstructionist, secular) have addressed them using Jewish values and ethics.

Sample Assignment:

Short Writing Assignment (2-3 pages): *Zionism and Antisemitism.* What does Herzl propose as the solution to antisemitism? Did the creation of the state of Israel solve the problem of antisemitism as Herzl predicted according to Shavit? Assess recent developments in Israeli history in light of your own values and ethics.

GEORGE MASON UNIVERSITY

Why Focus on Definitions and Use of Terms?

Meaningful work and engagement ***do not*** require agreement but ***do*** require mutual understanding.

Two different definitions of the same word lead to confusion and inability to make meaningful progress.

SACS COC™

Southern Association of Colleges and Schools Commission on Colleges

Equity *– process of ensuring freedom from bias or favoritism such that all individuals can achieve their full potential; a measure of achievement, fairness, and opportunity for all in education*

PARENTS DEFENDING EDUCATION

Understanding Woke Jargon

GEORGE MASON UNIVERSITY

Just Societies

Current Status

16 16 courses approved (from 12 separate programs)

32 32 courses under review

48 Of these 48 courses…

- 46 are existing courses
- 2 are newly developed courses

GEORGE MASON UNIVERSITY

Just Societies

Currently Approved Courses

ANTH 135: Introduction to Biological Anthropology

ANTH 309: Peoples and Cultures of India

ANTH 365: Scientific Racism and Human Variation

ARTH 370: Arts of the United States

CEIE 100: Environmental Engineering around the World

CRIM 405: Law and Justice around the World

CULT 320: Globalization and Culture

EVPP 336: Tackling Wicked Problems in Society & the Environment

GCH 205: Global Health

GLOA 101: Introduction to Global Affairs

GOVT 103: Introduction to American Government and Politics

GOVT 134: Grand Challenges to Human Security

HIST 272: Survey of Latin American History

INYO 261: Mentoring Multilingual Learners

SOCI 101: Introductory Sociology

SOCI 320: Globalization and Social Change

GEORGE MASON UNIVERSITY

Reports

- Fall 2023 Undergraduate Retention and Graduation
- Fall 2023 Faculty Diversity and Retention

GEORGE MASON UNIVERSITY

Announcements

- Appointment of Faculty
- Appointment of Administrative and Professional Faculty
- Appointment/Reappointment of Deans/Directors and Department Chairs/School Directors
- Renewals and Reappointments
- Separations
- Other Announcements
- BOV Summary Sheet

Adjournment

PROVOST.GMU.EDU

GEORGE MASON UNIVERSITY

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

February 22, 2024

CONFERRAL OF EMERITUS/EMERITA STATUS

LAST NAME	FIRST NAME	EFFECTIVE DATE
Carbonneau	**Suzanne**	2/22/2024

Title: Professor Emerita
Local Academic Unit: Art (CVPA)

Schreifels	**John A.**	2/22/2024

Title: Associate Professor Emeritus
Local Academic Unit: Chemistry and Biochemistry (COS)

Wolf-Branigin	**Michael E.**	2/22/2024

Title: Professor Emeritus
Local Academic Unit: Social Work (CPH)

College of Visual and Performing Arts
Office of the Dean
4400 University Drive, MS 4C1, Fairfax, Virginia 22030
Phone: 703-993-8877

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

From: Rick Davis, Dean, CVPA

Subject: Emerita designation for Suzanne Carbonneau

Date: January 11, 2024

I am very pleased to recommend the election of Suzanne Carbonneau, Professor in the School of Art, as Professor Emerita effective May 2, 2024. Prof. Carbonneau, who retired on February 1, 2024, has taught at George Mason University since 1995, based in the School of Art and with cross-disciplinary affiliations in African and African American Studies, Women and Gender Studies, Cultural Studies, Dance, and Theater. She developed and chaired an innovative integrated arts program in our then-Institute of the Arts, and carried that interdisciplinary spirit into the School of Art in CVPA.

She is a gifted and award-winning teacher, and an internationally-recognized critic, essayist, biographer, and historian whose writings have appeared in *The Washington Post*, the *New York Times*, and other publications. She founded and directed the National Endowment for the Arts Journalism Institute, and she has served as Critic-in-Residence at the American Dance Festival and at the Joyce Theater.

Carbonneau is a founding Scholar-in-Residence at Jacob's Pillow Dance Festival, and she writes and lectures for the John F. Kennedy Center for the Performing Arts. She also served as founding Scholar-in-Residence at the Bates Dance Festival. She is an adviser to the documentary film (in production), *An Art of Choice: Lucinda Childs*, directed by Jack Walsh; and she served as Dance Historian for the feature film *The Chaperone* and the HBO series *The Gilded Age*, both written by Julian Fellowes and directed by Michael Engler.

She holds a Ph.D. from New York University and is a Professor at George Mason University. Carbonneau is a MacDowell Fellow, a Yaddo Fellow, a Bogliasco Fellow, and The Center for Ballet and the Arts at NYU Fellow. From 2014-2018, she served as Artistic Advisor to choreographer Paul Taylor for his American Modern Dance project, and since Taylor's death she continues as Curatorial Advisor to the Paul Taylor Dance Foundation. Her authorized biography of Paul Taylor will be published by Farrar, Straus & Giroux. Carbonneau is the recipient of a Guggenheim Fellowship.

A generous colleague and a mainstay of the intellectual life of the arts at Mason for nearly 30 years, Suzanne Carbonneau is an ideal candidate for the title of Professor Emerita.

✓ Approval ___ Disapproval _____
Kenneth D. Walsh, Interim 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 Science
4400 University Drive, MSN: 5C3
Fairfax, Virginia 22030
Phone: (703) 993-3622; Fax: (703) 993-1993

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

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

Subject: Emeritus Designation for Dr. John A. Schreifels

Date: January 5, 2023

Dr. John A. Schreifels joined the Mason faculty on September 1, 1988 and will retire on February 1, 2024 with an exemplary record of teaching, research and service as an Associate Professor in the College of Science and to the Mason community.

I am pleased to support the nomination of Dr. Schreifels for the rank of Emeritus Professor, as recommended by Dr. Andre Z. Clayborne, Interim Chair, Chemistry and Biochemistry. Given Dr. Schreifels' contributions and impact at Mason, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approval ✓ Disapproval _____

Kenneth D. Walsh, Interim 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, home unit and/or Dean recommendation, Provost recommendation, and the President's recommendation.

College of Public Health

Office of the Dean
4400 University Drive – MSN 2G7
Fairfax, Virginia 22030
Phone: 703-993-1918; Fax: 703-993-1943; Web: cph.gmu.edu

TO: Kenneth D. Walsh, Interim Provost, and Executive Vice President
Gregory N. Washington, President

FROM: Melissa J. Perry, ScD, MHS
Dean, College of Public Health

SUBJECT: Emeritus Designation for Dr. Michael Wolf-Branigin

DATE: January 9, 2024

This memo confirms my support for **Dr. Michael Wolf-Branigin's** candidacy for Faculty Emeritus as nominated by the Chair of the Department of Social Work, Dr. Emily Ihara. Dr. Wolf-Branigin joined Mason in 2003 as an Associate Professor in the Department of Social Work, became tenured in 2009, and promoted to full professor in 2015. He served as Department Chair from 2014-2018, providing interim leadership roles at two different points in time prior to taking on the Department Chair position. He received a BA in Sociology and Psychology from Western Michigan University, an MSW from the University of Michigan and a PhD in Evaluation and Research (Education) from Wayne State University.

Dr. Wolf-Branigin has been dedicated to George Mason University and the Department of Social Work for more than 20 years. He is an outstanding social work scholar, educator and colleague and has been a mentor to a plethora of students both at the undergraduate and graduate levels. He has more than 50 peer-reviewed publications with the majority as first author. In addition to other scholarly accomplishments, Dr. Wolf-Branigin has brought in more than 2 million dollars in external funding since starting at Mason.

Dr. Wolf-Branigin's commitment and excellence in research, teaching and service to the Department of Social Work is remarkable and I fully support a Faculty Emeritus appointment for Dr. Michael Wolf-Branigin.

✓ Approval ___ Disapproval _____
Kenneth D. Walsh, Interim Provost and Executive Vice President

✓ Approval ___ Disapproval _____
Gregory N. 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.

ANTH 135: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

[redacted]

PROFESSOR
[redacted]
Office hours:
Office:

GRADUATE TEACHING ASSISTANT
<first name> <last name>
<id>@gmu.edu
Office hours:
Office:

OFFICE HOURS
There are two main ways you may engage with us outside of our normal class time.

Option 1: Students may post questions or comments related to the course in our classroom Slack workspace under the #student_questions channel. Slack will be our primary mode of communication this semester and is preferred over e-mail. You may post a question or comment at any time. [redacted] will respond as quickly as possible. However, please note that we may not answer questions after 5 PM or on weekends. Before posting a question, make sure to look through any previous posts to see if your question has already been answered. Also please consult the syllabus first as it may already contain the answer to your question.
[redacted]

Option 2: Students may meet with us face-to-face or on zoom by scheduling an appointment. Our preferred format for office hour meetings is zoom, but you may also come by our offices if we are on campus during the appointment time. Both [redacted] will use the same zoom link for face-to-face office hours:
[redacted]

BLACKBOARD PAGE
You will access most course content this semester via our blackboard page:
[redacted]

REQUIRED TEXT
Essentials of Biological Anthropology, 5th edition, by Dr. Clark Spencer Larson. 2021. W. W. Norton & Company. ISBN: 978-0-393-87685-7

Other required and optional readings for this course will be provided as PDFs on Blackboard.

COURSE DESCRIPTION

Biological anthropology is a wide-ranging and dynamic field focusing on the evolution and biological variation of humans as well as our closest fossil and living relatives. Biological anthropologists today are motivated by big questions, including “what makes us human”, “where did we come from”, “why do we move and act the way that we do”, “how do differences in culture and the environment shape us”, and “what is our future on this planet”? How biological anthropologists engage these questions has far reaching impacts not only within our own fields of study, but in other fields as well, and also shapes discourse in the public sphere. Therefore, what you learn in this course will be of value not only in setting a conceptual foundation for anthropology majors, but also for those of you who will pursue other fields of study.

In this course we will trace the history and development of the field of biological anthropology and its contributions to what we know about ourselves and our closest living and fossil relatives. We will begin with an introduction to the history of ideas in biological anthropology, asking how we know what we know, and how that knowledge has been shaped by the cultures in which it was produced. In particular, we will examine the role that biological anthropology has played in the formation of race science, the consequences of that history in the present, and how biological anthropologists are responding to these problems today. We will then turn to the development of evolutionary theory and introduce the fundamentals of genetics, which together form the core of modern evolutionary biology. Working from this baseline we will survey the evolution of primates over the last 50 million years, from the appearance of the very earliest primates in the fossil record to the emergence of living humans today. We will then survey the biological variation of living peoples and learn how our bodies, and the ways that we understand and interpret them in society, are shaped by cultural values. To achieve the goals of this course we will draw on the knowledge of multiple subfields of biological anthropology, including primatology, paleoanthropology, bioarchaeology, human biology, and anthropological genomics.

This course is organized into four major units, beginning with the development of biological anthropology and then working chronologically through the evolution of primates and humans.

Unit One – History of Biological Anthropology and Evolutionary Theory
Unit Two – Evolution, Biology, and Behavior of Primates
Unit Three – Human Evolution and the Fossil Record
Unit Four – Biological Variation of Living Peoples

LEARNING OUTCOMES

Students will be introduced to some of the biggest questions in biological anthropology. Students will learn about the development of the field of biological anthropology and evolutionary biology, their historical roles in the development of race science, and how biological anthropologists are responding to these problems today. Students will gain a better understanding of the ways that science is produced, and how the production of scientific knowledge is shaped by history and culture. Students will also gain an understanding of the fundamentals of evolutionary theory and how it shapes biological variation both past and present. Building on this framework, students will gain a working knowledge of the evolutionary history, biology, and behavior of our closest fossil and living relatives. Finally, students will learn about the biological variation and complexity of living humans today.

COURSE PREREQUISITES

None

MASON CORE LEARNING OUTCOMES

This course is part of the Mason Core Curriculum and fulfills requirements for Natural Science, Social and Behavioral Sciences, and Just Societies.

Learning outcomes for the Natural Science designation include:

1. Understand how scientific inquiry is based on investigation of evidence from the natural world, and that scientific knowledge and understanding:
    a. evolves based on new evidence
    b. differs from personal and cultural beliefs
2. Recognize the scope and limits of science.
3. Recognize and articulate the relationship between the natural sciences and society and the application of science to societal challenges (e.g., health, conservation, sustainability, energy, natural disasters, etc.).
4. Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).
5. Participate in scientific inquiry and communicate the elements of the process, including:
    a. Making careful and systematic observations
    b. Developing and testing a hypothesis
    c. Analyzing evidence
    d. Interpreting results

Learning outcomes for the Social and Behavioral Sciences designation include:

1. Explain how individuals, groups or institutions are influenced by contextual factors;
2. Demonstrate awareness of changes in social and cultural constructs;
3. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

Learning outcomes for the Just Societies designation include:

1. a) Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and
    b) Use those terms to engage meaningfully with peers about course issues
2. Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline

TEACHING METHODS AND PHILOSOPHY

As is the case with many introductory courses, this course draws on a core textbook in biological anthropology which focuses on what most researchers consider to be canonical issues in the field. However, given the exclusionary history of biological anthropology and that of science in general, my view is that it is necessary to engage a wider variety of voices and issues than is represented in your textbook, so that you may also learn from the ever growing contributions of historically-marginalized scholars. It is important to me that you hear from a more diverse array of scholars in this class, and I have therefore included additional readings beyond the standard textbook to help make this possible. I will also draw on my own perspectives as well as those of yourself and your peers throughout the semester. While this course includes many topics that are my primary area of expertise and I hope you will learn many interesting and useful things from me, I want to acknowledge that no one knows everything, and it is my view that we all bring valuable knowledge to this class. As such, it is my goal as your professor to provide a space where we can all learn together and make room for multiple perspectives. I think it is important that you understand where the content that you are learning comes

from and the historical, social, and political conditions through which knowledge was produced. I therefore begin this course by historicizing the field in more detail than can be found in many standard textbooks. In this same spirit, I will often contextualize the content that we are learning in class and invite you to think critically about where the knowledge we are learning comes from and how it was produced. As an introductory course, this class will primarily consist of weekly lectures and readings, but I have also incorporated many opportunities for active learning in this course, including discussions and labs.

EXPECTATIONS FOR LEARNING

You should prepare for each class by completing assigned readings or other assigned work prior to class. It is very important for you to keep up with your readings, both those assigned from your textbook as well as supplemental materials. Each of you should show respect for myself and your fellow classmates by staying focused on the course material and not engaging with other content on the internet, including but not limited to social media. Please keep your phones silent and out of sight to limit distraction to yourself and others. If I find anyone's behavior to be distracting or if anyone's behavior becomes an impediment to others' learning, I may ask you to leave.

ATTENDANCE

Regular attendance of this class is very important and I expect students to attend class to the best of their ability. However, I will not be taking formal attendance regularly in this class and expect students to make responsible decisions about their own learning. Please note that a significant portion of my lecture content will not be covered in the assigned texts, so it is essential to attend class regularly to do well in the course. If you miss a lecture, lecture notes will not be provided. Throughout the semester we will have labs and collaborative learning activities that will occur during class time (see below). These activities are low stakes opportunities to earn points in this class and cannot be made up because they require active participation during class time. On these specific days I will take some form of attendance to track participation. I have built in the option of extra credit opportunities in case students miss some of these activities and wish to recoup points.

That said, I want to acknowledge that we are living in difficult times and I understand that certain events may arise this semester that reasonably prevent you from attending class on a regular basis. Please reach out to speak to me directly during office hours or set up a meeting if a situation arises during the semester that impedes your regular and timely attendance of this course. I will work with you to find a solution wherever possible.

LEARNING PLATFORMS

Course materials will be made available and assignments will be submitted via Blackboard. Most online communications and office hours for our course will occur via Zoom and the Slack workspace for our class. The links for each of these resources can be found on page one of this syllabus and you can find a separate onboarding document on our Blackboard page with instructions for getting started with each of these platforms. As stated above, I expect students to attend class to the best of their ability. As an additional resource for your learning, I will also post a PDF copy of the lecture slides on Blackboard prior to each class.

RESPECTFUL COMMUNICATION

It is important to communicate respectfully throughout this course and learning to do so will serve you well in your future academic and professional life. When addressing me in verbal or written communication, please use either [redacted] or [redacted]

When writing an e-mail, use your Mason e-mail account only. The subject line of your e-mail should be succinct and to the point, it should reflect the core content of your message, and it should include the relevant course number you are enrolled in. Your message should begin with an appropriate greeting addressing either myself, your TA, or both of us by name using our appropriate titles followed by a comma (i.e. "Dear [redacted],"). The body of your e-mail should contain a clear and succinct message, question, or request that gets your main point across politely. Conclude your e-mail with an appropriate signoff (i.e. "Sincerely,") and your name. Proofread your e-mail for grammar, spelling, punctuation, and tone. Avoid emojis and informal abbreviations.

Once you have sent your email, patiently await a response. I strive to answer emails promptly, typically within a few hours, but I may not be able to respond right away if I am teaching, in a meeting, in the lab, or engaged in other work. In addition, I may not respond to email after 5:00 PM or on weekends. Therefore, if your message is urgent, it is best to send it during normal business hours.

CAMPUS CLOSURE

If the campus closes or class is canceled for any reason, students should check our class's Slack channel for updates on how to continue learning and information about any changes to events or assignments.

PRIVACY

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and GMU student privacy policies. **I am unable to discuss anything regarding your grade via email or Slack**. **If you have questions or concerns about your grade, please plan to chat with me during office hours on Zoom or in person, or reach out to schedule a meeting**. Lectures recordings will not be provided by [redacted], nor should any member of our class record lectures without explicit permission from myself. Sharing of class materials that contain identifiable student information is limited by FERPA. Sharing any of the materials from this class, particularly materials relevant to assignments or exams, to public online "study" sites is considered a violation of Mason's Honor Code. For more information, see the Office of Academic Integrity's summary of information about online study sites.

STUDENT ACCESSIBILITY NEEDS

If at any point during this term you have concerns about accessibility in this course, please feel free to reach out to me. I do not require a formal assessment or letter from the university to make certain course accommodations for you. I will work to support everyone's needs as best I can and connect you with resources as needed. Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations for this and/or other course(s), please visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. email:ods@gmu.edu | phone: (703) 993-2474.

EQUITY AND INCLUSION

Biological anthropology and academia in general have long histories of exclusionary practices that have not only detrimentally impacted many communities directly but have also shaped what counts as knowledge worth learning. In addition, it is important to acknowledge that we live, work, and study on a campus that is named for a man who enslaved people of African descent. This history is not unique to our university, but it nonetheless bears upon the present and necessitates our response. Discrimination of any kind has no place on our campus. Within the specific context of this class, it is my goal to show how biological anthropology has directly contributed to histories of race and racism, and how myself and many others are working not only to hold this field accountable for its past but also to transform it for the better. As your professor, I will work to make sure our classroom is a place where everyone is included and where there is space for a wider variety of perspectives. One of the many lessons I hope that you take from this course is that historically marginalized voices are vital in transforming how knowledge gets made in biological anthropology. Therefore, my goal is to go further than a standard model of inclusion within science to demonstrate some of the ways in which diversifying biological anthropology is transforming science itself. For more information about the history of biological anthropology in relation to historically marginalized communities, and how historically marginalized scholars and their accomplices are working to change the field for the better, see the resources below:

How Academic Diversity Is Transforming Scientific Knowledge in Biological Anthropology

Race and diversity in U.S. Biological Anthropology: A decade of AAPA initiatives

AAPA Statement on Race and Racism

SEXUAL HARASSMENT, SEXUAL MISCONDUCT, AND INTERPERSONAL VIOLENCE

Like many other fields of study, sexual violence, misogyny, and homophobia have been problems in biological anthropology and must have no place in the future of the field. Biological anthropology has been undergoing profound change in recent years in response to the work of feminist and queer scientists who are shining a light on these problems, tracing their impacts, and working towards change. For more information about the history of these issues in biological anthropology, see the resources below:

Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault

Signaling Safety: Characterizing Fieldwork Experiences and Their Implications for Career Trajectories

Academic Descent with Intentional Modifications: A Reflection on Mentoring as Developmental Environment

Coming out in STEM: Factors affecting retention of sexual minority STEM students

How Academic Diversity Is Transforming Scientific Knowledge in Biological Anthropology

George Mason University is committed to providing a learning, living, and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted, or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students. As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you

wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu).

RELIGIOUS OBSERVANCES
Some of us may wish to take part in religious observances that occur during the semester. I am happy to make accommodations for such events. If you have a religious observance that conflicts with your attendance, please meet with me to discuss appropriate accommodations.

ACADEMIC INTEGRITY
Mason has an Honor Code with clear guidelines regarding academic integrity. You can read more about Mason's honor code here: https://oai.gmu.edu/mason-honor-code/

Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual theft and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me. More information about the Honor Code can be found at the Office of Academic Integrity website at http://oai.gmu.edu

COURSE REQUIREMENTS AND GRADING STRUCTURE
Your final grade is ultimately your responsibility. Exams will be our primary high stakes grade in this course, constituting the largest proportion of your final letter grade, but there are also multiple lower stakes opportunities to earn points in this class. Your grade for this course will be based on the components listed below. To maintain transparency, I use a simple grading system where each component is assigned a specific point value (see below). To calculate your grade, simply divide the points you have earned by the total points possible at a given time in the semester and multiply by 100. To determine what grade you need on the final exam to achieve a certain final grade in this course, subtract the points you have earned at the end of the semester from the target grade value you wish to achieve, and that number is what you need to earn on the final.

- Exams: 40% [40 points total, 10 points for each of four exams]
- Lab Activities: 15% [15 points total, 3 for each of 5 labs]
- Collaborative Learning Activities and Discussions: 10% [10 points total, 2 for each of 5 CLADs]
- Reflection Essays: 15% [15 points total, 5 for each of 3 REs]
- Geneaology of Ideas Activity: 10% [10 points total]
- Human Variation Worksheet: 10% [10 points total]

Exams [40 points]: I plan to give four exams this semester, one for each of the four major units in this course (see above). All four exams will be weighted equally (10 points each) and that includes the final. Exams are neither comprehensive nor cumulative. The content of the exams will be drawn from lecture, readings, labs, and other activities and materials from the course. Some content from lecture is not present in the readings and vice versa. Therefore, to get an "A", you will have had to master the content

from all of the relevant course materials for that unit. Study guides will be provided on Blackboard, and I will write the exams based on the content of the study guides.

Lab Activities, LABs [15 points]: I have designed five lab activities (3 points each) to be conducted during class time this semester. These are opportunities for more active learning where you will work with other students to collect data, make observations, and solve problems together. In these lab activities we will be applying core concepts that we are learning together. We will model evolutionary processes, work with fossil casts, and conduct primary literature reviews to gain deeper insights into the topics that we are learning about. Labs are designed as another low stakes grade, they are opportunities for you to earn some easy points throughout this course. Participating in the lab and completing any lab handouts earns you full credit for the assignment, even if you do not get all the answers correct. To check your understanding, keys for each laboratory activity will be posted after everyone has had a chance to complete the lab. Because labs are done during class, they cannot be made up. If you miss one or more labs, there are limited opportunities for extra credit to make up lost points (see below).

Collaborative Learning Activities and Discussions, CLADs [10 points]: We will have a total of five CLAD activities throughout the semester (2 points each). Students will work together in breakout groups to discuss, evaluate, and respond to some of the major issues in the course. Sometimes students will be asked to respond to some of the themes and readings of the course. Other times students may be asked to do external research in advance of class activities, such as identifying scientific papers, websites, social media posts, public policy forums, images, etc. related to the course content. Students will submit these materials in advance on Blackboard and these materials will become the basis for class activities and discussion. These activities and discussions are designed as another low stakes grade, they are opportunities for you to earn some easy points throughout this course. Submitting materials in advance (when required) and participating in the activity earns you full credit for the assignment. Because these activities and discussions occur during class, they cannot be made up. If you miss one or more CLADs, there are limited opportunities for extra credit to make up lost points (see below).

Reflection Essays, REs [15 points]: There is no term paper or other major writing assignment in this course. Instead, at the end of specific CLADs, students will be asked to submit a single spaced essay of 500 words in which you will reflect upon the material we discussed (5 points each). In these essays, students will reflect on in class lesson, activities, and discussions and synthesize their ideas in response to a short prompt. This provides a way for you to reflect on your major takeaways from the course, and these essays also provide myself and your GTA with insights into what each of you are getting out of the course. These essays are designed as another low stakes grade, they are opportunities for you to earn some easy points throughout this course. Essays should be clearly written and focused on the prompt to receive full credit. These assignments are completed outside of class on Blackboard and as such you will be given a multi-day window in which to submit them.

Geneaology of Ideas Activity, GOI [10 points]: In this activity you will draw a geneaology, in the form of a family or evolutionary tree, of a major working concept from the course. For example, you might trace the (false) idea that humans can be grouped into five continental races through time from the earliest scientific thinkers to the most recent. You will analyze citations (using Web of Science) and mentor-mentee relationships (using the Bio Anth Phylogeny) to do this. Along side the tree you will provide a time scale with major historical events, and you will annotate the nodes of your tree using terminologies gained in this course.

Human Variation Worksheet, HVW [10 points]: Following our unit on the biological variation of living peoples, students will complete a worksheet assessing the biological validity of racial, sexual, and gender categories commonly used in medical and legal settings in the United States. The goal is for you to draw upon evidence from recent biological anthropologists to evaluate the pervading logic by which our society describes human variation, whether existing racial, sexual, and gender models are accurate or acceptable descriptors of human variation, and if not, what model(s) might be better.

Extra Credit, EC: Students may earn up to 3 points of extra credit in this course towards their final grade. To earn extra credit, students have two options. Option One: locate a recent media article or social media commentary (twitter thread, etc.) on a topic directly related to the course content. The article or social media commentary should be from a leading biological anthropologist or reputable journalist. This might be regarding a new discovery, new research article, or a commentary on prior research or current events. Students should provide a link to the material in the #extra_credit channel on our classroom's Slack workspace along with ~200 word essay summarizing the resource and its relevance to our course. Option Two: Throughout the semester, [redacted] will occasionally post links to talks, lectures, or discussions in the #outside_content channel on our classroom's Slack workspace. To receive extra credit, students have the option of watching these lectures and submitting a 200 word response to the content. To be considered complete your response should include a concise summary of the talk as well as your original reflection or response to its content. Each submission is worth up to 1 point of extra credit towards your final grade and students may attempt no more than 2 extra credit assignments of any kind throughout the semester.

Grading scale:

A+ = 97-100% A = 96.9-93% A- = 92.9- 90% B+ = 89.9-88 B = 87.9-83%

B- = 82.9-80% C+ = 79.9-78% C = 77.9-73% C- = 72.9-70% D+ = 69.9-68%

D = 67.9-63% D - = 62.9-60 % F = 59.9% and lower

TENTATIVE COURSE SCHEDULE

Below is a detailed outline of the four major units we are covering in this class, along with reading assignments and a timetable for various course components. Please note that this is a tentative outline, and I reserve the right to make adjustments to this schedule as needed throughout the semester.

	Date	Topics and Assignments	Readings
Unit 1 History of Bio Anth & Evolutionary Theory	M Aug 21	Course Introduction.	Larsen Ch. 1 [p 3-18] Marks 2018 Ch. 1 [p 1-13] Rutherford 2020 [p 1-3]
	W Aug 23	History of biological anthropology: Part I	Marks 1995 Ch. 3 [p 49-60]
	M Aug 28	History of biological anthropology: Part II	Wade 2021 Blakey 1987
	W Aug 30	History of biological anthropology: Part III **CLAD 1** **RE 1** window open	Larsen Ch. 2 [p 23-37] Rankin-Hill and Blakey 1994
	M Sep 4	**Labor Day: No Class**	
	W Sep 6	The biological basis of life: DNA, cell division, protein synthesis	Larsen Ch. 2 [p 38- 45] Larsen Ch. 3 [p 49-77]
	M Sep 11	The Modern Synthesis: DNA & Forces of Evolution **LAB 1:** Forces of Evolution	Larsen Ch. 4 [p 81-107]
	W Sep 13	**EXAM 1** **GOI** window open	
Unit 2 Evolution and Biology of Primates	M Sep 18	Fundamentals of skeletal biology	Larsen Appendix [p A1-A10] Skeletal Biology Handout *optional:* http://eskeletons.org/ *optional:* https://www.morphosource.org/
	W Sep 20	Fossils and their place in time and nature	Larsen Ch. 8 [p 207-239] *optional: http://www.efossils.org/*
	M Sep 25	Adaptive radiations of mammals and early primates, the fossil record Part I	Larsen Ch. 9 [p 243-271]
	W Sep 27	Adaptive radiations of mammals and early primates, the fossil record Part II	
	M Oct 2	Survey of the living primates Part I **LAB 2:** Primate Anatomy and Phylogeny I	Larsen Ch. 6 [p 145-177]
	W Oct 4	Survey of the living primates Part II **LAB 3:** Primate Anatomy and Phylogeny II	
	M Oct 9	**Fall Break: No Class**	
	W Oct 11	**EXAM 2**	

Unit 3 Human Evolution and the Fossil Record	M Oct 16	The earliest hominins and the transition to bipedal movement	Larsen Ch. 10 [p 275-295]
	W Oct 18	The australopithecines **LAB 4:** Australopithecine Comparative Anatomy	Larsen Ch. 10 [p 295-311]
	M Oct 23	Emergence of the genus *Homo* **CLAD 2**	Larsen Ch. 11 [p 315-345]
	W Oct 25	Emergence and dispersals of early *Homo sapiens* **LAB 5.1:** Hominin Anatomy and Encephalization	Larsen Ch. 12 [p 349-397]
	M Oct 30	Emergence and Dispersals of later *Homo sapiens* **LAB 5.2:** Hominin Anatomy and Encephalization	
	W Nov 1	Ancient DNA	Larsen Ch. 12 [p 386-387] *optional:* Llamas et al. 2016
	M Nov 6	**EXAM 3**	
Unit 4 Biological Variation of Living Peoples	W Nov 8	Local and biocultural adaptations	Larsen Ch. 5 [p 123-131] Fan et al. 2016
	M Nov 13	Human biological variation and the concept of race	Marks 2018 Ch. 13 [p 238-255]
	W Nov 15	Embodiments of racism **CLAD 3** **RE 2** window open	Gravlee 2009
	M Nov 20	The biological impacts of colonialism **CLAD 4**	Brave Heart 2011
	W Nov 22	**Thanksgiving Break: No Class**	
	M Nov 27	Human biological variation and the concepts of sex, gender, and sexuality **CLAD 5** **HVW** window open	Ainsworth 2015
	W Nov 29	**EXAM 4** **RE 3** window open	

ANTH 309-[redacted] / [redacted]
Peoples and Cultures of India
[redacted]

This course is part of the Mason Core-Global Contexts and has a Just Societies flag.

Course Description:
This course introduces students to modern life in globalizing India, focusing on its major cultural practices, social forms, and political identities. The course locates Indian cultures in the context of its colonial history and postcolonial present, to understand the country in relation to the world and as a product of a variety of global processes. Using an anthropological lens, students will study topics such as colonialism, nationalism, environmentalism, racial and caste justice, gender equity, and popular culture in the Indian and global contexts. Drawing on primary historical sources, ethnographic accounts, films, and literature, we will discuss and analyze processes of social change and cultural conflict as we seek to understand India's diversity, the relation between its modernities and traditions, and its place in the world.

Learning Outcomes:

Upon completing this course, students will be able to:

1. Identify and explain how patterns of global connections have shaped Indian society to create interdependence and inequality.
2. Define key terms related to justice, equity, diversity, and inclusions and be able to engage meaningfully with peers using such terms.
3. Use an anthropological lens to demonstrate knowledge of how India participates in and is affected by global contexts.
4. Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.
5. Articulate obstacles to justice and equity and strategies for addressing them, in reference to Indian society and globally.

Required Course Readings:

The required readings for this course are available as PDF files on Blackboard under "Course Content."

Assignments and Grading:

<u>Class Participation (10 points)</u>

Your involvement in the class discussions of the weekly topics and readings will greatly enhance your experience of this course. Ways to be involved include:

- taking part in class discussions and more formal debates;
- asking questions about the readings or lecture material;
- connecting discussion to reading material, news items, or your own relevant experiences;
- listening closely to others and responding to what they have to say.

In-class Quizzes (5 quizzes x 3 points each = 18 points)

Quizzes will be given at the start of 5 randomly selected class meetings and will cover the reading or film assigned for that day. If you have an excused absence, email me and we will work out an equivalent assignment to stand in for the quiz you missed.

In-class Reflections (5 x 3 points each = 15 points)
You'll be asked to write a reflection on a class debate five times during the semester. You'll be asked to reflect on what you learned from the debate and assessed on your use of key terms from the debate. If you have an excused absence, email me and we will work out an equivalent assignment to stand in for the reflection you missed.

Position Paper (10 points) – due Oct. 11 in Blackboard
You will be asked to write a "position paper" in relation to the readings on caste, asking you to compare and contrast India's system of reservations with the American system of affirmative action. What is the language of equity used in the discourse on reservations and affirmative action? How does this language relay each societies' ideas about social justice? How does this comparison change or confirm your own views about affirmative action in the US? Your paper should argue for one side of the debate, drawing on evidence from the course readings. It should be two pages single-spaced (700-800 words).

Midterm (20 points) – Oct. 16 in class
The midterm will be an in-class, closed-book essay exam. You'll be given the questions beforehand (at the midterm review session on Oct. 15) and may prepare for them at home but won't be able to consult anything during the exam. The exam will be written in blue books.

Final Project (25 points) – due in Blackboard during Finals Week
Your final exam will take the form of a project (akin to a research report) that asks you to identify a local issue that intersects with India as a nation-state or culture. What is the issue? How does it relate to anything we've read in this class? How do you position yourself in relation to this issue? Your project must include a one-page (minimum 300 word) description of your local issue and a one-page (minimum 300 words) analysis of how it connects to India. The middle two pages of your project can be: a site description of a place related to the issue; a transcript of an interview with someone related to the issue; a photo essay, collage, or creative response to, or any other material that illustrates or engages with the issue at hand. Your project must have a "Sources Cited" page with at least eight sources you have used in your project; at least two of those sources should come from the course readings. Make sure to discuss your project with me after class or in office hours at least once during the semester.

Expected grade distribution (subject to change)

97-100:A+	87-89: B+	77-79: C+	60-69: D
93-96: A	83-86: B	73-78: C	0-59: F
90-92: A-	80-82: B-	70-72: C-	

Course Policies:

**** Students are responsible for verifying their enrollment in this class.*** Schedule adjustments should be made by the deadlines published in the Schedule of Classes. (Deadlines each semester are published in the Schedule of Classes available from the Registrar's Website

registrar.gmu.edu.) After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for non-academic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

**** Attendance*** is part of your participation grade; more than a couple of absences will affect your grade unless you have a documented illness or other documented excuse. Please be on time since it disrupts the class if you arrive late.

**** Please do not use laptops, tablets, cell phones or pagers in class*** unless it is an emergency. This kind of activity disturbs the learning environment. If you need to take notes on an electronic device, make sure to sit in the front of the classroom.

**** Do no plagiarize*** any of your work submitted for this class. This means copying directly or indirectly (paraphrasing) from the web or any other print or digital source. All sources should be cited in your work, and you'll learn how to do that in this class if you haven't already. ***GMU is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process.*** When in doubt ask for guidance and clarification.

**** If you are a student with a disability*** and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474, http://ods.gmu.edu. All academic accommodations have to be arranged through the ODS.

**** Students must use their Mason email account*** to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information. ***Note that the best way to reach me is via email.***

COURSE SCHEDULE

Week 1 - Introduction to the Course and the Idea of India
How have anthropologists approached the study of India? To what extent is India a cultural entity? How has India been forged through global connections?

Aug. 19

- Anne Hardgrove, "India," *Peoples and Cultures of Asia*

Aug. 21

- G. Balachandran and Sanjay Subrahmanyam, "On the History of Globalization and India: Concepts, Measures, and Debates", *Globalizing India: Perspectives from Below*

Week 2 – Nationalism and the Partition of 1947

On August 14th, 1947, Pakistan was created and on August 15th, 1947 India gained independence from British colonial rule. What ensued was the biggest human migration in world history as twelve million people crossed from Pakistan to India and India to Pakistan.

Sept. 2

- No class meeting (Labor Day Holiday)

Sept. 4

- Urvashi Butalia, "Facts" and "Blood", *The Other Side of Silence*
- Watch the movie *Earth* (directed by Deepa Mehta) at home.

Week 3 – Modernity, Progress, and the Meanings of Civilization

The very definitions of modernity, progress, and civilization were hotly debated in the colonial period (from roughly 1800 to 1947) as British and Indian values both clashed and at times coalesced. The debates continue today under the guise of technology, development, and globalization.

Sept. 9

- Jawaharlal Nehru, *Discovery of India*, pp. 444-452

Sept. 11

- Mohandas K. Gandhi, *Hind Swaraj* (Selections)

Week 4 – Religious Practice

The Census of India reports that nearly 85% of the population is Hindu. However, this designation does little to explain the diversity of Hindu practice or the religious syncretism at play between Hinduism and India's other major religions: Islam, Sikhism, Jainism, and Christianity.

Sept. 16

- Diane P. Mines, "The Hindu Gods in a South Indian Village," *Everyday Life in South Asia*

Sept. 18

- Kathleen Hall, "British Sikh Lives, Lived in Translation," *Everyday Life in South Asia*

Week 5 – Religious Identity

Can Hindu-Muslim relations be seen as the legacy of partition? How have these relations been incorporated into the global discourse on terrorism?

Sept. 23

- Philippa Williams, "Hindu-Muslim Relations and the 'War on Terror', *A Companion to the Anthropology of India*

Sept. 25

- Watch the feature film *Bombay* (dir. Mani Ratnam, 1995) at home.

Week 6 – The Politics of Caste
In the 19th century it was said that the advent of the railway in India enabled people to cross not only geographic boundaries more easily and en masse but caste ones too. Today, with greater urbanization, there's so much mixing that some might say class has replaced caste. But the truth is, the vast majority of people still marry within their sub-caste (jati) and the poor/disenfranchised tend to be from the lower castes. How does caste keep transforming?

Sept. 30
- Robert Deliege, "Caste, Class, and Untouchability," *A Companion to the Anthropology of India*

Oct. 2
- Bhimrao Ramji Ambedkar, "Annihilation of Caste," (including Gandhi's response to Ambedkar)

Week 7 – Caste and Race in the U.S. and India
Caste used to be framed as a peculiar form of social stratification only in India. That changed by the mid-20th century as solidarity grew between movements against caste and racial discrimination across the globe. More recently, American author Isabel Wilkerson has argued that in fact we should think of race in the use U.S. as caste. We'll debate her findings this week.

Oct. 7
- Nico Slate, "Do Revolutions Need Passports? From Gandhi to King to the Arab Spring," *Berfois*: https://www.berfrois.com/2012/01/nico-slate-satyagraha-on-the-spot/

Oct. 9
- Isabel Wilkerson, *Caste: The Origins of Our Discontents*, Chapters 1-3
- Watch *Origin* at home, feature film about Isabel Wilkerson's *Caste*, directed by Ava Duvernay

**** Friday, Oct. 11 - Position Paper on Caste and Reservations due in Blackboard****

Week 8 – Midterm Review & Exam

Oct. 15
- Midterm Review Session

Oct. 16
- In-class Midterm

Week 9 – Dalit Life Narratives

Despite the Indian Constitution's prohibition of discrimination based on caste, much bias exists, formally, informally, and structurally. One thing that has changed is the rise of Dalit voices in the literary and public sphere. This week we contrast a ground-breaking 1949 Hindi novel about being a Dalit with a 2023 best-selling memoir about "coming out" as one. What might this comparison reveal about how caste is framed as a social justice issue today?

Oct. 21

- Omprakash Valmiki, *Joothan* (Selections)

Oct. 23

- Yashica Datt, *Coming Out as Dalit: A Memoir of Surviving India's Caste System* (Selections)

Week 10 – Globalized Agriculture and Farmer Suicides

The Green Revolution of the 1970s marked the beginning of globalized agriculture, leading to increased food production and allowing India to feed many more of its people. Why then are thousands and thousands of Indian farmers committing suicide due to debt?

Oct. 28

- Jackie Assayag, "Seeds of Wrath: Agriculture, Biotechnology and Globalization," *Globalizing India*
- Watch *Behind the Label: The Double Face of Indian Cotton* (Documentary) at home.

Oct. 30

- Aarthi Sethi, "One Year Later: Reflections on the Farmer's Movement in India," *Hau: Journal of Ethnographic Theory*

Week 11 – Family Life and Sexual Identity

Much is thought and said about the "traditional" Indian woman. Where does this tradition come from and how does it relate to the position of women in society today?

Nov. 4

- Susan S. Wadley, "One Straw from a Broom Cannon Sweep: The Ideology and Practice of the Joint Family in Rural North India," *Everyday Life in South Asia*

Nov. 6

- Serena Nanda, "Life on the Margins: A Hijra's Story," *Everyday Life in South Asia*

Week 12 – The Production of Middle Class-ness

Why is the middle-class an important social category to study, and how is the idea produced transnationally but played out locally?

Nov. 11

- Cari Costanzo Kapur, "Rethinking Courtship, Marriage, and Divorce in an Indian Call Center," *Everyday Life in South Asia*

Nov. 13

- Smitha Radhakrishnan, "Examining the 'Global' Indian Middle Class: Gender and Culture in the Silicon Valley / Bangalore Circuit," *Everyday Life in South Asia*

Week 13 – Hindi Cinema (a.k.a Bollywood)
Hindi films have not only helped spread the Hindi language and the use of Hinglish, but also normative ideas of gender, class, and tradition. We will analyze one in particular to see how the famous formula works.

Nov. 18

- Tejaswini Ganti, "From Slumdogs to Millionaires: The Gentrification of Hindi Cinema," in *Producing Bollywood: Inside the Contemporary Hindi Film Industry*
- Watch the movie *Dilwale Dulhania Le Jayenge* (The Brave Hearted Will Take Away the Bride), dir. Aditya Chopra, at home.

Nov. 20
Short Presentations on Final Projects – if your last name starts with A-L
(Be prepared to give a 2-minute synopsis of your topic and position within it.)

Week 14 – Final Projects

Nov. 25 – Last Class
Short Presentations on Final Projects – if your last name starts with M-Z

(Be prepared to give a 2-minute synopsis of your topic and position within it.)

Nov. 27
No class meeting (Thanksgiving Holiday)

Week 15 – Finals Week – Projects Due

Your final project for this course will be due on our assigned finals day, uploaded as a file in Blackboard.

Department of Sociology and Anthropology
George Mason University

Anthropology 365: SCIENTIFIC RACISM AND HUMAN VARIATION

Course Meeting: [redacted]

Instructor: [redacted]
Office: [redacted]
Office Hours: Open
Phone: n/a
Email: [redacted]

REQUIRED TEXTS
Please complete all readings prior to each lecture. We will engage with three different kinds of readings in this class. All readings are available on Blackboard.

Documents: For the first third of the course, we will examine the history of scientific racism. This means that students will read academic contributions as historical documents. Many of these documents present arguments that exemplify scientific racism, and the goal is to document how these arguments reverberate in studies of modern human variation and to identify this type of thinking in social organization.

Reviews: Review articles provide a review of the history of a particular set of ideas, and trace these threads through time and space. Different from Documents, Reviews are designed to provide the student with a general orientation about each topic.

Articles: We will also read general articles that are germane to the subject matter. These articles are research driven works that provide a general understanding of the explorations, experiments, results, and interpretations of scientific research.

COURSE DESCRIPTION
Scientific racism is a term used to describe the idea that empirical evidence exists to justify racist practices, and specifically, that scientific findings grant agency to racism. There exists a reciprocal relationship in the way human organize the natural and social world. Natural worlds are organized according to prevailing sociopolitical ideologies, while studies of the natural world reinforce sociopolitical organization. The first section of this class explores the historical contingencies surrounding the categorization of human populations into racial categories and how these "scientific" explanations of human variation carried long standing and often violent legacies that are still visible today. The second section of the course introduces students to anti-racist science and how findings from these studies challenge scientific racism and demonstrate the ways in which racism still disproportionately harms marginalized people. The third section of the course uses anti-racist science to explore the ways in which colonialism, marginalization, and racism has disproportionately harmed communities in the United States and across the globe.

My approach in the classroom is old school. Most of my classes center a traditional lecture format as a primary method of instruction. I will ask questions, and I will sometimes directly call upon students who participate, often recalling things they said to me. My hope is that the approach is informative. I will do everything possible to be entertaining. However, as a student in this class, you are not expected to be a passive observer. Ask questions, make comments, get involved. Sometimes I will not have an answer, but I can usually summon one by the beginning of the next class.

SOCIAL AND BEHAVIORAL SCIENCES (S&B) CORE COURSE
Learning Outcomes:
Upon completing a Social and Behavioral course, students will be able to:

1. Explain how individuals, groups or institutions are influenced by contextual factors.

2. Demonstrate awareness of changes in social and cultural constructs.

3. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

JUST SOCIETIES FLAG
Upon completing a Just Societies course, students will be able to:

1. a) Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and b) Use those key terms to engage meaningfully with peers about course issues.

2. Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

ASSESSMENT
Your grade is based on a total of 440 points. You will be assessed on your performance on three examinations (100 points each, 300 points total), two assignments (20 points each, 40 points total), and one group presentation (100 points). Grading scale is as follows: **A** 94 - 100, **A-** 90 - 93, **B+** 87 - 89, **B** 84 - 86, **B-** 80 -83, **C+** 77 - 79, **C** 74 - 76, **C-** 70 - 73, **D+** 67 - 69, **D** 64 - 66, **D-** 60 - 63, **F** 59 & below.

REQUIREMENTS
Positionality Statements: When exploring problematic and potentially re-traumatizing components of our shared social histories, it is important that trust be established in the classroom through greater understanding. To that extent, all students are required to complete positionality statements that will be delivered as videos or shared with the class. These statements should address ethnic identity, life experience, family structure, really any aspect of your life that has led you to this classroom and helps inform your responses. Students are not required to share information they view as deeply personal as the goal of this exercise is to establish a shared understanding of experience that may be used to inform discussion and questions that may arise. These should run about three minutes in length. Students may deliver

these in class as a thoughtful presentation or as a video that is shown to the class on the projector. The instructor will also provide a positionality statement. These are due on August 29. 20 points.

Examinations: There will be three examinations, each worth a maximum of 100 points. The examinations will consist of multiple choice and short-answer essay questions.

Problem Based Learning: Students will be provided with a problem-based learning assignment over the course of the semester (n = 1). These assignments act as essay-style questions regarding content from the lectures and readings. 20 points.

Presentation: Students will be assigned to small groups. Each group will read a book that acts as a contemporary example of scientific racism. The group will then assemble a 20-minute presentation that achieves the following goals: 1) Outline the arguments in the book; 2) Explain how the arguments act as examples of scientific racism (remember: racism is enacted through sociopolitical power structures and appears as inequality, for our purposes most often manifest biologically) and deconstruct the arguments of the book using anti-racist science. 3) Finally, all presentations will be entertaining. Presentations will not follow any specific format. Students are permitted to say whatever they want about the book and present the information in a way that is informed, interesting, and more importantly, entertaining. This will probably be your only opportunity to present a report in such a creative way. Please take full advantage. 100 points.

COURSE CONDUCT

Unexcused absences will adversely impact grades. Excused absences include unforeseeable emergencies, family events, and other commitments cleared in advance by the instructor. If some unforeseen event prevents you from attending class, email is an acceptable and encouraged forum to communicate any problem to the instructor. Please "turn off" all cellular devices so as not to interfere with the educational experience of your colleagues. I do not consent to being recorded either in audio or video format. If I am recorded against my wishes, I will simply end the lecture, and the information will not be provided in future class meetings. During the course of a course [sic], disagreements are inevitable. I must, however, implore that a respectful environment be maintained at all times. The goal of this class is to understand the cultural roots of scientific racism and the social consequences of this practice while simultaneously attempting to tease apart how biological variation is produced. Comments that are racist, sexist, or homophobic are unwelcome, and hurtful. Students who engage in hate speech will be asked to drop the course as this behavior is disruptive and antithetical to the goals of higher education. Instances of harassment or bullying will result in disenrollment from the course.

CALENDAR OF CLASS MEETINGS AND COURSE CONTENT			
CLASS NUMBER	**DATE**	**GOALS**	**MATERIAL**
1	Aug. 22	**ASSIGNMENT 1** Introduction to course Student expectations	**First Day of Class** Syllabus
2	Aug. 24	**Positionality Statements: In Class Presentation or Video**	

3	Aug. 29	**No Class: Instructor Traveling**	
4	Aug. 31	Early history of "race" concept in biology and naturalism	**Reviews**: Marks, 2000, 2007
5	Sept. 5	Race concept in enlightenment era thought	**Reviews**: Wolpoff and Caspari, 1997 **Documents**: Banneker, 1790, 1791
6	Sept. 7	Darwin's scientific racism: What to do with problematic legacies	**Reviews**: Bowler, 2008, 2009; Richards, 2013; Marks, 2012; Rutherford, 2021; **Documents**: Darwin, 1896a, 1896b
7	Sept. 12	Scientific racism and enslavement: Antebellum United States	**Reviews**: Brace, 1974; Guillory, 1968 **Documents**: Cartwright, 1851; Douglas, 1854
8	Sept. 14	Quantitative revolution, eugenics: Morton, Galton, Broca	**Reviews**: Gould, 1981, Dennis, 1995; Jackson and Weidman, 2005/2006; Fleuhr-Lobban, 2000 **Documents**: Morton, 1849; Douglas, 1854; Dubois,
9	Sept. 19	Quantitative revolution, eugenics: Early 20th century "medical science"	**Reviews**: Gould, 1981, Dennis, 1995; Jackson and Weidman, 2005/2006 **Documents**:
10	Sept. 21	Race and anthropology as institutions: Founding years	**Reviews**: Caspari, 2003; Marks, 1997, 2008 **Documents**: Boas, 1912; Hrdlicka, 1918; Hooton, 1936
11	Sept. 26	Race and anthropology as institutions: Postwar and challenges to racial science	**Reviews:** Watkins, 2003; Little and Kaplan, 2010 **Documents**: Montagu, 1942; Cobb, 1936, 1939
12	Sept. 28	The "New Physical Anthropology"	**Reviews**: Jackson, 2001; Larsen, 2005 **Documents**: Washburn, 1952; Letters to Current Anthropology, 1963
13	Oct. 3	**EXAM I**	

14	Oct. 5	The biocultural approach	**Articles**: Leatherman and Goodman, 2019; Watkins, 2021
15	Oct. 10	**NO CLASS FALL BREAK**	
16	Oct. 12	Race and forensic anthropology: a crude approach to human variation	**Articles**: Goodman and Armelagos, 1996; Ousley et al., 2009; Relethford, 2009
17	Oct. 17	Is biodistance analysis racist? Colonial and racial legacies of origins versus identity	**Articles**: Stojanowski and Buikstra, 2003; Van Gerven and Armelagos, 2003
18	Oct. 19	Pigmentation	**Articles**: Jablonski and Chaplin, 2000; Jablonski and Chaplin, 2013
19	Oct. 24	Biological fallacy of race and social achievement	**Articles**: Meilke et al., 2013
20	Oct. 26	Adaptation to climate	**Articles**: Ruff, 1994
21	Oct. 31	**EXAM II**	
22	Nov. 2	Colonialism in the Americas: Legacies of violence and disease	**Articles**: Martin and Stodder, 1992; Larsen, 1993; Ham et al., 2021
23	Nov. 7	**Assignment II: Handed Out** Colonialism in the Americas: Legacies of dispossession and resilience	**Articles**: Baker and Kealhofer, 1996; Klaus, 2013; Ruff and Larsen, 1991; Littleton, 2019

24	Nov. 9	Colonialism in the Americas: Stolen legacies, erasing the past, and collaborative science	**Documents**: WAPO 2023a; WAPO 2023b; ProPublica 2023; **Articles**: Mihesuah, 2000; Dongoske, 2000; Kakaliouras, 2019, 2021
25	Nov. 14	Infectious disease, poverty, marginalization, and racism	**Articles**: King, 2010; Aslan et al., 2013
26	Nov. 16	HIV, AIDS, and marginalization	**Documents:** CDC MMR, 1981; NY Times, 1982; NPR Interview (Dr. Larry Mass); Federal Response (Vox), 2016; Weiss and Thier, 1988; **Articles**: NTDS, 2011; Castro and Farmer, 2005; Gilman, 2017; Matsuzaki et al., 2018
27	Nov. 21	**Assignment II DUE** Developmental origins of health and disease	**Articles**: Gillman et al., 2007; Gravlee 2009
28	Nov. 23	**No Class Thanksgiving**	
29	Nov. 28	**Presentations**	
30	Nov. 30	**Presentations**	
Final Examination: Tuesday, December 21, 10:30-11:45am			

ARTH 370: Arts of the United States

[redacted]
Email: [redacted]
Office Hours: [date/time]
Office: [redacted]

Course Information
3 credit hours. Art and architecture of North America from the pre-contact period through the end of the Second World War. Mason Core: Arts with Just Societies flag.

Description
This course covers the arts of the geographical region that is now the United States, beginning with the pre-contact arts of Indigenous peoples and ending around 1955. We will study developments in art and architecture and understand how different art movements, mediums, and styles responded to (and shaped) cultural and political changes. We will study some famous American artists and well-known paintings, but we will also discuss items like furniture, quilts, or political cartoons. Special attention will be paid to the operation of race and gender within the U.S. art world and the impact of international exchange and cross-cultural encounters on visual production.

Course Learning Outcomes
At the end of the semester, students should be able to:

- identify diverse American (U.S.) artworks and articulate their historical importance
- compare and contrast the visual and material elements of specific artworks
- describe and define major movements, media, and forms in American (U.S.) art
- explain historical, economic, and material conditions that shaped U.S. art production
- assess how the art historical field has structured knowledge inequitably, and propose solutions to address that inequity

Mason Core
This course satisfies the Arts requirement in Mason Core, which includes art history courses that address the intrinsic relationship of personal and cultural creativity, and the manifestation on aesthetics, visual culture and visual narrative within historical contexts. Students who successfully complete a course in the Arts category must meet the following learning outcomes:

1. Demonstrate an understanding of the relationship between artistic process and a work's underlying concept, and where appropriate, contexts associated with the work.
2. Identify and analyze the formal elements of a particular art form using vocabulary and critique appropriate to that form.
3. Analyze cultural productions using standards appropriate to the form, as well as the work's cultural significance and context.
4. Analyze and interpret the content of material culture through its social, historical, and personal contexts.

Additionally, this course meets the requirements for the Just Societies flag. The goal of Exploration courses with a Just Societies flag is to enable students to directly address questions about diverse perspectives and inequity as they engage with one another, and to identify how they can participate in processes for making change. Upon completing a Just Societies course, students will be able to:

1. Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use them to engage meaningfully with peers about course issues
2. Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline

Textbook
Frances K. Pohl, *Framing America: A Social History of American Art*, 4th ed. (Thames & Hudson, 2017)

Course Policies

Class Communication
I will send communications to your GMU email only. Course announcements will also be posted on the Blackboard page. I try to respond to all communications within 36-48 hours, but if you do not hear back from me after that time, please send a follow-up email to [redacted]

Academic Honesty
I have a **zero tolerance** policy for academic dishonesty, whether intentional or not. Students who violate standards of academic honesty will earn a zero for the assignment and may risk failing the course or being subject to disciplinary action. More information, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity: https://oai.gmu.edu

AI Policy
Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as "the student's own work," and so will be considered similarly to published texts or texts composed or significantly edited/altered by another person. The use of such text without proper attribution is a violation of academic integrity. Unfortunately, because of the recent rise of chatbots and their illicit use in online testing environments, all tests and quizzes will now be taken in person.

Enrollment
You must be enrolled to attend this class. Students are responsible for verifying their enrollment. Schedule adjustments should be made by the deadlines published in the Schedule of Classes:
Last day to add: [date]
Last day to drop: [date]
Last day to drop with 50% refund: [date]
Withdrawal period: [dates]
Selective withdrawal: [dates]

Civil Discourse
I ask you, first and foremost, to come into this class with the mindset that we are all here to grow and make progress toward greater understanding of ourselves and the world. I include myself in this. To do this, we need to follow these principles:

1. Listen to members of our class community. To *listen* is to be active and engaged, with generosity and without prejudgment.
2. Be intentional in our language. Words and how we use them matter. We will strive for accuracy and clarity in our word choices.
3. Avoid universalizing. Don't assume that certain experiences are the same for everyone. Instead, center comments around evidence from course material, trusted sources or, if relevant, around your own experiences.
4. Give credit. If someone says something that supports your learning, you could say "thanks" or "I hear you." If you disagree with someone, first offer a sincere recognition before beginning a counterpoint: "While I appreciate Xavier's interpretation, I think we should also consider…"
5. Be forgiving. People don't learn from their mistakes if they feel they are being attacked. If you think a class member is using a problematic term, try saying "what do you mean by that?" If someone says something you find hurtful, do your best to respond to the *content*, not the person. Give space for someone to reconsider or to understand how they have offended. That said, racist, sexist, or homophobic language are *never* acceptable in this classroom.

Content Warning

Occasionally historical images will depict nudity (male and female) and sexuality; harmful stereotypes of people of color; war and violence; and other topics that may be uncomfortable. In order to understand how art has functioned in its many historical contexts, it is important to face these images critically. I will always provide appropriate background information prior to showing such images. If you do not feel comfortable with the images or material at any point, you can quietly leave the room.

Evaluation of Student Work

There are 650 possible points to earn. These points equate to the following grades:

A+ (631-650 pts)	A (605-630 pts)	A- (585-604 pts)
B+ (566-584 pts)	B (540-565 pts)	B- (520-539 pts)
C+ (500-519 pts)	C (475-499 pts)	C- (455-474 pts)
D (390-454 pts)	F (0-389 pts)	

Breakdown of points

Three in-class activities; 30 pts each	= 90 pts
Ten weekly blogs; 15 pts each	= 150 pts
Museum visit essay	= 100 pts
Two midterm exams; 75 pts each	= 150 pts
Final exam	= 100 pts
Participation self-assessment	= 60 pts
Total	= 650 pts

Explanation of assignments (due dates are marked on the course calendar)

Three in-class activities: During some class days, we will engage in group work to enrich our understanding of focused, thematic topics. Small groups of students will have about 40 minutes to discuss a guided prompt or complete a series of activities, then each student will write a short reflection. You will receive an individual grade based on your written feedback to the assignment.

Ten weekly blogs: Studies show that students retain information better when they reflect on their learning. Each week there will be a prompt for a blog post of about 150-200 words; you should write ten of these over the course of the semester (that means you can skip four posts). Posts should be submitted to the Blackboard Blogs function and are due on Sundays by 11:59 PM.

Museum visit essay: You will visit a local museum and complete two written assignments: a short worksheet that you will complete on-site, and an essay of approximately 1000 words (about 4 pages, double spaced) based on these observations. In the essay you will pinpoint a specific issue where current museum practices around diversity or inclusion could be improved. Full instructions on Blackboard.

Midterms and final exam: These are in-class, closed-note exams. The format of the tests will include term definitions, reading questions, image IDs, and a comparison. The final exam will also include a cumulative essay. Study guides will be distributed before each test.

Participation self-assessment: Self-assessments will be included at the end of the midterms and final exam. I'll ask you to rate your performance in the class and discuss any changes in your participation pattern. At the end of the semester, I'll add these grades to get your final participation score. I don't make changes to students' self-assessments: this is the part of your grade you get to determine.

Late Work

Late work can still earn partial credit. I will deduct 10% off the grade for every 24 hours it is late.

Missing Activities or Exams

If you provide appropriate documentation in writing, in-class activities may be made up with no penalty. Missed exams can also be made up with no penalty in cases of religious observance; academic, professional, or athletic obligations; serious illness or emergency. All cases require documentation in writing; advanced notice preferred when possible. Any other reasons for missing an exam (overslept, missed bus, cat vomit disaster, etc.) will incur a -20 point penalty.

If you miss an exam and do not contact me within 24 hours, it becomes an automatic zero.

Support Resources for Students

Accommodations
Disability Services (DS) at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. Students can begin the registration process with DS at any time during their enrollment at George Mason. If you are seeking accommodations, please visit https://ds.gmu.edu, email ods@gmu.edu or call 703-993-2474.

I am committed to providing all accommodations approved by DS. Please note that faculty do not automatically receive notice of accommodations from DS, so please email me a copy of your letter to discuss how we will implement your approved accommodations.

LGBTQ+ Resources
While not a major topic of this course, this syllabus includes some material about histories of gender and sexuality. This classroom is a Queer safe space for discussion of related issues relevant to the class. LGBTQ+ Resources "works to promote the academic success, health and well-being of lesbian, gay, bisexual, transgender, and queer students and their allies." https://lgbtq.gmu.edu

Diversity
This course is designed to grow your intercultural competency by providing you with the tools and vocabulary to speak in a knowledgeable and sensitive way about images made by creators from diverse backgrounds in North America, including artists from Black, Indigenous, and LatinX backgrounds; disabled artists; members of religious minorities; and artists from other historically marginalized communities. I believe that by fostering willingness to hear and learn from a variety of sources, we gain competence in communication, critical thinking, and global understanding, and become aware of our biases. See the Center for Culture, Equity, and Empowerment https://ccee.gmu.edu

Emotional and Mental Support:
College life and our current reality are complicated. Students may find it helpful to talk with a professional. Counseling and Psychological Services (CAPS) can help address both personal and academic concerns. Services are free and confidential. https://caps.gmu.edu

Bereavement:
Students dealing with loss are encouraged to speak with the Dean of Student Academic Life for their College. The Dean's office can help you contact your professors and deal with the academic challenges of bereavement. CHSS students contact chssdean@gmu.edu.

Student Support and Advocacy Center:
The Student Support and Advocacy Center offers support services to help students address issues related to personal wellness, interpersonal violence, and alcohol and drug use. SSAC also assists students who are encountering life challenges or crises. https://ssac.gmu.edu

Sexual Harassment and Misconduct:
George Mason is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator.

Course Calendar

Our textbook is Frances K. Pohl, *Framing America: A Social History of American Art*, 4th ed.

Date	Class Meeting Topics	Read Before Class	Turn In
Mon. 8/21	Introduction	Go over syllabus/Blackboard site	
Unit One: Pre-Contact through 1800			
Wed. 8/23	Indigenous Arts of the Southwest	Janet Catherine Berlo and Ruth B. Phillips, *Native North American Art*, chapter 2 (PDF)	Blog option #1 due by 11:59 PM on Sunday
Mon. 8/28	Indigenous Arts of the Eastern Woodlands	Janet Catherine Berlo and Ruth B. Phillips, *Native North American Art*, chapter 3 (PDF)	
Wed. 8/30	Images of Contact and Cross-Cultural Encounter	Pohl, chapters 1 and 3	Blog option #2 due by 11:59 PM on Sunday
Mon. 9/4	Labor Day; no class		
Wed. 9/6	Mestizaje: Visual and Material Cultures of New Spain	Pohl, chapter 2	Blog option #3 due by 11:59 PM on Sunday
Mon. 9/11	Cabinets of Curiosity and Modern Museums: In-Class Activity #1 Built into this activity is discussion about and guidance for the museum visit/paper.	Elaine Gurian, "Threshold Fear" (PDF) Bring an object/"curiosity" (you will get it back at the end of class)	**In-class activity #1**
Wed. 9/13	Ownership: Eighteenth-Century Cultures of Consumption	Pohl, chapter 4	Blog option #4 due by 11:59 PM on Sunday
Mon. 9/18	Eighteenth-Century Painting: West, Copley, and Trumbull	Pohl, chapter 5	
Wed. 9/20	Official Arts of the New Republic	Pohl, chapter 6	Blog option #5 due by 11:59 PM on Sunday
Mon. 9/25	**Midterm Exam 1**		**Midterm 1 in class**
Unit Two: 1800-1900			
Wed. 9/27	Popular Arts and Diverse Voices in the Early 19th Century	Pohl, chapter 7	Blog option #6 due by 11:59 PM on Sunday
Mon. 10/2	The Rise of Landscape Painting as National Identity	Pohl, chapter 8	
Wed. 10/4	Culture Clash: Indigenous Arts of the Plains and Far West	Pohl, chapter 9	Blog option #7 due by 11:59 PM on Sunday

Tues. 10/10	Inclusive and Exclusive: Genre and Still Life Painting	Pohl, chapter 10	
Wed. 10/11	War with Mexico and Slavery at Home	Pohl, chapter 11, first half of chapter 12	Blog option #8 due by 11:59 PM on Sunday
Mon. 10/16	The Civil War, Emancipation, and Reconstruction	Pohl, second half of chapter 12, chapter 13	**Museum visit worksheet due today by 11:59 PM**
Wed. 10/18	The West "as America": Euro-American and Indigenous Views	Pohl, chapter 14	Blog option #9 due by 11:59 PM on Sunday
Mon. 10/23	Traditional or Transcustomary?: In-Class Activity #2	James Luna, "So You Want to be an American Indian?" (PDF)	**In-class activity #2**
Wed. 10/25	Race, Gender, and Social Class in the Gilded Age	Pohl, chapters 15 and 16	Blog option #10 due by 11:59 PM on Sunday
Mon. 10/30	**Midterm Exam 2**		**Midterm 2 in class**
Unit Three: 1900 to 1950			
Wed. 11/1	Eclecticism and Aestheticism	Pohl, chapters 17 and 18	Blog option #11 due by 11:59 PM on Sunday
Mon. 11/6	Tensions of Life in the Modern City	Pohl, chapter 19	**Museum essay is due**
Wed. 11/8	The Stieglitz Group and the American Avant-Garde	Pohl, chapter 20	Blog option #12 due by 11:59 PM on Sunday
Mon. 11/13	"American" Stories: Appropriation, Translation, and Retelling: In-Class Activity #3	"The Freedom to Say What She Pleases: A Conversation with Faith Ringgold" (PDF)	**In-class activity #3**
Wed. 11/15	The Harlem Renaissance and the Black Arts Movement	Pohl, chapter 21	Blog option #13 due by 11:59 PM on Sunday
Mon. 11/20	The Two Americas: Urban vs. Rural in the 1920s and 1930s	Pohl, chapters 23 and 24	
Wed. 11/22	**No class: Thanksgiving Break**		No Blog this week
Mon. 11/27	The New Deal and Interwar Politics	Pohl, chapters 22 and 25	
Wed. 11/29	Postwar Art: "The Triumph of American Painting"	Pohl, chapter 26	Blog option #14 due by 11:59 PM on Sunday
TBA	**Final Exam**		Date and time set by the university

CEIE 100 – Environmental Engineering Around the World

Syllabus – [redacted]

Instructor: [redacted]

Lecture: [redacted]

E-mail: [redacted]

Office Hours: I will attempt to respond to emails from your GMU email address within 24-hours. If we need a fuller discussion, we'll meet on Zoom. Should an in-person meeting be needed, we'll schedule a time to meet in my office, [redacted]

Teaching Assistant: To be determined

Sites:

(a) Blackboard (Site where class material is posted)

- Class material posted, HW assignments & solutions posted, HW is uploaded, HW and exam grades are posted

(b) Zoom (Site where we can meet when required)

- URL: [redacted]

(c) Socrative (Site where quizzes and polls are administered)

- URL: [redacted]
- Student ID: GMU student ID, delete the "G" and any leading zeros
  (Example: if my GMU ID is G00012345, [redacted]

Text

This course uses current readings. Students will be provided with materials each week to read and use in their research.

Course Description

Society's relationship with the environment is: (1) fundamental to its success; (2) complex, involving economics, finance, law, culture, religion, politics, education, science, technology, and engineering; (3) widespread, often with impacts not just locally but regionally, nationally, or globally; and (4) constantly changing with potentially enormous short-term and long-term benefits and costs that may be in conflict. This relationship can drive a society to thrive or decline. Humans today have unprecedented ability to affect the environment both locally and globally, and to be affected by it. Technology and engineering are key drivers in society's efforts to manage our environment. This course will examine the history of various societies' interactions—including our own—with the environment; explore our ability to affect the environment—in small and enormous ways—through modern science, technology, and engineering; and foster debate on today's critical environmental issues. Finally, we will investigate issues of environmental justice, what it means to work towards environmentally just decisions, and how we can influence change to make an improvement.

Student Learning Outcomes

This course satisfies the Mason Core requirements in Global Context and Social Justice. The goals of Global Context and Social Justice are accomplished through disciplinary or inter-disciplinary study. Upon successfully completing this course, the student should be able to:

- Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality.
- Use a Disciplinary lens to demonstrate knowledge of how at least one nation and/or culture participates in or is affected by global contexts.
- Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.

Further, social justice shapes and drives the language and impacts of the environmental decisions that we make. The goal is to achieve and environmentally stable and sustainable world by making environmentally just decisions. Upon successfully completing this course, the student should be able to:

- Define key terms related to justice, equity, diversity, and inclusion as related to the environment and use them to meaningfully engage with peers about environmental issues.
- Articulate obstacles to justice and equality, and strategies for addressing them, in response to local, national, and/or global issues in environmental engineering.

Typical Class Organization

To develop the breadth and impacts of environmental engineering in varying locations and societies, we will focus our attention on a different environmental system each week. To accomplish this, students will be introduced to the week's topic with a lecture. Homework on the topic will be assigned and will be due at the start of the class the following week. Students will take a quiz on the topic the following week. Finally, students will typically work collectively in class with their colleagues to share their research from their assigned country and/or state. Therefore, a typical weekly class session would look like:

a) Quiz on last week's topic
b) Class discussions and work-session on last week's topic
c) Lecture on this week's topic

Homework Assignments

A homework research topic will be assigned each week and is due at the start of the class the following week. Late homework assignments are generally not accepted.

Student Participation

Environmental engineering in a just society can only be appreciated by understanding the findings and opinions of other point of view. Students must therefore be prepared to participate in class activities, answer questions, provide opinions, and / or present their research to the class. Your level of class interaction is reflected in your "Quizzes and Participation" grade.

Exams

This course has two formal exams, a mid-term and a final. Exams cover the lectures, class discussions, and assigned readings.

Grades

Course grades will include the results of all homework, exams, and quizzes weighted as follows:

Homework 40%

Exams
Mid-Term Exam.....15%
Final Exam 15%

Quizzes & Participation 30%

Class Schedule:

Week No.	Date	Lecture Topic	Notes
1	21 Aug 2023	Introduction	
2	28 Aug 2023	Environmental Justice	
	04 Sep 2023	Labor Day (No Class)	
3	11 Sep 2023	Environmental Toxic Chemicals	
4	18 Sep 2023	Water Pollution	
5	25 Sep 2023	Potable Water Systems	
6	02 Oct 2023	Wastewater Systems	
7	10 Oct 2023	Mid-Term Exam	
8	16 Oct 2023	Air Pollution	
9	23 Oct 2023	Municipal & Hazardous Waste	
10	30 Oct 2023	Automobile Impacts	
11	06 Nov 2023	Flooding & Risk	
12	13 Nov 2023	Seismic Impacts	
13	20 Nov 2023	Climate Change	
14	27 Nov 2023	Biodiversity & Endangered Species	
	04 Dec 2023	Reading Day (No Class)	
15	11 Dec 2023	Final Exam	

University Requirements

Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously, and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else' s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt

ask for guidance and clarification.

Disability

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a safe learning, living, and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity, and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents to promote community well-being and student success.

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202 Sexual Harassment and Misconduct speak to the specifics of our process, our resources, and options available to you.

Confidential resources are available on campus at the Student Support and Advocacy Center (ssac.gmu.edu), Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), and the University Ombudsperson (ombudsman.gmu.edu).

All faculty, staff, and administrators of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. In turn, the University Title IX Coordinator will attempt to contact the affected student (or employee) to see what resources they need.

For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, the University Title IX Coordinator at 703-993-8730, jhammat@gmu.edu, diversity.gmu.edu or stop by Aquia Building, suite 373.

Mason Diversity

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study, and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices can be voiced, heard, and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group, and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to,

curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group, and organization, and to make improvements as needed.

University Resources

Writing Center
A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu

Library
"Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html

CAPS
Counseling and Psychological Services, (703) 993-2380; http://caps.gmu.edu

Computing Resources
CEC Computing Resources has answers to many questions about school systems on their web site: http://labs.vse.gmu.edu and will try to help you if have problems connecting to school computing systems. However, they will not help with general computing questions or course assignments. Please contact your instructor or GTA if you have any questions about how to use software to complete your assignments.

Policy
The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. All members of the university community are responsible for knowing and following established policies. Other policies are available at: http://universitypolicy.gmu.edu/.

CRIM 405: Law and Justice Around the World
Designed for Global Contexts/Just Societies
George Mason University

Class Time: [redacted]
Class Location: [redacted]
Professor: [redacted]

E-mail: [redacted]
Office Location: [redacted]
Office Hours: [redacted]

If you prefer to meet online, Please
e-mail me to schedule a Zoom meeting.

Course Description

CRIM 405, Law and Justice Around the World fulfills the Mason Core requirement for Global Contexts and Just Societies. According to the GMU Catalog, CRIM 405 involves "Comparative inquiry into the models of legal and justice systems around the world. Considers how social and legal norms are created, and how different societies exercise powers of social control."

Learning Outcomes:

In any course, the learning outcomes are the goals. Learning outcomes are what we want to achieve in the class. This class has particular, special outcomes that are directly related to you becoming an engaged global citizen. This course addresses learning outcomes for two aspects of the Mason Core: Global contexts and Just Societies.
"The goal of the Global Contexts (GC) Mason Core requirement is to enable students to explore global contexts through a disciplinary lens and to understand how global systems have created both interdependence and inequalities that engaged citizens must understand in order to work toward an equitable and sustainable future (https://masoncore.gmu.edu/global-contexts/). "

This class also has the Just Societies flag. The goal of "courses with a Just Societies flag is to enable students to directly address questions about diverse perspectives and inequity as they engage with one another, and to identify how they can participate in processes for making change (https://masoncore.gmu.edu/just-society/)."
Why this matters: As you earn your Mason degree, you are also gaining skills that help you be an engaged global citizen. As you learn about global issues and learn about justice and equity issues, you learn how to make positive change.
In this course, we will focus on the following learning outcomes:

- **Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality (GC)**
- **Use the criminology, law, and society lens to demonstrate knowledge of how nations and/or culture participate in or are affected by global contexts (GC)**
- **Apply an understanding of one's own position/place within a globally interdependent and unequal world to analyze solutions to global problems (GC)**
- **Define key terms related to justice, equity, diversity, and equal protection as related to Law and Justice Around the World and use those terms to engage meaningfully with peers about course issues (JS)**
- **Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and global issues (JS)**

Class Participation:

Please come to class having read the materials assigned for that class period and be prepared to discuss the material in class. These materials will be posted on Blackboard. One of the critical ingredients of an interesting and viable course is participation with insightful and thoughtful discussion. You will have multiple opportunities to engage in small group discussion in this class. I encourage you to listen respectfully, to speak to share ideas (not to persuade), to allow everyone to speak, and to commit to learning.

Text:

All readings for this class are available for free through the Mason Library or online.
Pakes, Francis. *Comparative Criminal Justice*. Routledge, 2019.
This book is available online through the GMU Library at https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/1giah39/alma9947113850604105
Universal Declaration of Human Rights
https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
Additional readings will be shared on Blackboard

Class Schedule:

We may have guest speakers this semester. Since the speaker schedule is still being finalized, our schedule is subject to modification. Any schedule changes will be announced via Blackboard.

WEEK	TOPIC and Reading	ASSIGNMENT DUE
Session 1 ½	Welcome and Intro Pakes 1	
Session 2 1/30	Indigenous or Customary Law Pakes 2 and Posted Readings	Quiz 1 Writing Assignment 1
Session 3 2/7	Islamic Law Pakes 3 and Posted Readings	Quiz 2 Writing Assignment 2
Session 4 2/13	Civil Law Pakes 4 and Posted Readings	Quiz 3
Session 5 2/20	Civil Law Pakes 5 and Posted Readings	Quiz 4 Writing Assignment 3
Session 6 2/27	Common Law Pakes 6 and Posted Readings	Quiz 5
Session 7 3/6	Common Law Pakes 7 and Posted Readings	Quiz 6 Writing Assignment 4
Session 8 3/13	Spring Break	
Session 9 3/20	International Law Pakes 8 and Posted Readings	Quiz 7 Just Societies Discussion Board Assignment
Session 10 3/27	International Human Rights Law Pakes 9 and Posted Readings	Quiz 8
Session 11 4/3	International Human Rights Law Pakes 10 and Posted Readings	Quiz 9
Session 12 4/10	International Environmental Law and Green Criminology Pakes, Chapter 11	Quiz 10
Session 13 4/17	International Criminal Law Pakes, Chapter 12-13	Make up Quiz 11
Session 14 4/24	Presentations of Global Contexts Assignment	Global Contexts Assignment due

Session 15 5/1	Conclusion	

- **Quizzes:** (200 points) There will be a quiz over each topic.

- **Just Societies Discussion Board Assignment** (20 points) Students will write a discussion board post addressing topics of justice, equity, fairness, due process, and equal protection after reading an assigned article. Students will make at least two comments on posts by classmates.

- **Global Contexts Assignment** (100 points) Students will research and write about justice challenge facing a country other than the United States. This will address issues of inequality and interdependence in the global context. It will also address questions of the nature of a just society.

- **Writing Assignments/ Reflections** (60 points) Students will write four assignments (250-300 words) addressing questions about different forms of law. These assignments will include questions regarding the nature of a just society.

- **Source Worksheet** (10 points) Students will submit a presentation topic and information on the four scholarly sources they are using for the group project.

- **Participation** (10 points) Participation is a combination of attendance and taking part in classroom discussions.

Assignments and Due Dates

Assignment	Points Possible	Due Date
Quizzes (10)	20 x 10 for 200 possible.	Sundays at midnight
Writing Assignment 1	15	2/5
Writing Assignment 2	15	2/12
Writing Assignment 3	15	2/26
Writing Assignment 4	15	3/5
Just Societies Discussion Board Assignment	20	3/26
Source Worksheet	10	4/10
Global Contexts Assignment	100	4/24
Participation	10	

[Text Wrapping Break]

Overall Grading:

The following is the numerical conversion to the corresponding letter grade scale that we will be using for CRIM 405. Please note the total number of points is 400.

POINTS	LETTER GRADE
372-400	A
360-371	A-
348-359	B+
332-347	B
320-331	B-
308-319	C+
280-307	C
260-279	D
<259	F

University Policies:

Campus Resources:
The Writing Center, University Libraries, Counseling and Psychological Services (CAPS) and the Office of Disability Services are available to assist students. Links to the University Catalog and the University Policies website for all other university academic and non-academic policies may also be included in the links below.

General University Information / Weather: www.gmu.edu
Office of Disability Services: ods.gmu.edu
Writing Center: http://writingcenter.gmu.edu
Counseling and Psychological Services: caps.gmu.edu
English Language Institute: eli.gmu.edu
University Catalog: http://catalog.gmu.edu
University Policies: http://universitypolicy.gmu.edu

Accommodations for students with disabilities:
If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office.

Honor Code Policy:
All students are expected to be familiar with the University's Honor Code, which may be found in the University Catalog. Ignorance of the policy is not a valid excuse and all violations will be

reported. The Honor Code at George Mason University addresses cheating or attempted cheating, plagiarism, lying, and stealing in an academic setting.
Cheating includes using unauthorized material and/or unauthorized assistance in academic work. **Plagiarism includes self-plagiarism, inadequate citation, false citation, and failure to adhere to citation forms set by the professor.**

Students are expected to abide by the requirements of the University regarding academic integrity, to include lying, cheating or stealing. *(See https://oai.gmu.edu/full-honor-code-document/)* Students who present false information will be treated in accordance with the University's Policies. Any paper submitted for this class is not to be submitted for another class.

Academic Honesty: <u>All work on all assignments must be your own</u>. Plagiarism or work that is not your own will result in a zero. A paper without citations will receive a zero. I expect you to abide by the requirements of the George Mason Honor Code. For more information go to: https://oai.gmu.edu/full-honor-code-document/

<u>Do not submit a paper written for another class.</u> Papers and projects must meet the requirements of the assignment. A paper that was submitted for another class will receive a zero.

<u>All assignments must be submitted through Blackboard and Safe Assign. E-mailed assignments are not accepted.</u>

Photo by Juan Rulfo, in Juan Rulfo, En los ferrocarriles (Mexico City: Fundación Rulfo | UNAM | Editorial RF, 2016)

Cultural Studies 320: Globalization & Culture
SAMPLE SYLLABUS for Mason Core Global Contexts and Just Societies

[redacted]
Email: [redacted]
Office: [redacted]

Part 1: Course information

Course description:
This course is about globalization and culture. We are told that we live in an age of globalization and that the world is becoming a global village. The interconnectedness of places and peoples is depicted as being somehow both new and natural, or at any rate inevitable. This course will show that such interconnectedness is neither new nor natural much less inevitable—although it is increasing, accelerating and intensifying. We will cast backward glances at colonial histories because they set the stage for our present-day realities. But in this course our main focus is on contemporary forms of what we call globalization, which result from a specific conjuncture of technologies, treaties, and cheap transport. Emphasizing the post-1970s dispensation of neoliberal capitalism, we will pay special attention to the roles that media and new media technologies play in shaping the cultural spaces in which people live today. We will try to understand how globalization is lived in everyday life and is experienced differentially across the globe. We also will critically examine globalization's planners' claim that everyone gets rich off free trade, inspecting the effects of globalization on subsistence, inequality, and fairness in various locations, and examining the intersections of class dynamics with gendering, racialization and other processes of hierarchical differentiation in global systems of capitalism.[1] Lastly, this course will

[1] Adapted from Learning University of Minnesota Syllabus, "Experiencing Globalization: Society, Space and Everyday Life in London," https://umabroad.umn.edu/sites/umabroad.umn.edu/files/documents/LNDN3249-syllabus-experiencing-globalisation.pdf.

consider limits to globalization. We will survey questions about resources and climate change; we will consider "globalization from below" (movements that resist or attempt to construct alternatives to neoliberal globalization); and we will discuss persistent flash points and countertrends (events such as Brexit and the rise of neo-nationalist movements across the North Atlantic) that take aim at the nexus of treaties, laws, and conventions that have undergirded modern globalization.

Course materials:
All course materials with full references below will be made available to you on Blackboard. I will be making recommendations for supplemental films and TV shows on Netflix, YouTube and our library's website. A Netflix account is recommended.

1. Esmé Berkhout et al., "The Inequality Virus," *Oxfam International*, Web, https://www.oxfam.org/en/research/inequality-virus.
2. Jean Baudrillard, *The Ecstasy of Communication,* ed. Sylvère Lotringer, trans. Bernard and Caroline Schutze (New York: Semiotext(e), 1987).
3. JoAnn Chirico, "The World Has Gone Global," Chapter 1 in *Globalization: Prospects and Problems* (Thousand Oaks, CA: Sage Publications, 2014).
4. Lincoln Dahlberg, "Expanding Digital Divides Research: A Critical Political Economy of Social Media," *The Communication Review* 18 (2015): 271–293.
5. Mike Davis, "Planet of Slums: Urban Involution and the Informal Proletariat," *New Left Review* 26 (March-April 2004).
6. Jodi Dean, Chapter 1, "Technology," in Democracy and Other Neoliberal Fantasies: *Communicative Capitalism and Left Politics* (Durham: Duke UP, 2009), 19-48.
7. Frantz Fanon, *The Wretched of the Earth*, trans. Richard Philcox New York: Grove Press 6 (2004).
8. Silvia Federici, *Caliban and the Witch* (Brooklyn: Autonomedia, 2004).
9. Richard Giulianotti and Roland Robertson, "Economics: neo-liberalism, inequalities and transnational clubs," Chapter 3 in *Globalization and football* (New York: Sage, 2009), 66-96.
10. Baruch Gottlieb and Athina Karatzogianni, "Materialization," Chapter 6 in *Digital Materialism : Origins, Philosophies, Prospects* (Bingley: Emerald, 2018), 123-160.
11. Greg Grandin, "Epilogue: The Significance of the Wall in American History," in The End of the Myth: From the Frontier to the Border Wall in the Mind of America (New York: McMillan, 2020), 267-276.
12. David Harvey, "The 'new' imperialism: accumulation by dispossession," Chapter 10 in Bertell Ollman and Kevin B. Anderson, *Karl Marx* (New York: Routledge, 2012), 213-237.
13. David Harvey, Chapters 1-3 in *A Brief History of Neoliberalism* (Oxford: Oxford UP, 2005), 5-86.
14. David Harvey, "A Brief History of Neo-Liberalism, Episode 1 in *David Harvey's Anti-Capitalist Chronicles*, podcast, https://anticapitalistchronicles.libsyn.com/a-brief-history-of-neo-liberalism.
15. Arshad Isakjee, Borders and Violence, Migration, Borders, Diaspora - Lecture 6, Arshad Isakjee. May 9, 2022, https://www.connectedsociologies.org/curriculum/migration-borders-diaspora/borders-violence/
16. Genevieve LeBaron, Neil Howard, Cameron Thibos, and Penelope Kyritsis, *Confronting Root Causes: Forced Labour in Global Supply Chains* (London: openDemocracy, 2018), https://repository.uantwerpen.be/docman/irua/70fd54/149544.pdf.
17. Abraham Lustgarten, The Great Climate Migration, New York Times, July 23, 2020,

https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html.

18. Zine Magubane, "The Uses and Abuses of Jim Crow: Contemporary Race Theory and the Problem of History," Cultural Studies GMU Colloquium Lecture, February 2, 2023.
19. Karl Marx, "The Secret of Primitive Accumulation," Chapter 26 in *Capital: A Critique of Political Economy, Vol. 1* (Champaign: Barbarian P, 2018), 505-508.
20. Armand Mattelart, "Networks of Utilization," Chapter 1 in *Networking the World, 1794-2000*, trans.James A. Cohen and Liz Carey-Libbrecht (Minneapolis: U of Minnesota P, 2000), 23-34.
21. Blanco Milanovic, "The Citizenship Premium," "Populism and Nativism" and "Will Labor Remain Different from Other Factors of Production?", Chapters 3-5 in *Global Inequality: A New Approach for the Age of Globalization* (Cambridge, MA: Harvard UP, 2016), 118-240.
22. Jean-Paul Sartre, "Colonialism is a System," *Interventions* 3.1 (2001): 127-140.
23. Lorelle Semley, "To Live and Die, Free and French: Toussaint Louverture's 1801 Constitution and the Original Challenge of Black Citizenship," *Radical History Review* 115 (2013): 65-90.
24. William Shakespeare, The Tempest, Barbara Mowat, Paul Werstine, Michael Poston, Rebecca Niles, eds (Washington, DC: Folger Shakespeare Library, n.d.), https://shakespeare.folger.edu/shakespeares-works/a-midsummer-nights-dream/.
25. Mike Savage, "Visceral Inequality in the Twenty-First Century," Chapter 7 in *The Return of Inequality: Social Change and the Weight of the Past*, 196–228 (Cambridge, MA: Harvard UP, 2021), https://doi.org/10.2307/j.ctv31xf633.11.
26. Blake Stimson, "Deneocolonize Your Syllabus," Nonsite.org 34, February 2, 2021, https://nonsite.org/deneocolonize-your-syllabus/.
27. Anne Stoler, "Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule," Chapter 12 in Stephen Howe, ed., *The New Imperial Histories Reader* (London: Routledge, 2020), 177-194.
28. *The 1805 Constitution of Haiti*, http://www2.webster.edu/~corbetre/haiti/history/earlyhaiti/1805- const.htm
29. William Walters, "Mapping Schengenland: denaturalizing the border," *Environment and planning: society and space* 20.5 (2002): 561-580.
30. Harsha Walia, *Border and rule: global migration, capitalism, and the rise of Racist nationalism* (Haymarket Books, 2012).

Course schedule:
This course is delivered in person on our scheduled days on PatriotWeb. It is divided into weekly modules. Students will need to follow a chronological schedule and complete work weekly to get the most out of the class. All handouts and assignments are distributed only through Blackboard. Students have the responsibility to access them in a timely manner.

Technology requirements:
George Mason's general requirements are available here: https://masononline.gmu.edu/what-technologies-do-i-need/. Please remember that you will need access to a Windows or Macintosh computer and to a fast, reliable broadband Internet connection (e.g., cable, DSL). For optimum visibility of course material, the recommended computer monitor and laptop screen size is 13-inches or larger. You must also have consistent access to an internet connection to complete the assignments in this course through Blackboard (https://mymason.gmu.edu). It is expected that you possess the following technical skills. If you need help with any of these activities, please consult with The Division of Instructional Technology https://its.gmu.edu/service/category/teaching-learning/.

- navigate the World Wide Web using different Web browsers
- experience with Blackboard (Manual for Students https://help.blackboard.com/Learn/Student)
- communicate via email including sending attachments

- use office applications such as Microsoft Office (or similar) to create documents
- be comfortable uploading and downloading saved files and assignments in Blackboard

Part 2: Student Learning Outcomes

In this course, students will:

1. Learn and apply critical approaches to and theoretical models of globalization and its cultural dynamics.
2. Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality. (Mason Core course in Global Contexts)
3. Use the disciplinary lens of Cultural Studies and Critical Political Economy to demonstrate knowledge of how at least one nation and/or culture participates in or is affected by global contexts. (Mason Core course in Global Contexts)
4. Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems. (Mason Core course in Global Contexts)
5. Define key terms related to justice, equity, diversity, and inclusion as related to Cultural Studies and Critical Political Economy, use them to engage meaningfully with peers about course issues. (Just Societies attribute)
6. Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in Cultural Studies and Critical Political Economy. (Just Societies attribute)

Part 3: Course assignments

1. **Attendance and Participation - 15 points**. This is a participation-heavy course. It is discussion-based. Attendance is required. If you must miss more than one class, please let me know ahead of time. Participation means: (1) engaging fully with all assigned materials before class, (2) taking detailed notes, (3) bringing in questions and actively participating in class discussions and activities.
2. **Course written activities (Wiki pages, quizzes, discussion board, Padlet) on Blackboard – 40 pts**. You will be taking **five in-class quizzes on Lessons 3, 6, 8, 11, and 12.** These monitor your weekly readings and engagements with course materials. Accuracy and thoroughness are the main criteria. You will be taking these quizzes at the beginning of class. Each quiz is worth 4 points. Over the course of the semester, you will also be working in groups to create Wiki pages on key terms for CULT 320 and Just Societies. You will be providing written reflections and feedback to your peers' Wiki pages in Discussion Board and Padlet activities, each of which will be worth 5 points.
3. **Research presentation reports – 20 points**: Small groups of students (3-4 each) will intensify our learning experience by collaboratively organizing **one-hour sessions on research topics situated in these Lessons: 8, 9, 10, 11, 12, 13 and 14**. In addition to providing solid content, your presentation will include an audiovisual component, good use of charts or graphs and other supplementary material.
4. **Annotated Bibliography - 10 points:** To delve more deeply into problems associated with globalization, you will build on your research group work, both to develop your own research skills and also to support your peers in the development of a collective understanding of the issues. Each student will produce a short 5-source bibliography on some subset of his or her group topic, with a sentence of two of narration. You will submit this bibliography in a folder for this Assignment after you have presented in class.
5. **Final exam – 15 points.** The Final Exam will be held in class via LockDown Browser on the day and time of our final exam. It will consist of multiple choice and short essay questions on the material we have studied over the course of the semester.

Grade distribution:
Class Attendance and Participation: 15%
Course activities (Wiki, discussion forums, quizzes): 40%
Oral presentation: 20%
Annotated bibliography: 10%
Final take-home exam: 15%

Part 4: Course policies

Privacy statement:
All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) **must not be shared with anyone not enrolled in this class**.

Cheating and Plagiarism:
Cheating and plagiarism will not be tolerated in this class. Sources and materials need to be properly cited and acknowledged. All written work must be done independently and must adhere to the following Honor Code standards. *Students may not ask anyone to correct, revise or edit their written work*. Outside proofreading/correcting changes the student's work, gives the professor an inaccurate idea of the student's skills, and thus violates George Mason University's Honor Code.There are no exceptions to these policies. Please review the University's official statement on the Honor Code and Academic Integrity: http://jiju.gmu.edu/catalog/apolicies/index/html). You are strongly encouraged to read the Writing Center's online guide for avoiding plagiarism (http://writingcenter.gmu.edu/?p=499).

Free play of ideas:
Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask me for guidance and clarification. *Please note that the readings and media texts of this course may contain graphic language and representation of material that may be emotionally activating for some students. If you choose to be excused from an assignment or class discussion, please inform me, and I will offer an alternative learning mode.*[2]

[redacted]'s Commitment to Anti-Racism:
As a member of the George Mason University community, I will work to create an educational environment that is committed to anti-racism and inclusive excellence. I affirm that in this class, faculty and students will work together to interrupt cycles of racism against Black individuals, indigenous people, and other people of color so as to cultivate a more equitable, inclusive, and just learning environment for all participants, regardless of racial background.

[2]Adapted from Kelli Marshall, "Trigger Warnings, Quentin Tarantino, and the College Classroom," Web, https://chroniclevitae.com/news/372-trigger-warnings-quentin-tarantino-and-the-college-classroom; Angela Shaw-Thornburg, comment to Marshall, "Trigger"; University of Waterloo Centre for Teaching Excellence, "Trigger Warnings," Web, January 18, 2017, https://uwaterloo.ca/centre-for-teaching-excellence/trigger.

Commitment to Inclusive Classroom at George Mason University:
This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran's status, or physical ability.

Challenges to Learning:
If you are challenged in a way that affects your learning outcomes, please contact Disability Support Services in SUB I Suite 2500 or at 993-2474 as well as your instructors. All accommodations must be arranged through this office.

Religious Observance:
Religiously observant students wishing to be absent on holidays that require missing class should notify their instructor in writing at the beginning of the semester, and should discuss with their instructor, in advance, acceptable ways of making up any work missed because of the absence.

Useful Campus Resources:

- [redacted]
- The Writing Center: Robinson Hall A114, 703-993-1200, http://writingcenter.gmu.edu
- University Libraries: http://library.gmu.edu/
- Counseling and Psychological Services (CAPS): 703- 993-2380, http://caps.gmu.edu
- Student Health Services: SUB I, Room 2300, 703-993-2135, http://shs.gmu.edu/
- University Policies and Catalog: All members of the university community are responsible for following established policies in the University Catalog: http://catalog.gmu.edu and http://universitypolicy.gmu.edu/.

Important Dates on University Calendar:

First day of classes; last day to submit Domicile Reclassification Application; Payment Due Date	
Last day to add classes—all individualized section forms due	
Last day to drop with 100% tuition refund	
Last day to drop with 50% tuition refund	
Unrestricted Withdrawal Period (100% tuition liability)	
Selective Withdrawal Period – Undergraduates only **(100% Tuition Liability)**	
Incomplete work due to instructor	
Incomplete grade changes due to Registrar	
Last day of classes	
Reading Days	
Exam Period	

Course Calendar

WEEK	LESSON	ASSIGNMENTS
Week 1	**Lesson 1:** Introductions. What is globalization? What factors make it possible? Is it inevitable? *Key terms for Global Contexts and Just Societies.* *Introduction to our Class Wiki*	***Watch:*** [redacted] video lecture and Dr. Zine Magubane, "The Uses and Abuses of Jim Crow" (I'll send out links) ***Read:*** Read JoAnn Chirico, "The World Has Gone Global" [Bb] and Blake Stimson, "Deneocolonize Your Syllabus" [Bb]
Week 2	**Lesson 2:** Colonialism, Capitalism and Primitive Accumulation *Jigsaw activity in class on our readings*	***Read***: Karl Marx, "The Secret of Primitive Accumulation," *Capital* [Bb]; Silvia Federici, Introduction, *Caliban and the Witch* [Bb]; David Harvey, "Accumulation by Dispossession" [Bb] ***Watch:*** [redacted] video lecture (I'll send out link as an announcement)
Week 3	**Lesson 3:** Decolonize *Create and present on Wiki pages #1*	***Read:*** William Shakespeare, *The Tempest* [Bb]; Jean-Paul Sartre, "Colonialism is a System" [Bb], Anne Stoler, "Introduction," *Carnal Knowledge and Imperial Power* [Bb]; and Franz Fanon, Chapter 1, *The Wretched of the Earth* [Bb] **You'll take a short quiz (worth 4 points) at beginning of class**
Week 4	**Lesson 4:** Neoliberalize *Create and present on Wiki pages #2*	***Read***: David Harvey, "Chapter 1" [Bb]; Genevieve LeBaron et al, "Confronting Root Causes" [Bb]. ***Listen:*** David Harvey's podcast, "A Brief History of Neo-Liberalism" [Bb] ***Post***: A reflection on your classmates' Wiki pages #1 on Padlet
Week 5	**Lesson 5:** Networkize	***Read:*** Armand Mattelart, "Introduction," in *Networking the World* [Bb]; and Jodi Dean, "Technology," in *Communicative Capitalism* [Bb] ***Post:*** A reflection on your classmates' Wiki pages #2 on our Discussion Board
Week 6	**Lesson 6:** Digitize *Create and present on Wiki pages #3*	***Read:*** Baruch Gottlieb and Athina Karatzogianni, "Materialization" **You'll take a short quiz (worth 4 points) at the beginning of class**

Week 7	**Lesson 7:** Spectacularize	***Read:*** Jean Baudrillard, *The Ecstasy of Communication* [Bb]; Richard Giulianotti and Roland Robertson, "Economics" [Bb] ***Post:*** A reflection on your classmates' Wiki pages #3 on our course Padlet
Week 8	**Lesson 8:** Mediatize *Presentations begin!* *1) global media*	***Read:*** Lincoln Dahlberg, "Expanding Digital Divides Research: A Critical Political Economy of Social Media" [Bb] **You'll take a short quiz (worth 4 points) at beginning of class.**
Week 9	**Lesson 9:** Global Migration and Inequalities *Presentations!* *2) global migration*	***Read:*** Abraham Lustgarten, "The Great Climate Migration" [Bb]; and Blanco Milanovic, Chapters 3-5 in *Global Inequality* [Bb]
Week 10	**Lesson 10:** Revolutionize *Presentations!* *3) global revolutions*	***Read:*** Lorelle Semley, "To Live and Die" [Bb]; and *1805 Constitution of Haiti* [Bb]
Week 11	**Lesson 11:** Urbanize *Presentations!* *4) global cities*	***Read:*** Mike Davis, "Planet of Slums" [Bb]; and Suzanne M. Hall, "Migrant urbanisms" [Bb] **You'll take a short quiz in class on Tuesday, worth 4 points**
Week 12	**Lesson 12:** Borders and Policing *Presentations! 5) borders and policing* *Create and present on Wiki pages #4*	***Watch***: Arshad Isakjee, "Borders and Violence [Bb] ***Read***: H. Walia, "Introduction" [Bb]; Greg Grandin, Epilogue" [Bb] and William Walters, "Mapping Schengenland [Bb] **You'll take a short quiz (worth 4 points) at the beginning of class.**
Week 13	**Lesson 13:** Global Health and Inequalities *Presentations!* *6) global health*	***Read***: Esmé Berkhout et al., "The Inequality Virus," [Bb]; Drew Pendergrass and Troy Vettese, "The Climate Crisis and COVID-19 Are Inseparable" [Bb] ***Post:*** A reflection on Wiki pages #4 on our course Padlet

	Create and present on Wiki pages #5	
Week 14	**Lesson 14:** Global Inequalities *Presentations!* *7) inequalities* *Create and discuss our main Class Wiki*	***Read:*** Mike Savage, "Visceral Inequality in the Twenty-First Century" [Bb]; selections from Thomas Picketty, *Capital in the Twentieth Century* (Cambridge, MA: Harvard UP, 2013) ***Post:*** A reflection on Wiki pages #5 on our Discussion Board
Final exam in class with LockDown Browser on the day and time of final exam *Enjoy thoroughly your break and I hope to see you on campus next semester!*		

MASON IMPACT

01/26/2024

EVPP 336 | Tackling *Wicked* Problems in Society & the Environment

Instructors: [redacted]
Email: [redacted]

[+ Graduate student name & contact information]

Class Schedule: [redacted] recitation sections, days and times as assigned
Location(s): TBD
Office Hours: Email to schedule; Fridays, 10 am-noon or at other times by appointment

Course description and objectives

> *The search for scientific bases for confronting problems of social policy is bound to fail, because of the nature of these problems. They are "wicked" problems, whereas science has developed to deal with "tame" problems.*
> — *Horst W. J. Rittel & Melvin M. Webber (1973)*

In 1973, Rittel and Webber wrote a seminal paper with the enigmatic title, “Dilemmas in a general theory of planning.” In this article—which has now been cited almost 23,000 times—they introduced the concept of “wicked problems,” in which there is no definitive formulation of the problem or solution. Because these problems are characterized by complexity, uncertainty, and divergence of human values and viewpoints, they are prone to becoming mired in controversy and failures of governance. Unfortunately, many of our most pressing global social and environmental issues today—ranging from climate change and biodiversity loss to food insecurity and environmental injustice—fall into this category. To understand the nature of these problems, we must understand the systems from which they arise and their dynamics. This course introduces some of the foundational literatures on wicked problems, systems thinking, and collective governance. Over the term, students will:

1. Characterize what constitutes a wicked problem
2. Describe basic elements of systems and their dynamics
3. Identify how different human perspectives and values relate to preferences for solutions across varying scales and global contexts
4. Assess social, environmental, and economic dimensions of current problems, including equity and justice, for the purpose of making policy recommendations
5. Use research to illuminate pathways for social change

These learning outcomes address educational goals that are relevant both to Mason Impact and the Mason Core: Mason Impact + Civic Engagement and Community Learning, Global Contexts, and Just Societies. Each of their specific learning outcomes are further described below.

Mason Impact (Impact + Civic Engagement and Community Learning, CECiL)
This course takes a problem-based learning approach. During the term you will engage in two projects that will require thinking through the lens of socio-ecological systems in order to diagnose human-environment interactions at various scales. For each project, you will prepare a report/memo on the topic, analyzing possible approaches, and present it. You will be required to base your research on citations that are of sufficient quality that they could be used by a decision-maker in credibly making the claim to others. Small group discussions in your recitation sections, and invited speakers, will support you as you research and write the assignments. Through these course components, the following learning outcomes will be met:

1. [MI-O1] Understanding how to conduct research and use knowledge to address societally important socio-environmental issues;
2. [MI-O2] Exploring people's differing worldviews and ways of knowing, and being able to relate how they affect their preferences for individual and collective responses;
3. [MI-O3] Engaging in inquiry about socio-environmental challenges as "wicked problems" in a series of increasingly challenging assignments.

Global Contexts
As human societies have become increasingly interconnected, rising needs for energy, food, and natural resources are met through global supply chains with worldwide environmental impacts. These socio-ecological systems are connected across both temporal and geographic scales. In order to understand how these systems function—and assess levers of change—we must consider how interactions across local, national, transnational, and global scales may affect outcomes for people and the ecosystems on which they depend. As you conduct the three course projects, you will be prompted to think about the ways in which a globally interconnected world changes the nature of the societal challenges that we face and contemplate our own roles within it. During the term, you will:

1. [GC-O1] Identify and explain how socio-environmental interconnections across the globe can affect natural resource use and societal conditions, such as equity and environmental justice.
2. [GC-O2] Demonstrate knowledge of how global contexts can affect phenomena within communities and specific socio-environmental systems.

3. [GC-O3] Apply an understanding of the experiences, perspectives, values, and expertise, or positionality, that you bring in analyzing solutions to global socio-environmental problems, such as climate change and biodiversity loss.

Just Societies
"Wicked problems" cannot be solved by technocratic solutions alone—they require consideration of the values and perspectives of the people who are involved and/or will be impacted. Throughout the class we will discuss the conditions under which environmental injustices can arise and how to develop decision-making processes that are more likely to be inclusive and considered fair and legitimate. As you consider the dynamics of socio-ecological systems, and their actors and governance, you will:

1. [JS-O1] a) Relate how environmental justice has been defined in federal policy and by differing communities;
   b) Use those terms to engage meaningfully with peers about course issues.
2. [JS-O2] Articulate obstacles to environmental justice, and strategies for addressing them, in response to socio-environmental issues at different scales of governance.

Course structure
The class is divided into lecture sessions, held on Mondays, and weekly recitation sections. The recitation sections are designed to provide students with an opportunity to participate in more interactive hands-on exercises and discussions.

Assignments and grading
You will have three large graded assignments plus weekly questions to answer on the Discussion Board in Blackboard. Together, these assignments will constitute your grade for the term. You will be given a rubric prior to each assignment that details all required components and their associated point value. Extra credit opportunities in which you can earn up to 5 percentage points will also be available.

Assignment 1: Comparison of socio-ecological case studies
The goal of this first assignment is to introduce you to the many ways that different peoples govern natural resources across the globe within the context of global environmental and societal changes, such as climate change and increasing natural resource needs. You will search Arizona State University's global database of case studies of socio-ecological systems (https://seslibrary.asu.edu/case) and select two focused on a similar natural resource, such as forests or fisheries. You will compare and contrast the different systems and forms of governance, and determine whether they support Ostrom's rules for managing the commons.

Assignment 2: Exploring human-environment interactions on Mason's Fairfax campus
As a class, we will explore how and where Mason students, faculty, and staff interact with their environment—both the things that we can see (recycling and waste) and aspects that can be less visibly apparent (air and water pollution). Even locally experienced phenomena—such as campus extreme heat, food insecurity, and plastic waste—have their roots in globally interconnected socio-ecological systems. Both in individual written assignments and working with your recitation section group, you will map the social, environmental, economic, and equity implications of an interaction on campus between people and the environment, as well as the different stakeholders who are involved and their perspectives. You will submit individual work for the project and work with a team of fellow students to write and present your assessment for the university's Facilities staff.

Assignment 3: Writing a memo on environmental policy approaches
In the final assignment, you will consider the function and governance of socio-ecological systems within the Commonwealth of Virginia. You will research a current environmental challenge and its socioeconomic, equity, and global dimensions for the purpose of making policy recommendations to an elected official. The class will meet with the representative or their staff member during a class period in which you will contribute to the discussion of the policy issue. You will also condense your argument into an elevator speech that you will deliver to your instructor and fellow students in class.

Grade distribution overview

1	Comparison of socio-ecological case studies	15%
2	Mason's human-environment interactions	25%
3	Environmental policy memo	25%
4	Recitation section assignments/questions	35%
*	*[Extra credit, TBD (Field trips)]*	*5%*

Loss of points
Please watch for emails from the instructor in regard to preparation for upcoming classes, and please attend all classes. Lack of preparation for class may incur loss of points.

Attending class is vital to your success in the course. One unexcused absence is permitted. Failure to attend more than one class will result in a loss of 1 point per class period. If you have a medical—or other—reason for missing class, please provide a letter from your physician or equivalent. If you face difficulties in attending class, please let me know.

Grades

Your final letter grade will be assessed based on the total points you have accumulated through completing the assignments. Grades will not be curved.

A+	97-100	B+	87-89	C+	77-79	D	65-69
A	93-96	B	83-86	C	73-76	F	0-64
A-	90-92	B-	80-82	C-	70-72		

Course Schedule (subject to change)

Week	Date	Topics	Readings & Assignments
Week 1	Aug. X lecture; Aug. X recitation sections	• Introductions • Course overview • **Envisioning just, sustainable futures**	*Reading due Monday: None* *Reading due Wednesday:* Editors. (2020). Imagine a world without hunger, then make it happen with systems thinking. *Nature, 577*(7790), 293–294. Wyborn, C., Davila, F., Pereira, L., Lim, M., Alvarez, I., Henderson, G., Luers, A., Martinez Harms, M. J., Maze, K., Montana, J., Ryan, M., Sandbrook, C., Shaw, R., & Woods, E. (2020). Imagining transformative biodiversity futures. *Nature Sustainability, 3*(9), 670–672.
Week 2	Aug. X lecture; Aug. X recitation sections	• **Wicked problems**	*Reading due Monday:* Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy Sciences, 4*(2), 155–169. Head, B. W. (2022). *Wicked problems in public policy*. Springer. — Chapter 2: The rise of 'wicked problems'-Uncertainty, complexity, and divergence
Week 3	*(Labor Day)*; Sept. X lecture	• **Socio-ecological systems**	*Reading due Wednesday:* Folke, C., Biggs, R., Norström, A., Reyers, B., & Rockström, J. (2016). Social-ecological resilience and biosphere-based sustainability science. *Ecology and Society, 21*(3).

			Ostrom, E., & Cox, M. (2010). Moving beyond panaceas: A multi-tiered diagnostic approach for social-ecological analysis. *Environmental Conservation, 37*(4), 451–463.
Week 4	Sept. X lecture; Sept. X recitation sections	• **Governing the commons** • **Scales of governance**	*Reading due Monday:* Ostrom, E. (2015). Reflections on the commons. In *Governing the commons: The evolution of institutions for collective action.* Cambridge University Press. Ostrom, E. (2010). Polycentric systems for coping with collective action and global environmental change. *Global Environmental Change*, *20*(4), 550–557.
Week 5	Sept. X lecture; Sept. X recitation sections	• **Systems dynamics, Part I**	*Reading due Monday:* Meadows, D. H. (2009). *Thinking in systems: A primer* (D. Wright, Ed.). London, UK: Earthscan. — Chpt 1: The basics — Chpt. 2: A brief visit to the systems zoo
Week 6	Sept. X lecture; Sept. X recitation sections	• **Systems dynamics, Part II**	*Reading due Monday:* Meadows, D. H. (2009). *Thinking in systems: A primer* (D. Wright, Ed.). London, UK: Earthscan. — Chpt 5: System traps … and opportunities — Chpt. 6: Leverage points
Week 7	Oct. X lecture;	• **Ways of knowing**	***Due Oct. X before class—***

	Oct. X recitation sections	• **Action research**	***Assignment 1: Comparison of socio-ecological case studies*** *Reading due Monday:* Brown, V. A. (2010). Collective inquiry and its wicked problems. In *Tackling wicked problems* (pp. 61–83). Routledge. Ison, R. (2008). Systems thinking and practice for action research. In P. Reason & H. Bradbury (Eds.), *The Sage handbook of action research: Participative inquiry and practice (2nd ed).* SAGE Publications.
Week 8	Oct. X lecture *(note, Tuesday)*; Oct. X recitation sections	• **Environmental movements** **Social change**	*Reading due Monday:* Rootes, C. (2007). Environmental movements. In D. A. Snow, S. A. Soule, & H. Kriesi (Eds.), *The Blackwell Companion to Social Movements* (pp. 608–640). Oxford, UK: Blackwell Publishing. Crutchfield, L. R. (2018). *How change happens: Why some social movements succeed while others don't*. Newark, NJ: John Wiley & Sons. — Introduction: How change happens
Week 9	Oct. X lecture; Oct. X recitation sections	• **Justice**	*Reading due Monday:* Bullard, R. D. (2020). From civil rights to Black Lives Matter. In M. Mascarenhas (Ed.), *Lessons in environmental justice: From civil rights to Black Lives Matter and idle no more*. Sage.

			Gilio-Whitaker, D. (2019). *As long as grass grows: The Indigenous fight for environmental justice, from colonization to Standing Rock.* Beacon Press. — Chapter 1: Environmental justice theory and its limitations for Indigenous peoples
Week 10	Oct. X lecture; Oct. X recitation sections	• **Systems in policy analysis and policymaking**	*Reading due Monday:* Dunn, W. N. (2017). Policy analysis in the policymaking process. *In Public policy analysis: An integrated approach* (6th ed.). Routledge. Robertson Munro, F., & Cairney, P. (2020). A systematic review of energy systems: The role of policymaking in sustainable transitions. *Renewable and Sustainable Energy Reviews*, 119, 109598.
Week 11	Oct. X lecture; Nov. X recitation sections	• **Approaches to policymaking and public management**	***Due Nov. X before class—Assignment 2: Exploring human-environment interactions on Mason's Fairfax campus*** *Reading due Monday:* OECD. (2017). Chapter 1. Systems approaches in the public sector: From theory to practice. In *Systems approaches to public sector challenges: Working with change*. OECD. Verweij, M., & Thompson, M. (Eds.). (2006). The case for clumsiness. In *Clumsy solutions for a complex world: Governance, politics and plural perceptions*. Springer.

Week 12	Nov. X lecture; Nov. X recitation sections	• **Policy memo project** • **Presentations to University Sustainability**	**No reading**
Week 13	Nov. X lecture; Nov. X recitation sections	• **Motivating social change**	*Reading due Monday:* Crutchfield, L. R. (2018). *How change happens: Why some social movements succeed while others don't*. Newark, NJ: John Wiley & Sons. — Chapter 1: Turn grassroots gold — Chapter 2: Sharpen your 10/10/10/20 = 50 vision — Chapter 3: Change hearts and policy
Week 14	Nov. X lecture; *Thanksgiving break*	• **Socio-ecological systems of the future**	*Reading due Monday:* Crawford, K. (2021). *The atlas of AI: Power, politics, and the planetary costs of artificial intelligence.* Yale University Press. — Introduction (Everyone) — Chapter 1: Earth (Everyone) — Pick one or more other chapters of your choice (Chapters 2-6)
Week 15	Nov. X lecture; Nov. X recitation sections	• **Memo elevator speech presentations**	***Due Nov. X before class—Assignment 3: Writing a memo on environmental policy approaches*** **No reading**

Week 16	Wed., Dec. X *(final exam time; 1:30 pm – 4:15 pm)*	• **Policy memo discussions**	**No reading**

Possible syllabus changes
As the instructor, I reserve the right to make changes to the syllabus. Students will be given ample notice regarding any major changes to the course plan.

Late assignments
Assignments turned in late will be penalized by deducting 5% from the total points for each day it is late.

Gender identity and pronoun use
If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use "she/her/hers" for myself. You may address me as "[redacted]" or "[redacted]" in email and verbally. Mason provides tools to change your name and pronouns on Mason records, see https://registrar.gmu.edu/updating-chosen-name-pronouns/.

Course materials and student privacy
I will not be video recording the classes except in rare instances. However, the PPTs from each meeting will be available on Blackboard. All course materials posted to Blackboard or other course sites are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- Video recordings of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class
- Live video conference meetings (e.g. Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class.

General
This course adheres to all university policies described in the academic catalog. Please pay close attention to the following policies:

- **Students with disabilities**
  Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union

Building I, Suite 2500 or can be reached at ods@gmu.edu or (703) 993-2474.

- **Diversity and inclusion**
  One of the goals for the course is to create a learning environment that fosters respect for people across identities. As a class, we welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

- **Academic integrity: Mason's Honor Code**
  At George Mason University, Academic Integrity is demonstrated in our work, community, the classroom and research. We maintain this commitment to high academic standards through Mason's Honor Code. It is an agreement made by all members of our community to not "cheat, steal, plagiarize, or lie in matters related to your academic work." Students sign an agreement to adhere to the Honor Code on their application for admission to Mason and are responsible for being aware of the most current version of the code.

  The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting.

  If you have any doubts about what constitutes academic integrity, please see me or

view Mason's Academic Integrity Training Module at https://oai.gmu.edu/trainingmodule/story_html5.html.

- **Academic integrity: Use of AI text-generation tools**
  Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as "the student's own work," and so will be considered similarly to text published on paper or online or text composed or significantly edited/altered by another person. The use of such text without proper attribution is a violation of academic integrity.

- **Dropping the course**
  You are responsible for understanding the university's policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the Academic Calendar.

- **Email**
  All course information will be sent to your George Mason University email account, including changes to the class schedule due to weather conditions. Students must use their Mason email account to receive important University information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address.

- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking**
  George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students and employees who believe that they have been sexually harassed, sexually assaulted or subjected to sexual or interpersonal misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students and employees.

  As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or

support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Department of Global and Community Health

GCH 205: Global Health
Asynchronous Online – [redacted]

Instructor Information

[redacted]
Office Location: [redacted]
Phone: [redacted]
Email: [redacted]

IMPORTANT: *I do my best to answer e-mails as quickly as possible. However, e-mails will likely be answered between 24- and 48-hours during weekdays (Monday through Friday). If an e-mail is sent after 2 pm on Friday or during a weekend or holiday, please expect a reply the following working/business day.*

Office Hours: Wednesdays 10:45 AM – 11:45 AM OR by appointment. Office hours will be conducted via Zoom or in person. If you would like to set up an appointment, please make sure to email me.

Class Information

Day/Time: Asynchronous online – there are no in-person or Zoom meetings required for this course
Credits: 3

GENERAL COURSE INFORMATION

Overview and Course Description

This course covers the biological and social aspects of major international health issues, especially in the areas of infectious disease, nutrition, and environmental health. Other topics include population groups with special risks, policies and programs designed to reduce health inequalities, and basic methods used to study global health.

GCH 205 and Mason Core

This course meets the *Mason Core – Global Context with a Just Societies flag*. During your time at Mason you are required to take one Global Contexts course and two exploratory courses (in this case Global Contexts) with a Just Societies flag.

The goal of the **Global Contexts (GC)** core requirement is to enable students to explore global contexts through a disciplinary lens and to understand how global systems have created both interdependence and inequalities that engaged citizens must understand in order to work toward an equitable and sustainable future.

The goal of **Exploration courses** [in this case a Global Contexts course] with Just Societies designation is to enable students to directly address questions about diverse perspectives and

inequity as they engage with one another, and to identify how they can participate in processes for making change.

After completion of this course, students will be able to:

Course-specific Objectives

1. Describe the history, values, and functions of global health.
2. Explain how travel, trade, and other aspects of globalization contribute to health, disease, and health disparities.
3. Summarize the social, economic, cultural, and political contributors to individual and population health.
4. Examine the connections between human health and environmental health, including considerations of water, sanitation, air quality, urbanization, and ecosystem health.
5. Discuss the relationship between human rights and global health.
6. Compare the financing and delivery of medical care in countries with different types of health systems and different income levels.
7. Evaluate the roles, responsibilities, and relationships of the agencies and organizations involved in financing and implementing public health interventions locally and internationally.
8. Compare the burden of disease, disability, and death from infectious diseases, nutritional deficiencies, maternal and perinatal conditions, noncommunicable diseases, mental health disorders, and injuries in countries with different income levels.
9. Identify evidence-based, cost-effective, sustainable interventions for promoting health and preventing illness across the lifespan from the prenatal period through older adulthood.
10. Apply an interdisciplinary or interprofessional lens to the evaluation of policies and interventions that seek to solve major population health concerns and achieve health equity.

Mason Core – Global Context Objectives:

1. Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality.
2. Use a disciplinary lens to demonstrate knowledge of how at least one nation and/or culture participates in or is affected by global contexts.
3. Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.

Mason Core – Just Societies Flag Objectives:

1. Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use them to engage meaningfully with peers about course issues.
2. Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/disciplines

To fulfill the requirements for the Mason Core – Global Context with a Just Societies flag, in GCH 205 you will complete the following assessments/assignments described in the table below.

Please make sure to refer to the specific Modules for detailed instructions of the assessment/assignments you will need to complete to fulfil these requirements.

Mason Core Objectives		Module/Topic	Assignment/Assessment
Global Context	1. Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality.	Module 1: Global health transitions and priorities	**Module 1 Assignment: Globalization and COVID-19 Pandemic.** For this assignment students will describe the impact of globalization on COVID-19 transmission, treatment, and prevention of COVID-19 in countries with developing economies. Students will also identify populations most affected by disparities that arose from COVID-19 and identify solutions as a global health professional. (Full assignment instructions provided on the course website) **Module 1 Quiz:** Questions related to definitions of justice, equity, diversity and inclusion.
	2. Use a disciplinary lens to demonstrate knowledge of how at least one nation and/or culture participates in or is affected by global contexts.		
	3. Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.		
Just Societies Flag	1. Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use them to engage meaningfully with peers about course issues.	Module 6: Global health and infectious diseases Part 1: HIV/AIDS and Tuberculosis (TB)	**Module 6 Discussion: MDR-TB in Peru.** The purpose of this discussion is to allow you to engage meaningfully with your peers focusing on the concepts of justice, equity, diversity and inclusion as it relates to infectious diseases, specifically Multi-Drug Resistan Tuberculosis (MDR-TB) one of the major contributors for disease and death globally, and access to lifesaving treatments. For this discussion you will watch the video: An Incurable TB? available in the course website. After watching the video, you will answer questions on the "smuggling" of MDR-TB experimental treatment to patients in Lima, Peru, and articulate obstacles faced by Partners in health when providing treatment as they relate to the concepts of justice and equity, and articulate solutions to alleviate the identified obstacles. Then discuss with peers the implications of Partners in health Actions and individually reflect on your group's discussion. (See full discussion instructions for specific questions.)
	2. Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.		

Course Methodology

The class format will be asynchronous online. This means that there are no required in-person or online class meetings. Students will complete their coursework in their own time while meeting the course deadlines delineated in the syllabus. The class will be interactive and require every student to be engaged in during class and through the material presented via Blackboard. Every student will be expected to be an active participant and a dedicated individual applying what you learn to every element of the course work.

For this class students will need to:

- Log in to the course website at least twice a week to review announcements, course materials, and submit coursework
- Follow the course schedule due dates closely

Computer Requirements

Hardware: You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to Patriot Tech to see recommendations.

Software: Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See supported browsers and operating systems. Log in to myMason to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use Acrobat Reader, Flash, Java, and Windows Media Player, QuickTime and/or Real Media Player. Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free here.
Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch this video about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Course Website

Blackboard 9.1 will be used for this course. You can access the site at http://mymasonportal.gmu.edu Login using your Mason User ID and Password and click on the "Courses" tab. You will see GCH 335 course.

NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (http://mymason.gmu.edu). Note the technology requirements for College of Health and Human Services/Department of Global and Community Health in your Blackboard course menu—it contains details of minimum technology requirements.

Participation

Learning can only happen when you are playing an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.

Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.

Required Textbooks and Materials

Introduction to Global Health (4th edition, 2023) by Kathryn H. Jacobsen | ISBN 9781284234930

IMPORTANT: For this class you will not be able to the older editions of the textbook. This fourth edition of the book has been heavily revised/updated. Please make sure to purchase the fourth edition.

Evaluation Methods

Exams: A total of three exams will be given during the course of the class worth 50 points each. Exams will cover information from your textbook readings only. All exams will be given online and will be available in specific Modules (see class schedule for exact due dates).

Module Quizzes: There will be a total of 10 quizzes given throughout the semester based on the book readings, videos, and supplemental readings covered in each Module. Only your highest score in 8 quizzes will be counted towards your final grade. Please make sure to follow the instructions for the quizzes closely.

Module Assignments: You will complete a total of 6 module assignments based on the material being covered on the particular module. Make sure to review and follow the 'Module Assignment Guidelines' posted under the 'Course Documents' link.

Module Discussions: There will be a total of 6 discussion boards throughout the semester. Students are required to post in these discussion boards as part of their class participation. Please review and follow the 'Discussion Board Guidelines' available under the 'Course Documents' link. In this document you will find all the requirements for the discussion board.

Please note that your lowest grade in <u>one</u> assignment <u>OR</u> discussion board will be dropped when calculating your final grade.

***IMPORTANT:**

- Missed coursework cannot be made up unless you meet the Make-up and Extension Policy of the course
- Please make sure you follow the Course Schedule closely, module assignments, quizzes, discussion boards and exams are not accepted late.
- Once the due date for a course assignment/quiz/discussion/exam has passed, you will no longer have access to this coursework or be able to submit it unless you meet the Make-up and Extension Policy of the course.

Grading

Exams (three - at 50 points each)	150 points
Module Quizzes (8 at 10 points each)	80 points
Module Assignments and Discussions (11 at 20 points each)	220 points
Total	450 points

Grading Standards

Final grades are calculated based on the number of points you earn in the class. The grade breakdown is as follows:

A+ =	450 – 441
A =	440.9 – 414
A- =	413.9 – 405
B+ =	404.9 – 396
B =	395.9 – 369
B- =	368.9 – 360
C+ =	359.9 – 351
C =	350.9 – 315
D =	314.9 – 270
F =	269.9 – 0

Late work policy

Although work is not typically accepted late in this course, life happens. Therefore, if you run out of time to submit a Module Assignment by the due date and time, you can use the "Life Happens" assignment drop box to submit **one (1)** Module Assignment late during the semester. As long as the assignment is *submitted within 24 hours of its original due date/time*, it will be accepted without penalty.

Please remember that **only one assignment can be submitted under this drop box during the semester.** Any other coursework submitted late under this "Life Happens" drop box will not be accepted unless you meet the Make-up and extension policy delineated below.

IMPORTANT:

- It is *your responsibility* to ensure you save the assignment instructions prior to the due date as assignments become unavailable. – Assignments will not be reopened for you to gain access to the instructions once the due date has passed.
- You can only submit **one (1)** Module Assignment late without documentation (quizzes or extra-credit discussions are not accepted late). The late module assignment must be submitted within 24 hours of the original due date and time.

Make-up and extension policy

A make-up or extension is provided on a case-by-case basis. Everyone's situation is unique. For all situations, *documentation supporting the need for an extension/make-up will be necessary.*

When requesting an extension/make-up:

- *Do you have documentation that supports your need for an extension OR make-up?*
  - Send your documentation to [redacted] as an attachment via email ([redacted]) either as a scanned copy or photo(s) together with your request for the extension/make-up, and the specific coursework you are requesting a make-up/extension for.
- *Are you contacting [redacted] 24 hours before OR after the Module's due date?*
  - ***Extensions*** must be requested *24 hours prior* to the Module's due date AND documentation supporting the need for the extension must be provided.
  - ***Make-ups*** must be requested within 24-hours of missing the due date for the Module or exam (unless your documentation provides reason as to why this deadline was not met) AND documentation supporting the need for the make-up must be provided.
- *Did you start working on the Module at least one day prior to the module's due date?*
  - Remember, you have *several days* from the time a previous module closes to complete the work for this course.
    - For a three-credit course, you should be spending 8 to 10 hours a week completing the weekly modules.

To maintain consistency, if you do not have documentation that supports your need for an extension or make-up, unfortunately, you may not be able to receive an extension OR make-up of the missed work.

- **Keep in mind!** Because this is a fully online, asynchronous course that can be completed from anywhere there is internet access, traveling or residing outside of Fairfax, Virginia or traveling to or residing outside the United States *is not considered grounds for an extension or make-up* unless you meet the requirements listed above.

Please **ensure that in all email communication you include**:

- Student's full name
- Class and section (GCH 205 – [redacted])

IMPORTANT: *I do my best to answer e-mails as quickly as possible. However, e-mails will likely be answered between 24- and 48-hours during weekdays (Monday through Friday). If an e-mail is sent after 2 pm on Friday or during a weekend or holiday, please expect a reply the following working/business day.*

E-mail Policy

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback.
Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.
Students are also expected to maintain an active and accurate mailing address in order to receive communications sent through the United States Postal Service.
(From the 2017-18 Catalog – catalog.gmu.edu)

Mason Honor Code

The complete Honor Code is as follows:
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.
(From the Catalog – catalog.gmu.edu)

Academic Honesty

GMU is an Honor Code university. You may find the honor code at http://oai.gmu.edu/mason-valuesacademic- integrity/ . The principle of academic integrity is taken very seriously, and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas.

Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Examples of honor code violations include, but are not limited to: sharing the content of class assignments, class exercises, or exams with previous, current, or future GCH 335 students (in any section or semester); falsely representing your own work or the work of others; using study aids, notes, or electronic devices during exam sessions, etc.

Students who are caught cheating during exams or plagiarizing in the assignments, and/or any other coursework may be reported to the Office of Academic Integrity for case review of the honor code potential violation. If the student is found of an Honor Code violation, the following sanctions will be proposed according to the GCH Department-approved guidelines (see table below):

Type of Violation	First Offense	Second Offense
Plagiarism	20% grade reduction on the assignment, completion of an Academic Integrity Seminar, referral to the Writing Center	Zero on the assignment
Cheating	• *On a minor assignment*: Zero on the assignment, completion of an Academic Integrity Seminar • *On a major assignment*: 25% grade reduction in the course, completion of an Academic Integrity Seminar	• *On a minor assignment:* 25% grade reduction in the course • *On a major assignment*: F in the course
Lying	25% grade reduction in the course, completion of an Academic Integrity Seminar	F in the course
Egregious violation (e.g. stealing an exam, lying to an employer about academic performance, false identification or posing as another, either in-person or online, etc.)	F in the course, completion of an Academic Integrity Seminar	Dismissal from the university

For information about plagiarism and tips for avoiding this kind of academic dishonesty, please go to: http://www.plagiarism.org/citing-sources/overview/

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources.

This material includes but is not limited to e-mail (do not cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not.
Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. Review the Honor Code here.

Recording and/or Sharing of Class Material

Some kinds of participation in online study sites violate the Mason Honor code: these include accessing exam or quiz questions for this class; accessing exam, quiz, or assignment answers for this class; uploading of any of the instructor's materials or exams; and uploading any of your own answers or finished work. Always consult your syllabus and your professor before using these sites.

Academic Integrity and Inclusivity

This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://oai.gmu.edu/

Disability Services

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ *for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474*
COVID-19 Note: Students who have a COVID-related disability should contact the Disability Services office; DS will contact faculty using standard protocols about any students who require accommodations. Faculty are not expected to create accommodations for students outside of the Disability Services official guidelines.

Student Privacy Policy

George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

Notice of mandatory reporting of sexual or interpersonal misconduct:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason's Title IX Coordinator per University Policy 1202.

If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing *titleix@gmu.edu*.

Other Campus Resources

Writing Center: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
University Libraries: "Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html
Counseling and Psychological Services (CAPS): (703) 993-2380; http://caps.gmu.edu
University Libraries: "Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html

Technical Assistance

If you require technical assistance during the course, including with the virtual lab, please contact the IT Support Center at:

- **ITU Support Center:** 703-993-8870
- https://its.gmu.edu/service/its-support-center/
- **Course instructors are not able to provide technical support**. Questions about technical information should be directed to the IT experts.

Campus Closure or Emergency Class Cancelation/Adjustment Policy

If the campus closes or if a class meeting needs to be canceled or adjusted due to weather or other concern, students should check Blackboard. In the case that our class does not meet for the week, the Module In-Class Assignment will then be completed on your own, outside of class.

Tentative course schedule

You can find the course schedule on the following page and course website.

Module	Topics	Assigned Work	Available from (12 midnight) – to – Due date (11:59 pm)
Practice Module	Navigating Blackboard	☐ Academic Integrity Quiz ☐ Practice Assignment ☐ Practice Discussion ☐ Practice Quiz	***Due Sun. 9/1*** (*Remember, you are **required** to complete all the practice coursework to gain access to the course*)
1	Global Health Foundations 1	☐ Module 1 Assignment ☐ Module 1 Quiz	Mon. 9/2 – Sun. 9/8
2	Global Health Foundations 2	☐ Module 2 Discussion ☐ Module 2 Quiz	Mon. 9/2 – Sun. 9/15
3	Global Health Foundations 3	☐ Module 3 Assignment ☐ Module 3 Quiz	Mon. 9/2 – Sun. 9/22
4	Global Health Practice 1	☐ Module 4 Assignment ☐ Module 4 Quiz	Mon. 9/2 – Sun. 9/29
5	Global Health Practice 2	☐ Module 5 Discussion ☐ Exam 1	Mon. 9/2 – Sun. 10/6
6	Global Infectious Diseases 1	☐ Module 6 Discussion ☐ Module 6 Quiz	Mon. 10/7 – Sun. 10/13
7	Global Infectious Diseases 2	☐ Module 7 Assignment ☐ Module 7 Quiz	Mon. 10/7 – Sun. 10/20
8	Global Infectious Diseases 3	☐ Module 8 Discussion ☐ Module 8 Quiz	Mon. 10/7 – Sun. 10/27
9	Health of Younger Adults	☐ Module 9 Assignment ☐ Module 9 Quiz	Mon. 10/7 – Sun. 11/3
10	Nutrition	☐ Module 10 Assignment ☐ Exam 2	Mon. 10/7 – Sun. 11/10
11	Global Non-communicable Conditions 1	☐ Module 11 Discussion ☐ Module 11 Quiz	Mon. 11/11 – Sun. 11/17

12	Global Non-communicable Conditions 2	☐ Module 12 Assignment ☐ Module 12 Quiz	Mon. 11/11 – Sun. 11/24
--	Thanksgiving Break!	No Module Due	Sun. 12/1
13	Health Across the Lifespan	☐ Module 11 Discussion ☐ Exam 3	Mon. 11/11 – Sun. 12/8

The information in the table below is a full class breakdown of the material covered in the class. This information is accessed by students through the course website.

The highlighted assignments/assessments are the pillar assignments proposed to meet the Mason Core Global Contexts and Just Societies Flag designations

Module	Topic	Mason Core	Topics Covered	Reading(s)	Assignment/Assessment
Module 1	Global Health Foundations	**Global Contexts** (Objectives 1 through 3) **/Just Societies** (Objective 1)	Ch1. Global health transitions • Defining global health • Population health • Health transitions • Global health history and functions Ch. 2: Global health functions • Globalization and health • Global health priorities • **PACES: P**opulations, **A**ction, **C**ooperation, **E**quity, and **S**ecurity to prioritize global health strategies • Sustainable Development Goals (SDGs) • Burden of Disease metrics • Country income level and health	Read (textbook): • Ch. 1: Global health transitions • Ch. 2: Global health priorities	**Module 1 Quiz:** Multiple-choice and true and false questions focusing on chapter readings. And questions on definitions of justice, diversity, equity, and inclusion. (See questions in supporting documentation) **Module 1 Assignment: Globalization and COVID-19 Pandemic (Global Context):** For this assignment students will describe the impact of globalization on COVID-19 transmission, treatment, and prevention of COVID-19 in countries with developing economies. Students will also identify populations most affected by disparities that arose from COVID-19 and

Module	Topic	Mason Core	Topics Covered	Reading(s)	Assignment/Assessment
					identify solutions as a global health professional. (Full assignment instructions provided with supporting documentation)
Module 2	Global Health Foundations 2		• Health equity and SDGs • Economics/poverty • Education • Gender • Employment • Culture, discrimination, and health • Migrant and refugee health • Governance and politics	Read (textbook): • Ch. 3: Social determinants of health	• Module 2 Quiz and Exam 1: Multiple-choice and true and false questions focusing on chapter readings. • Module 2 Discussion
Module 3	Global Health Foundations 3		• Environmental health and SDGs • Energy and air quality • Occupational health and industrial health • Urbanization • Sustainability/overpopulation • Ecosystem health	Read (textbook): • Ch. 4: Environmental determinants of health	• Module 3 Quiz and Exam 1: Multiple-choice and true and false questions focusing on chapter readings, watched videos and other assigned readings. • Module 3 Assignment
Module 4	Global Health Practice 1		• Health and human rights • Access to health services and essential medicines • People with disabilities • Health in prisons • Health workforce • Access to basic human needs • International regulations	Read (textbook): • Ch. 5: Health and human rights	• Module 4 Quiz and Exam 1: Multiple-choice and true and false questions focusing on chapter readings, watched videos and other assigned readings. • Module 4 Assignment

Module	Topic	Mason Core	Topics Covered	Reading(s)	Assignment/Assessment

Module 5	Global Health Practice 2		• Global health financing
			• Paying for personal health care
			  ○ Comparisons between low-, middle- and high-income countries
			• Paying for global health interventions
			• Global health interventions
			  ○ Community development
			  ○ Public policy
			• International cooperation
			• The United Nations
			• Development Banks
			• Global partnerships
			• Local and national governments
				Read (textbook):
				• Ch. 6: Global health financing
				• Ch. 7: Global health implementation
					• Exam 1
					Multiple-choice and true and false questions focusing on chapter readings and watched videos
					• Module 5 Discussion

Module 6	Global Health Infectious Diseases Part 1	**Just Societies (Objectives 1 and 2)**	• HIV/AIDS and Tuberculosis
			  ○ Biology
			  ○ Epidemiology
			  ○ Incidence and prevalence around the world
				Read (textbook):
				• Ch. 8: HIV/AIDS and Tuberculosis
				Module 6 Articles and Videos folder
				• Watch video: An incurable TB?
					• Module 6 Quiz:
					Multiple-choice and true and false questions focusing on chapter readings, watched videos and other assigned readings.
					• **Module 6 Discussion: MDR-TB in Lima Peru**
					For this discussion students will watch the video: An Incurable TB? available in the course website. After watching the video, students will answer questions on the "smuggling" of MDR-TB experimental

Module	Topic	Mason Core	Topics Covered	Reading(s)	Assignment/Assessment
					treatment to patients in Lima, Peru, and articulate obstacles faced by Partners in health when providing treatment as they relate to the concepts of justice and equity, and articulate solutions to alleviate the identified obstacles. Then discuss with peers the implications of Partners in health Actions, and individually reflect on the group's discussion. (See full discussion instructions for specific questions.)

Modules 7 and 8	Global Health Infectious Diseases Parts 2 and 3		• Ch. 9: Diarrheal, respiratory and other infections
			  ○ Diseases and interventions
			  ○ Vaccine preventable infections
			• Ch. 10: Malaria and neglected tropical diseases
			  ○ Types and interventions
			  ○ Elimination and eradication
			• Emerging infectious diseases
				Read (textbook):
				• Ch. 9: Diarrheal, Respiratory, and Other Infections
				• Ch. 10: Malaria and Neglected Tropical Diseases
					• Modules 7 and 8 Quizzes, and Exam 2:
					Multiple-choice and true and false questions focusing on chapter readings, watched videos and other assigned readings.
					• Modules 7 and 8 Assignment and Discussion

Modules 9 and 10	Health of Younger Adults and Nutrition		• Ch. 11: Reproductive health
			  ○ Population planning
			  ○ Family planning
			  ○ Contraception
			  ○ Maternal mortality
			  ○ Neonatal mortality
			  ○ Men's reproductive health
				Read (textbook):
				• Ch. 11: Reproductive Health
				• Ch. 12 Nutrition
					• Modules 9 Quiz and Exam 2:
					Multiple-choice and true and false questions focusing on chapter readings, watched videos and other assigned readings.
					• Modules 9 and 10 Assignment and Discussion

Module	Topic	Mason Core	Topics Covered	Reading(s)	Assignment/Assessment

			• Ch. 12: Nutrition and global health
			  ○ Breastfeeding and infant nutrition and severe acute malnutrition in infants and children
			  ○ Food security and systems
			  ○ Micronutrient deficiencies and obesity		

Module	Topic	Mason Core	Topics Covered	Reading(s)	Assignment/Assessment

Modules 11, 12, 13	Global Non-Communicable Conditions 1 and 2 AND Health Across the Lifespan		• Ch. 13: Cardiovascular disease and global health
			  ○ Health behavior change
			  ○ Physical inactivity and sedentariness
			  ○ Stroke and hypertension
			• Ch. 14: Cancer and global health
			  ○ Cancer epidemiology, prevention, and treatment
			• Ch. 15: Diabetes, chronic respiratory diseases, and other non-communicable diseases and global health
			  ○ Tobacco control globally
			  ○ Vision impairment
			• Ch. 16: Mental health and global health
			  ○ Major mental health disorders
			  ○ Suicide
			  ○ Autism and neurodevelopmental disorders
			  ○ Mental health care
			• Injuries and global health
			  ○ Injury prevention
				Read (textbook):
				• Ch. 13: Cardiovascular Disease
				• Ch. 14: Cancer
				• Ch. 15: Diabetes, Chronic Respiratory Diseases, and Other Non-Communicable Diseases
				• Ch. 16: Mental Health Promotion
					• Modules 11, 12, and 13 Quizzes and Exam 3:
					Multiple-choice and true and false questions focusing on chapter readings, watched videos and other assigned readings.
					• Modules 11, 12, and 13 Assignments and Discussion

Introduction to Global Affairs

GLOA 101

George Mason University, [redacted]

Classroom #: -xx-
Mon + Weds @ x—x pm

Instructor: -xx-
email: -xx-@gmu.edu

Office hours:
on Tues + Thurs @ -xx- am on **zoom**
& by appointment at a mutually arranged time on zoom
on Weds @ -xx- in Horizon Hall #6xxx

"Office hours" are an excellent opportunity to meet with me one-on-one. No appointment needed during office hours. Just drop by my office during the posted time for office hours. If you can't make my office hours, please email me to set up a time. I can meet either in person or over zoom. (I am always available through email: please allow up to 24 hours for a response to your message.)
I encourage you all to meet with me at some point during the semester.
If you have questions about GLOA, if you want to learn more, or if you are struggling at all in GLOA 101, please do not hesitate to drop by my office hours or make an appointment to speak about how you can best succeed.

Course Description:

Three decades ago the terms "global" or "globalization" were rarely employed in academic or non-academic conversations. Today the terms are firmly etched in the popular imagination. This merits asking: *in what sense has our world suddenly become "global"? What was our world before it became "global"? What is global affairs? How do we understand and make sense of our changing world and engagements across the globe?*

In this course we will examine logics and architectures of contemporary global affairs and globalization – including agents, actors, and institutions. We will explore common questions including: *what do we talk about when we talk about globalization and global affairs*?

- Who do we imagine as the participants and the drivers of globalization and global affairs? Why?
- Is globalization a broad and amorphous process or does it describe a set of concrete shifts?
- Is globalization a theoretical construct or does it reflect new political-economic and socio-cultural practices?
- Is globalization a synonym for transnational capitalism or something more? If so, what are its defining features, and who are its participants?
- Why is globalization contentious, or more accurately, what aspects of globalization are contentious?
- Does globalization draw everyone metaphorically closer, or does it push some people to the metaphorical global outskirts?
- How do we more effectively talk about the effects of a range of globalizing processes that are undeniable? What is the link between globalization and global affairs, are they describing different sets of processes?

This course provides an introduction to the interdisciplinary field of global affairs. Globalization often refers to the increasing ties among nations, cities, and individuals across the world. Although these kinds of global exchanges have been occurring for a very long time, technology has facilitated connections between more spatially distant locations and increased the pace at which this interdependence has occurred. Throughout the semester, we will explore the economic, cultural, political, and ecological dimensions of globalization. Our course readings and discussions will allow us to examine how individuals and communities navigate the effects of globalization in their everyday lives. We will critically examine the unevenness of global processes, exploring how these may provide benefits in some contexts, while producing negative impacts in others. We will also consider the use of words such as globalization, globalism, and transnationalism by different actors in different contexts and with different aims.

Course Objectives: By the end of the course, students should be able to:

- **Apply** key terms of global studies to **assess** the study of global issues and our own position in these structures.
- **Articulate** and **analyze** the multiple cultural, political, and economic dimensions that shape, and are shaped by, interconnected global processes.
- **Engage** in **analysis** and **dialogue** with classmates about how justice, diversity, inclusion, and equity have defined the historical global relations and continue to operate in our vastly disparate contemporary global context.
- **Reflect critically** on everyday representations of global issues and challenges, **articulate** possible solutions, and common obstacles.
- Apply an interdisciplinary lens to **evaluate** the representation of how global issues and potential solutions affect places and peoples unevenly/unequally across the world.
- **Develop** their own academic reading and writing skills: to identify in their own work and in that of others the elements of a strong academic analysis.

This course also fulfills the **global context** and the **just societies flag** in the Mason Core.

Upon completing a **Global Contexts** core course, students will be able to:

1. Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality.
2. Use a disciplinary lens to demonstrate knowledge of how at least one nation and/or culture participates in or is affected by global contexts.
3. Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.

Upon completing a **Just Societies Flag** course, students will be able to:

1a) Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and
1b) Use those key terms to engage meaningfully with peers about course issues.
2) Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

(These goals are quoted from the Mason Core website http://masoncore.gmu.edu)

Required Texts:

1) Patel, Raj and Moore, Jason. 2017. *A History of the World in 7 Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet*. Oakland, CA: University of California Press. (This book is available online through the library.)

2) Smallman, Shawn C., and Kimberley Brown. 2020. *Introduction to International and Global Studies*. Third edition, Revised and Expanded. Chapel Hill: The University of North Carolina Press.

3) Additional readings will be posted on Blackboard (located on MyMason). Blackboard will also be used to post announcements (including schedule changes). Links to videos will be provided on Blackboard.

Course Requirements and Grading

I encourage you to reach out to me with questions, to chat with me regularly after class, and to visit office hours frequently. Your active engagement is the key to your success in this course and all of your courses at Mason.

***Grading Rubric**:*

➢ *Pre-course and Midterm Surveys*	At the beginning and in the middle of the course, you will be asked to respond to a few prompts linked to course aims, and share your experience and thoughts.	1%
➢ *Initial and Wrap-up Reflections:*	At the beginning and end of the course, you will be asked to write your thoughts on questions related to course scope and themes.	4% (1% for initial, 3% for final)
➢ *Active and informed participation in class discussion and activities :*	Active participation in our course will take various forms, including attending and participating in all of our in-class sessions. Attendance is taken each class, as active participation is the key to comprehension of any academic material. You are allowed 4 unexcused absences during the semester before it affects your grade. Please reach out to me if you are sick, or will be missing class for any reason, we can work together to make sure you get caught up. Throughout the semester we will do daily in-class activities, small group discussions, and writing exercises in class, you are expected to actively participate in these and contribute to these. It is interacting with our peers that we learn.	5%
➢ *In class journal:*	Each class, we will start with a short writing exercise (~5mins) on the reading for the day. The purpose of this is for you to gather your thoughts about the day's material. For pedagogical reasons, this writing will done by hand in a paper notebook without the reading open. To grade your responses: 12 classes during the semester will be randomly selected, on these dates students will submit a photo of the day's writing to Blackboard. You can certainly also use your same paper notebook to record your notes about the reading and also use it to take notes during class.	12% (12 @ 1% each)
➢ *Film Worksheets:*	Throughout the semester, we will be using media to provide real world examples for the purpose of grounding theorical terms in the textbook. The media is not optional, but key to applied learning, it is carefully curated to illustrate the themes contemporary topics in Globalization (what quite frankly can otherwise seem like dry boring topics) and to make them come off the page, into real life. Many of the films are short, and easy to follow, but several are full length feature films. During several of the feature length films you will use	3% (3 x 1% each)

	a worksheet to keep track of relevant themes to globalization. This is meant as an aid/guide to help you later (e.g. to help with discussion posts, and with the exams).	
➢ *Discussion Posts*	You will be required to write discussion posts. Research on pedagogy and learning shows that we learn when we have to articulate our thoughts or explain something to someone else. The discussion posts give us a low-stakes way to do this; it is not as formal as an essay, but it is *just as useful* for iterative thinking and learning purposes. The discussion posts will ask you to integrate the reading with the more dynamic media material we watch. Everything we will read and watch about are real factors, impacts, and forces in real people's lives, forces and structures that determine how –and if—they live. The textbook can remove the human-scale: we will very intentionally add the real-world impacts and the human scale back in through our novel and movies and videos. You will be posting your thoughts on this material as a way to help you synthesize its significance and learn. In your posts you will demonstrate that you understand and can apply key concepts from the readings and media viewing. Please see the Discussion Rubric.	15% (5x 3% each)
➢ *INTO Mason visit: lead a class discussion*	Our class has the opportunity to learn about global experiences first hand: we will be interacting with the INTO Mason course on campus. All students will visit their course and lead a class discussion for the INTO Mason students. More information and logistical details will be shared in class and posted on Blackboard. This is meant to be a fun, interactive, and informative experience with Mason's global student body!	5%
➢ *"Common Read" Assignment*	You will have an assignment related to this semester's common read (*A History of the World in 7 Cheap Things*). This assignment involves a recorded presentation on a specific topic posted online and then a subsequent written commentary synthesizing your peer's presentations. More details will be explained in class and posted online.	15% (10% + 5% for commentary piece)
➢ *Map Quizzes*	You will have five map quizzes over the course of the semester. You can practice for these quizzes using this site: https://www.seterra.com/#quizzes. The five map quizzes are on Blackboard, and you can work ahead.	5% (5 x 1% each)
➢ *Exams*	You will have two take-home exams over the course of the semester. You will be asked to apply key terms and write short essay responses. Exams will cover all course readings, lectures, videos, films, multimedia, and in-class discussions.	35% (15% for midterm, 20% for final)
Total	There are many types of assignments, designed to accommodate all learning styles, I realize that you might prefer some assignment types more than others, that is to be expected. Please reach out if you have difficulty with any assignment or questions about any assignment tasks.	100%

Grading scale:

A	94.0 to 100.0	B-	80.0 to 83.9	D+	67.0 to 69.9
A-	90.0 to 93.9	C+	77.0 to 79.9	D	64.0 to 66.9
B+	87.0 to 89.9	C	74.0 to 76.9	D-	60.0 to 63.9
B	84.0 to 86.9	C-	70.0 to 73.9	F	0 to 59.0

University and Course Policies

***Submitting Assignments*:** Details on all assignments will be provided in class and on Blackboard.

All assignments must be typed in 11 or 12 pt. standard fonts (Times New Roman, Arial, Calibri), double-spaced, and have 1 inch page margins. Please turn in your files as a .doc or .pdf file (first convert .pages files to doc or pdf before submitting) unless otherwise requested. All students have access to Microsoft Office

through GMU (https://its.gmu.edu/service/microsoft-365-apps-for-enterprise/). All work must be submitted through Blackboard. It is your responsibility to check to make sure you successfully submitted each project, that you submitted it under the correct assignment link, and that the files are readable. In case of any technical issues, please note it is *always* best to at least email me a copy of what you have as a placeholder with a timestamp.

- **Assignments** should be turned in on Blackboard by the deadline announced in class.
- Following a 30 minute grace period, assignments will still be eligible for partial credit: assignments will be eligible 1/3 less of of a letter grade for every 24 hours late. Thus an otherwise A project will become an A-, a B+ a B, and a B- a C+. I will not accept projects more than one week late.
- **Discussion Board posts** submitted after the deadline will be eligible for half credit within 1 week, and will not be accepted after 1 week.
- **Exams** will only be able to be made-up due to serious documentable issues.
- If you have a legitimate reason for needing an extension (*documentable sickness (of you or someone you must care for) or other such significant matters*), please contact me as soon as possible and in *advance* of the deadline (unless an emergency).
- I may contact you as a courtesy if I notice that I have not received an assignment from you, but you are still subject to any relevant penalties that may result from submitting your work late or submitting an unreadable file, even if you thought you had submitted it, but failed to double check to make sure the submission was successful.

It is always a good idea to keep your professors updated to any anticipated issues as early as possible.
I do recognize that you are taking my class in the real world. My overarching goal is to ensure that each of you completes the work for this class successfully. If you feel overloaded, face illness, work, or financial issues, health issues, or anything else please do not hesitate to talk with me. While I may not have an answer (and, for fairness, may not be able to grant an extension), I am happy to lend an ear and be a resource.

Class Etiquette: This class covers many important and, at times sensitive, human issues. The classroom should be a comfortable place to discuss concerns, hear ideas, and engage in friendly debate. This includes our physical classroom, the Discussion Board, and all the ways that we interact with each other for the course. We are all expected to be respectful to everyone that is involved with GLOA 101 this semester. Please remember that some behaviors may be bothersome to others or are distractive. I hope we can create a shared learning environment where we all help each other learn more about ourselves, each other, and our world. Avoid language that is offensive, any comments made in-person or online that could marginalize anyone or make anyone feel like they do not belong here are unacceptable. Please be open to learning and sharing. I learn a tremendous amount from my students each semester. I ask that if you use a laptop or other device during class that you use it only for our class and do not become distracted by it. This means no surfing the web or being on social media during our class meeting. I reserve the right to not allow any devices or electronics during our meetings if they become too disruptive (except for those needed for university approved learning purposes). This class is a 3-credit course.

Technology Policy: This is an in-person class. While we may do some things using online interactions, our primary meetings will be in the classroom. Please come to class prepared to listen, take notes, and engage in discussions. To this end, please bring laptops, paper, or other such note taking methods as you find most useful for your own learning style.

- A series of research studies (https://www.npr.org/2016/ 04/17/474525392/attention-students-put-your-laptops-away) have established that **writing out notes by hand generally contributes more to learning effectiveness than using electronic devices**, in part due to the impossibility, by hand, of writing *everything*. The

practice of choosing, in class, what is important enough to write down, actually helps you to remember both what you write down and what you didn't.

- *If you will be using an electronic device, please consistently and diligently resist the urge to check websites and social media (unless requested) as **this is a distraction** both **for** you and **the students around you**.*
- You are also required to use our Blackboard course site (accessible through mymasonportal.gmu.edu) as this is the forum we will use to conduct class, respond to discussion posts, and turn in assignments.

Academic Integrity: It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. Mason is an Honor Code university; please see the *Office for Academic Integrity* for a full description of the code and the honor committee process. The Honor Code reads as follows: "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work."

- *Four fundamental principles to follow at all times are that:*
- *(1) all work submitted be your own, as defined by the assignment;*
- *(2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and*
- *(3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.*
- (4) *Use of Generative-AI tools must follow the fundamental principles of the Honor Code. This includes citing (i.e. being honest about) the use of these tools in any submitted work and including citations when using the work of others, **citation rules and plagiarism rules apply the same, regardless of whether the wording comes from individual people or Generative-AI tools.***

More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at https://oai.gmu.edu/mason-honor-code/.

Email policy: You must activate your Mason e-mail account, use it to communicate with their department and other administrative units, and check it daily for important university information including messages related to this class. **You must use a GMU.edu email addresses to contact me** (do not use the blackboard email function), I will not send or respond to emails from external (non-gmu.edu) email addresses due to privacy rules.

Academic Accommodations: If you are a student with a disability and need academic accommodations, I invite you to talk to me at the beginning of the semester so that we can talk about a plan to best meet your needs. I also encourage you to contact the Office of Disability Services at 703.993.2474 or ods.gmu.edu. This office can help document your needs and create an accommodation plan.

Note on wellbeing: This is meant to be a class that challenges you to do deep thinking. You are expected to work hard. Keeping up with the assignments will make our sessions much more productive. However, this should never come at the cost of your physical or mental health. ***Please do not hesitate to reach out to me If you are falling behind.*** We will do our best to make rigorous learning compatible with everyone's well-being.

Notice of mandatory reporting of sexual or interpersonal misconduct: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing *titleix@gmu.edu*.

Equity and Inclusion: The Global Affairs Program is an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

Anti-racism Statement: We are committed to an anti-racist approach to higher education that acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against Black individuals and other people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities. We aim to interrupt cycles of racism and to cultivate a more equitable, inclusive, and just environment for students, staff, faculty, alumni, and friends of all racial backgrounds.

***Land Acknowledgement Statement*:** Land acknowledgement engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work. At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Diversity Statement: The Global Affairs Program seeks to create a learning environment that fosters respect for people across identities and perspectives. We hope to continue to create an intentionally inclusive community that promotes and maintains an equitable and just work and learning environment. We (and I!) welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

Important Dates: https://registrar.gmu.edu/calendars/fall_2023/

- Last day to add: Mon, Aug 28
- Last day to drop with no tuition penalty: Tues, Sept 5
- Last day to drop with 50% tuition penalty: Tues, Sept 12

Course Schedule

*The instructor reserves the right to change course schedule and/or assignments as deemed necessary to meet desired learning outcomes.

*Please check the "Weekly Course Module" on Blackboard for details on the readings and assignments.

Part I: Introduction to the History of Globalization

Weekly Module 1: Introduction to Class Aims

*Monday, August 2**

Welcome to the class, introductions

*Wednesday, August 2**

Reading: Steger (2023) Chapter 1: "What is globalization?"

Video 1: Crash Course World History, "Globalization: The Upside" (12 min.)

Due: 1.1 Pre-course survey

Weekly Module 2: Histories and Theories of Globalization

*Monday, August 2**

Reading: Smallman and Brown (2020), Chapter 2 ("History")

Video: Crash Course Geography: "Colonialism" (approx. 12 min.)

Due: 2.1 Intro Reflection

*Wednesday, August 3**

Reading: Patel and Moore (2017), "Introduction" (pp 1-43)

Video 1: Crash Course Big History: "The Anthropocene and the Near Future" (approx. 12 min.)

Video 2: Global Landscapes Forum "What is Climate Justice?" (approx. 8 min.)

Due 2.2 Map Quiz #1 : North and Central America

Weekly Module 3: Common Read: "A History of the World in 7 Cheap Things"

*Monday, September **

Reading: Patel and Moore (2017), Chapter 1: "Cheap Nature" (pp 44-63).

Due 3.1. Discussion Post #1 (Globalization: old and/or new?)

Due 3.2. Comment on two classmates' posts by Friday

*Wednesday, September * – GLOA Welcome Back PARTY!*

Reading: Patel and Moore (2017), Chapter 2: "Cheap Money" (pp 64-91).

Video 1: "Climate Justice and Human Rights Explained" Amnesty Int'l (approx. 4 min.)

Part II: Economic Dimensions of Globalization

Weekly Module 4: From Colonialism to the "Development Project" to "Globalization"

*Monday, September 1**

Reading: McMichael, Phillip (2017) Chapter 3: "The Development Project" (pp 55-79).

Video 1: CNBC, "The Difference between the IMF and the World Bank" (approx. 4 min.)

Due: 4.1 Map Quiz #2: South America

*Wednesday, September 1**

Reading 1: Smallman and Brown (2020), selections in Chapter 3: "Economic" (pp 37-53)

Reading 2: McMichael, Phillip (2017) selected pages in Chapter 5: "Instituting the Globalization Project" (pp 110-145).

Video 1: BBC Ideas, "Neoliberalism: The story of a big economic bust up" (approx. 4 min.)

Weekly Module 5: Economic Globalization

*Monday, September 1**

Reading 1: Patel and Moore (2017), Chapter 3: "Cheap Work" (pp 91-110)

Video: Haley Edwards via TedTalk, "What Global Trade Deals are Really About" (11 min.)

*Wednesday, September 2**

Reading 1: Sparke (2013), Chapter 3.1 ("What is a commodity?", pp. 58-60)

Video: "*The True Cost*" (2015, Dir. Andrew Morgan, 92 min.)

Due 5.1 Discussion Post #2 (Global Commodity chains)

Due 5.2 Comment on two classmates' posts by Friday

Part III: Ecological Dimensions of Globalization and Environmental Impacts

Weekly Module 6: Environment and Globalization

*Monday, September 2**

Reading: Steger (2023) Chapter 6: "The ecological dimension of globalization"

Video 1: "Neil DeGrasse Tyson's Simple Explanation of Climate Change" (approx. 4 mins)

Video 2: "An Introduction to Climate Justice" (by National Youth Council of Ireland) (approx. 3 mins)

Due 6.1. Map Quiz #3 : Europe

*Wednesday, September 2**

Reading: Soler-i-Martí et al (2022), "Bringing the Future into the Present: The Notion of Emergency in the Youth Climate Movement."

Reading 2: Djinis (2021), "What Climate Change looks like around the World"

Video 1: Vox-UC (2017), "Scientists really aren't the best champions for climate science" (approx. 8 min.)

Video 2: Crash Course Climate & Energy #12: "How Can We Respond to Climate Change?" (approx. 14 mins)

Due 7.1 NEW J.S. Discussion Post #x <would be here> (Climate Justice, obstacles, and solutions)

Due 7.2 Comment on two classmates' posts by Wednesday

Due 7.3 Reply to a classmates' comment on your post by Friday

Part IV. Political Dimensions of Globalization

Weekly Module 7: Political Globalization: the state, the nation, and rights

*Monday, October **

Reading: Smallman and Brown (2020), Chapter 4 ("Political Globalization")

Reading 2: Jones, Reece. Selected pages in Ch 7 "Borders, Climate Change, and the Environment" in *Violent Borders* ((pp 153-161), section titled: "The United Nations and the failure of Global Climate agreements")

Due 7.1 **Exam 1 (Midterm) due by midnight**

*Wednesday, October **

Reading 1: Patel and Moore (2017), Chapter 7: "Cheap Lives" (pp 180-201)

Reading 2: Moyn, Samuel. "Human Rights Are Not Enough," *The Nation*

Video 1: Ted-ED (2015), "What are human rights?" (approx. 5 min.)

Due 8.1 Mid-term survey

Part V: Cultural Dimensions of Globalization

Weekly Module 8: Cultural Globalization

~~*Monday, October **~~ *–we do not meet on Monday, as it is Fall Break*
***Tuesday,** October * – **note* Monday courses MEET on Tuesday this week**.*

Reading: Smallman and Brown Chapter 5: "Cultural

Video 2: "Globalization and culture"

Video 2: "China's Panda Diplomacy Explained"

Video 3: "How China is changing Hollywood"

*Wednesday, October 1**

Reading: Miller (2010), "Ugly Betty goes Global"

Video: DW News (2021), "Squid Game Takes the World by Storm: What's the hype?" (approx. 6 min.)

Weekly Module 9: Global Media Flows and Soft Power

*Monday, October 1**

Reading 1: Alleyne (2020), "What the kimono's wide-reaching influence tells us about cultural appropriaon "

Reading 2: Salvador (2020), "The Mayan weavers of Guatemala: the fight against cultural appropriation of their art"

Video 1: PBS Origins (2019), "What is Cultural Appropriaon ?" (approx. 10 min.)

Video 2: "Fashionscapes: Arsans Gua temaya" (approx. 16 min.)

*Wednesday, October 1**

Reading: Kim (2019), "Introduction: Hallyu and North Korea"

Podcast: Wind of Change (May 2020) Episode: "My Friend Michael" (~41 mins - listen to the First HALF)

Video: CNBC (2020), "Why the Korean Wave is more than BTS or Blackpink" (approx. 8 min.)

Due 9.1 Discussion Post #3 (Integrating cultural, economic, political, and ecological globalization)

Due 9.2 Comment on two classmates' posts by Friday

Part VI: Human Impacts: Integrating Political, Economic, and Environmental

Weekly Module 10: Human and Environmental impacts

*Monday, October 2**

Reading 1: Patel and Moore (2017), Chapter 6: "Cheap Energy" (pp 161-179).

Due 10.1 Map Quiz #4: Africa

*Wednesday, October 2**

Reading 1: Smallman and Brown (2020), first section of Chapter 6: "Development" **(pp 131-135** (the part on sustainable development goals)).

Reading 2: Smallman and Brown (2020), small section on "Human Security" in Chapter 7: "Security" **(pp 164-167).**

Reading 3: Human Development reading

Weekly Module 11: Migrants, and Refugees

*Monday, October 3**

Reading: Jones, Reece. "Introduction" in *Violent Borders*

Video 1: "Climate Refugee: A new term to be identified" (approx. 2 mins)

Video 2: watch the first half of *Refugeestan* (2016, Dir. Anne Poiret, 76 min.)

*Wednesday, November **

Reading: Jones, Reece. Ch 3 "The Global Border Regime" in *Violent Borders*

Video 1: "The world's first climate change refugees" (approx. 7 mins)

Video 2: watch the second half of *Refugeestan* (2016, Dir. Anne Poiret, 76 min.)

Due 11.1 Discussion Post #4 (on Borders Regimes and Refugees)

Due 11.2 Comments on two classmates' discussion posts due by Friday

Weekly Module 12: Global Health and Gender

*Monday, November **

Reading: Smallman and Brown (2020), selections in Chapter 9 ("Health")

Reading 2: Structural violence and Global Health

*Wednesday, November **

Reading: UNDP (2019) Chapter on "Gender Inequalities" in *Human Development Report*

Multimedia site: "Word on the Street: African Women Share Their Reproductive Health Stories"

Due 12.1 Map Quiz #5: Asia

Weekly Module 13: Gender continued -&- Global Food

*Monday, November 1**

Reading: Patel and Moore (2017), Chapter 4: "Cheap Care" (pp 111-137)

Due 13.1 Discussion Post #5 (on Gender, capabilities, and care work)

Due 13.2 Comments on two classmates' discussion posts due by Friday

*Wednesday, November 1**

Reading 1: Smallman and Brown (2020), Chapter 11 ("Food")

Weekly Module 14: Global Food and Hunger: food security &/vs. food access

*Monday, November 2**

Reading 1: Patel "Introduction" in *Stuffed and Starved* (pp 1-19)

Reading 2: Patel and Moore (2017), Chapter 5: "Cheap Food" (pp 138-160)

Video 1: Crash Course Geography, "Agribusiness, GMOs, and their Role in Development" (~12 min.)

*Wednesday, November 2** *NO CLASS*

Thanksgiving Holiday weekend, University is Closed.

Weekly Module 15: Conclusions: multifaceted and debated dimensions of Globalization

*Monday, November 2**

Reading 1: Steger (2023) Chapter 7: "What is globalization?"

Reading 2: Patel and Moore (2017), Conclusion (pp 202-212).

Due 15.1 Common Read Assignment: **Commentary Due**

*Wednesday, November 2**

Semester recap, reflection, and review session

In-class activity: Exam review !

Due 15.2 Final Reflection due by Friday

Due 15.3 Course Evaluations due

Weekly Module 16: Finals week, Final Exam

16.1 Exam # 2 due during assigned time on Final week (Weds ~~12/6 – W 12/13~~):
~~our exam is due on Blackboard by 1:15pm on Monday December 11th~~
(Note: Final exam schedule can be found at this link.)

GOVT 103 - [redacted]: Introduction to American Government and Politics

[redacted]

E-mail: [redacted]
Twitter: [redacted]
Class Hours: [redacted] + Recitation
Office Hours (in person): [redacted]
Office Hours (virtual): [redacted]

Web: [redacted]
Course website: blackboard.gmu.edu
Classroom: [redacted]
Office: [redacted]

(document updated October 17, 2023)

Course Description

This course provides students with an introduction to American political institutions and public policy formation. No prerequisite classes or prior knowledge are required to enroll. The course is divided into four sections. In the first section, we examine the history of the formation of American government and the theoretical explanations for the existence of government. In the second section, we examine the institutions of government, such as the U.S. Congress, the Supreme Court, and the Presidency. In the third section, we explore the behaviors associated with government and the mechanisms by which political behaviors are expressed (e.g., voting, public opinion, interest groups, political parties, etc.). In the final section, we will examine U.S. foreign, economic, and social public policy.

Course Objectives

This course meets both the Social and Behavioral Science Mason Core requirement and Just Societies Mason Core requirement. This course is designed to meet the following objectives.

- Stimulate curiosity about government and politics and provide you with a life-long desire to be an informed, critical, and active citizen.
- Explain how individuals, groups or institutions are influenced by contextual factors. Specifically, provide a base level of knowledge and understanding about the institutions that form our government, the incentives of political actors, and the interactions between the two.
- Demonstrate awareness of changes in social and cultural constructs.
- Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present. Specifically, demonstrate the utility of analytical and critical thinking for understanding politics and government.

- Define key terms related to justice, equity, diversity, and inclusion as related to politics and government and use them to engage meaningfully with peers about course issues.
- Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, or global issues in politics and government.

Course Format

This course is being taught in person and may not be completed in a hybrid fashion. Students will attend two lectures each week and one recitation section meeting each Friday. In addition to following state, county, and university health policies, the class may vary policies and expectations regarding masks or other mitigation strategies depending on current public health data. If you experience health or other personal emergencies during the course, you must communicate your situation and needs with the instructor, who will work with you to devise a contingency plan for completing the course.

Course Policies

Graded Components

1. *Quizzes (10%)* A weekly reading quiz is available on Blackboard. Quizzes must be submitted by 11:59pm on **Sundays**. You may take each quiz a maximum of twice and your highest score will be kept. Quizzes are untimed and open-book. Missed quizzes cannot be made-up. Correct answers to all questions will be available on the week after the quiz closes. The lowest two recorded quiz scores will be excluded from course grade calculations (but will remain visible in your grade record).
2. *Recitation participation (10%)* Attending Friday recitation is a required component of this course. The recitation section you attend the first week will be considered your "assigned" recitation, regardless of which section you are registered to in Patriot Web. If you need to attend a different recitation than your "assigned" (i.e., selected) one, you must email your TA and the TA whose section you want to attend prior to class time.
3. *Civic Engagement Activities (10%)* During the course of the semester, you must complete 10 Civic Engagement Activities (CEA) from the “menu” on Blackboard. You may choose items such as register to vote, write a letter to Congress, or tell a friend about a civil rights organization you learned about. **All CEAs must be submitted by December 3.** Late submissions are not accepted. TAs may provide opportunities for CEAs.
4. *Midterm Exams (20%) each* There will be TWO midterm exams. Exams will be conducted in-person, in the classroom, with scantrons and/or bluebooks. Students may bring one page of handwritten notes to the exam. Exam questions will be based on material presented in class and in the readings and will include factual and analytical questions. The exams will be held in recitation sections on **Friday, September 22 & Friday, October 20**. Make-up exams will only be offered under extraordinary circumstances.
5. *Final exam (30%)* There will be a comprehensive, in-class, final exam on **Wednesday, December 6th, 1:30 p.m. - 4:15 p.m.**

Extra Credit

As a general rule, I do not offer extra credit. If extraordinary circumstances occur, there is a small chance I will offer extra credit for an opportunity available to all students. I never offer extra credit

to individual students.

Late Work

Quizzes cannot be submitted late. Uncompleted quizzes are scored as zero. CEAs can be sumitted at any time during the semester and none will be accepted after December 1. Exams may only be taken late with advanced permission from [redacted].

Reading

Keeping pace with the assigned readings is essential to succeeding in this class. It is your responsibility to obtain copies of the readings prior to the date we will discuss them in class. I will do everything I can to make this task easier for you. **You will be much more successful in this course if you complete the assigned readings and take notes on them before you come to class.**

Health Policy

If you are not feeling well, do not attend class. Let your TA know you will be absent and arrange to get course notes from them. If you will be absent from the lecture, you do not need to notify [redacted]. If you will be absent for recitation, notify your TA. Illness is an excused absence. You may be required to present evidence to receive an excused absence. Follow university policies for vaccinations, including COVID-19 boosters, and do not hesitate to wear a mask in class, should you choose to do so for your protection or others'.

Technology

Students will need regular access to computer and internet technology to complete this course. Students may bring laptops or tablets to class for the purpose of referencing or taking notes; however, **I strongly recommend students minimize screen usage in class and take notes by hand**.

AI Use Policy

Student may benefit from engaging with large language model artificial intelligence (AI) tools during their studies and preparation for this course. The course will not provide direct instruction in best-practices for using AI. Students who use AI to augment their work are expected to acknowledge, cite, or explain AI contributions to their work product.

Plagiarism

Students in this course will comply with the George Mason University Honor Code. There are three simple guidelines to follow with respect to academic integrity:

1. All work you submit must be your own
2. When using the work or ideas of others, including fellow students, give full credit through accurate citations
3. If you are uncertain about the expectations for any assignment, ask for clarification.

Any student engaged in any academic misconduct will receive an F on the offending exam or assignment. Egregious violations will result in an F grade for the course and will be reported to the Office of Academic Integrity.

Students with disabilities

If you are a student with a disability and you need academic accommodations, please contact the instructor and contact Disability Services, (703) 993-2474. All academic accommodations must be arranged through that office.

Diversity, equality, and inclusion

George Mason University values diversity in its learning, research, and civic activities. All members of the Mason community are asked to show respect to one another at all times. The learning environment in this class respects a wide array of viewpoints. Students of all cultural, ethnic, religious, and political backgrounds are welcome. More information about Mason's policies surrounding diversity can be found at the Office of Diversity, Equity, and Inclusion. Should you need accommodations related to observing a religious holiday, please contact the instructor. It is your responsibility to communicate with the instructor if religious observations conflict with course requirements.

Student Privacy

The Family Educational Rights and Privacy Act (FERPA) grants students continuous access to educational records upon their request, allows students to amend their record if errors are found, and restricts how and when educational records can be disclosed. Your instructor will not release information about your academic record in this course to anyone without the student's permission.

Email

Mason uses only Mason e-mail accounts to communicate with enrolled students. Students must activate their Mason e-mail account, use it to communicate with their department and other administrative units, and check it regularly for important university information including messages related to this class. Email etiquette: An email is a professional correspondence; do not write it as if it is a text message, snap, tweet, or IM. Always use a salutation and sign your name. Consider creating a signature that automatically inserts your name and basic contact information at the bottom of your emails. Use proper punctuation and grammar.

Dropping or Withdrawing

August 28	Last day to add
September 5	Last day to drop with no tuition penalty
September 12	Last day to drop with 50% tuition penalty
September 13 - September 26	Unrestricted withdraw with 100% tuition penalty
September 27 - October 23	Selective withdraw (undergrads only)

After October 23 there are no options for withdrawing from the course. If you have concerns about your performance in the course, or you find yourself unable to perform for any reason, you should discuss your concerns with your teaching assistant, professor, advisor, and Assistant Dean (in that order). Students seeking to drop or withdraw are responsible for doing so on their own in Patriot Web.

Consumption of Political News

As a part of this course, it is your responsibility to be well-informed about current events and political news. It is increasingly difficult to learn about political events in a way that is even-handed

and non-partisan. Here are some tips about how to consume news in a way that will provide you with the most value:

1. Consume a variety of well-respected news sources. In general, for national political news I recommend *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *USA Today*, and *National Public Radio*. Instructions for accessing subscription services through Mason are below.
2. Avoid television news altogether, except on election night.
3. Avoid getting your news exclusively from social media.
4. Avoid news sources that seek to provoke an emotional response. Try to consume news *dispassionately*. It's okay to have passion about politics, rights, justice, issues, etc; but, try to consume news with a sense of curiosity, rather than an urge to be outraged, touched, or emotive. Train yourself to read a headline and response with, "Huh, that's interesting," rather than automatically clicking forward, like, retweet, etc.
5. Generally, read news in formats that offer content longer than a few sentences.
6. Podcasts are also a great way to keep up with news. Some podcasts I enjoy include *Politics Podcast (NPR)*, *Politics (FiveThirtyEight)*, *Checks and Balances (The Economist)*, *The Ezra Klein Show (New York Times)*, *Political Gabfest (Slate)*, *The Daily (New York Times)*, *Political Research Digest (The Niskanen Center)*.

Instructions for accessing subscription news sources with your Mason login credentials: As a Mason student, your tuition provides you access to dozens of subscription-only news services. You can find a list of some of the best ones, and instructions on how to access them from this great library source. In most cases, you will need to access sources using the Mason Virtual Private Network.

Resources for Students

College can be a stressful experience. It is normal to sometimes feel overwhelmed, out of place, or, insecure. Self-care strategies are important for maintaining your physical, emotional, and academic health. Developing self-awareness about stress, anxiety, or health issues is an important part of your development and success as a student. The following campus resources are available to you to help you learn to manage the complexities of your college:

- Academic Advising
- Center for Culture, Equity, and Empowerment
- Compliance, Diversity, Ethics (including sexual misconduct and harassment; Title IX)
- Counseling and Psychological Services
- COVID-19 campus policies, services, and data
- Disability Student Services
- Financial Aid
- International Programs and Services
- Learning Services
- Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning+ Resources Center
- Mason Library
- Math Tutoring Center
- Military Alliance Program
- Online Learning Services

- Student Conduct
- Student Emergency Assistance Fund
- Student Health Services
- Student Support and Advocacy Services
- University Career Services
- University Life
- Writing Center

Required Readings

Reading Load

There is one primary textbook for this course: *The Logic of American Politics, 11th ed.* Students may purchase the hardcopy book or an ebook.

Kernell, Samuel H., Gary C. Jacobson, Thad Kousser, Lynn Vavreck, and Timothy R. Johnson. 2023. *The Logic of American Politics.*, 11th edition. Thousand Oaks, California: CQ Press. ISBN: 978-1-07-186125-7

Reading Tips

Regardless of whether you are reading something online or hard-copy, if you are reading a borrowed text or something you own, are reading a text you're willing to mark on or not, the following tips will help you retain the information you read and recall it when you want to.

1. Have a notebook that is dedicate to note-taking for this course. Only use this notebook for this course–nothing else goes in it.
2. Start a fresh page of notes for each new item you read.
3. Write the complete citation at the top of page.
4. As you read, write down main ideas, questions, interesting tid-bits, things you'd like to remember, or things you can connect to something else.
5. Every time you write a note, write the page number the note refers to.
6. Try not to write down direct quotes from what you are reading, but if you do, be sure to "put it into quotation marks" so you know the note is not your own words. This habit will help you from committing incidental plagiarism. Refer to your notes with confidence that any note not in quotation marks are your own words.
7. Consider using different colored pens for different kinds of notes. For example, you might use *black* ink for quotations, *red* ink for questions, *blue* ink for your own thoughts, summaries, and ideas, and *green* ink for references to other texts.
8. You may or may not want to highlight your text, or make notes in the margins. Regardless of whether you make in-text marks, your notes in your notebook should always be your primary source of personal reference for your reading.

GOVT 103 [redacted] Course Calendar

Class Schedule

Week 01: Why Government?

Lecture: : Aug. 21 & 23
Recitation: Aug. 25
Reading Assignment

1. *Logic*, Preface & Ch. 1
2. Victor, Jennifer Nicoll. "A Simple Model of Political Engagement", *Mischiefs of Faction* (blog), November 13, 2019.

Items due:

- Sunday, 8/27 (11:59pm): Reading Quiz (access on Blackboard)

Week 02: Prisoners' Dilemma

Lecture: Aug. 28 (*No class on Wednesday this week – [redacted] at APSA)
Recitation: Sept. 1
Reading Assignment

- *Logic*, Ch. 2

Items due:

- Sunday, 9/3 (11:59pm): Reading Quiz

Week 03: Federalism

Lecture: Sept. 6 (No class Monday this week due to Labor Day holiday)
Recitation: Sept. 8
Reading Assignment

- *Logic*, Ch. 3

Items due:

- Sunday, 9/10 (11:59pm): Reading Quiz

Week 04: Civil Rights

Lecture: Sept. 11 & 13
Recitation: Sept. 15
Reading Assignment

- *Logic*, Ch. 4

Items due:

- Sunday, 9/17 (11:59pm): Reading Quiz

Week 05: Civil Liberties

Lecture: Sept. 18 & Sept. 20
Recitation: Sept. 22 – **Midterm Exam I**
Reading Assignment

- *Logic*, Ch. 5

Items due:

- **Friday 9/25, Midterm Exam I, covering chapters 1 - 5.**

- Sunday, 9/24 (11:59pm): Reading Quiz

Week 06: Congress

Lecture: Sept. 25 & 27
Recitation: Sept. 29
Reading Assignment
- *Logic*, Ch. 6

Items due:
- Sunday, 10/1 (11:59pm): Reading Quiz

Week 07: Presidency

Lecture: Oct. 2 & 4
Recitation: Oct. 6
Reading Assignment
- *Logic*, Ch. 7

Items due:
- Sunday, 10/8 (11:59pm): Reading Quiz

Week 08: Bureaucracy

Lecture: Oct. 10 & Oct. 11 (GMU Fall Break– Monday classes meet on TUESDAY)
Recitation: Oct. 13
Reading Assignment
- *Logic*, Ch. 8

Items due:
1. Sunday, 10/15 (11:59pm): Reading Quiz

Week 09: Judiciary

Lecture: Oct. 16 & 18
Recitation: Oct. 20 – **Midterm Exam II**
Reading Assignment
- *Logic*, Ch. 9

Items due:
- **Friday 10/20, Midterm Exam II, covering chapters 6 - 9.**
- Sunday, 10/22 (11:59pm): Reading Quiz

Week 10: Public Opinion

Lecture: Oct. 23 & 25
Recitation: Oct. 27
Reading Assignment
- *Logic*, Ch. 10

Items due:

- Sunday, 10/29 (11:59pm): Reading Quiz

Week 11: Voting and Elections

Lecture: Oct. 30 & Nov. 1
Recitation: Nov. 3
Reading Assignment
- *Logic*, Ch. 11

Items due:
- Sunday, 11/5 (11:59pm): Reading Quiz

Week 12: Political Parties

Lecture: Nov. 6 & Nov. 8
Recitation: Nov. 10
Reading Assignment
- *Logic*, Ch. 12

Items due:
- Sunday, 11/12 (11:59pm): Reading Quiz

Week 13: Organized Interests

Lecture: Nov. 13 & 15
Recitation: Nov. 17
Reading Assignment
- *Logic*, Ch. 13

Items due:
- Sunday, 11/19 (11:59pm): Reading Quiz

Week 14: Politics of Media

Lecture: Nov. 20 (No class Wednesday due to Thanksgiving holiday)
Recitation: None Reading Assignment
- *Logic*, Ch. 14

Items due:
- Monday, 11/27 (11:59pm): Reading Quiz

Week 15: Public Policy

Lecture: Nov. 27 & Nov. 29
Recitation: Dec. 1
Reading Assignment
- *Logic*, Ch. 15
- Maltese, *et al.*, Ch. 15 [on Blackboard]

Items due:
1. Sunday, Dec. 3 (11:59pm): Reading Quiz
2. Sunday, Dec. 3 (11:59pm): Last day to submit CEAs

Final Exam

Comprehensive Final Examination
Wednesday, December 6, 1:30 - 4:15pm

Grand Challenges in Human Security

Government 134[redacted] – [redacted]

George Mason University

Class Times: [redacted]
Classroom: TBA

Instructor: [redacted]

Email:
Office Hours:

Course Description

At its most basic level, security is the protection from harm. The field of international relations typically focuses on two kinds of security: *national security*—the protection of the state from harm (external or internal)—and *global security*—the protection of the 'international order' from harm, or the stability of the state system. In this course we will pivot from this traditional security focus and instead examine *human security*—the protection of individuals and communities from harm. This harm can be delineated into two main areas: 1) freedom from fear (physical safety and security) and freedom from want (economic, social, cultural security). At its core, human security is "the idea that people, and the protection of human life and dignity, should be the central focus of security policy and practice."[1]

In this course we will explore the following questions: What is included in human security? Who is responsible for providing human security (the state, the UN, international organizations)? What happens when a state is unable, or unwilling, to provide their citizens with security; or deliberately violates their security? What are the challenges to ensuring human security for all? Whose human security should be prioritized?

This course is divided into three parts. Part I provides the key frameworks for analyzing human security. We begin with a conceptual examination of human security, studying its distinction from traditional security, and the tradeoffs of a broad versus narrow concept. Next, we investigate the historical foundations of human security in the field of international relations and its connections with international human rights. Then, we turn to key actors in human security exploring the role of the United Nations, regional organizations, and transnational advocacy networks. After, we consider the disproportionate effects of human security issues on certain population groups, specifically related to gender, age, and disability; and the tension between ensuring the security of civil and political rights versus economic social and cultural rights.

Part II shifts to armed conflict and human security and examines mass violations of civilian protection including genocide and mass expulsion, the principle of the 'Responsibility to Protect' and the role of humanitarian intervention to prevent mass atrocities, and efforts toward international accountability and justice. Last, in Part III we delve into core topics in human security including refugees and forced displacement; climate change and environmental security; food security; and gender inequality and security. To connect the theoretical to the practical, throughout the semester, policymaker and practitioner guest speakers will share their experiences addressing complex human security challenges.

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[1] Andersen-Rodgers, David, and Kerry F. Crawford. (2022). *Human security: Theory and action.* Rowman & Littlefield.

This course meets both the Global Contexts Mason Core requirement and Just Societies flag. It reflects the following five Mason Core objectives and learning outcomes:

1. Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality.
2. Use a disciplinary lens to demonstrate knowledge of how at least one nation and/or culture participates in or is affected by global contexts.
3. Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.
4. Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use those terms to engage meaningfully with peers about course issues.
5. Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

Learning Outcomes

Upon completing this course, students will be able to:

- Understand the major concepts and approaches for analyzing human security and how they are related to justice, equity, diversity, and inclusion (*Just Societies Mason Core #1*)
- Identify and explain the core challenges, debates, and key actors in human security and how they have shaped societies to create interdependence and inequality (*Global Contexts Mason Core #1*)
- Use a disciplinary lens to demonstrate knowledge of human security challenges facing different countries, world regions, and vulnerable groups (*Global Contexts Mason Core #2*)
- Critically analyze the breadth of contemporary challenges in human security, strategies for addressing them, and the obstacles to coordinated responses to achieve justice and equity (*Just Societies Mason Core #2*)
- Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems (*Global Contexts Mason Core #3*)
- Communicate ideas and arguments clearly, efficiently, and concisely to different audiences, in different contexts, including written policy memos and reports, and oral presentations

Course Materials

Required readings are posted on Blackboard. The readings should be read in advance of the class meeting as they will serve as the basis for our discussion. Students are also expected to engage with the readings in writing assignments and on exams.

Blue Book (examination book): This course includes an in-class midterm and final exam. Please purchase blue examination books at the campus bookstore to bring to class on the days of the exams.

For those interested in following human security issues as they unfold in real-time, a supplemental list of international news sources is posted on Blackboard. This includes daily (online) newspapers and news sites; email newsletters; (online) magazines; and podcasts. Many of the news sources are free or are available through the George Mason University library. These reading/listening materials are not required for the course but may be of interest to students.

Course Requirements / Evaluation

ASSIGNMENT	PERCENT OF GRADE	DUE DATE
Class participation / Comprehension Quizzes	15%	Ongoing / Randomly assigned
Midterm exam (*in class*)	15%	February 13
Policy brief	20%	March 14
Human security actor profile	25%	Actor proposal (5%): February 27 First draft (5%): April 2 Profile presentation (5%): April 16 & 18 Final profile (10%): April 25
Final exam (*in class*)	25%	TBA, May 1-8

Assignment Descriptions

Class participation / Comprehension Quizzes (15%)
The participation portion of your grade is based on active in-class engagement and randomized comprehension quizzes. Timely completion of the assigned readings and engaged participation in class discussions are essential requirements of this course. Because this is a synchronous course, attendance is mandatory. Students should come to class having read the assigned material closely, noting any questions and/or areas of confusion. Throughout the semester, classes will randomly begin with short in-class comprehension quizzes. The quizzes will include 2-3 questions that aim to measure students' knowledge of the previous class material and understanding of the readings for that class. The lowest two quiz scores will be automatically dropped. Class discussions are expected to be respectful; freedom of expression is important to academic discussion and all students are encouraged to participate.

Midterm exam (15%)
The midterm exam (in-class) is focused on the material covered in Part I of the course. The exam is in Week 5 to ensure that all students understand the foundational concepts of human security before applying them to different contexts and topic areas in Parts II and III. The exam is structured in two parts. The first part of the exam includes matching, true/false, and multiple choice questions. The second part includes short answer questions, selected from a list of options, based on the themes and topics discussed. Make-up exams are not permitted without extreme extenuating circumstances.

Policy Brief (20%)
At the end of Part II of the course, students will submit a policy brief (800-1000 words). A policy brief presents a concise summary of information that can help policymakers understand, and make decisions about, government policies. Policy briefs give objective summaries of relevant research, suggest possible policy options, and make an argument for a particular course of action. At the end of Part II students will receive a scenario about a human security issue during armed conflict. In response to the prompt, you will submit a policy brief outlining the scholarly arguments about the issue presented, the possible policy options to respond to the human security issue, and justify which policy you recommend. We will discuss the format of this assignment in class. Due March 14 on Blackboard.

Human Security Actor Profile (25%)

The *Human Security Actor Profile* connects the theoretical aspects of the course with practical application. This assignment allows students to explore an area of human security that is of personal interest and to examine the policymakers and practitioners that are working to prevent and respond to that issue in practice. This assignment is worth 25% of the total grade and is broken down into four steps.

- Actor Proposal (5%): Proposal of a human security actor that you would like to investigate this semester (300-500 words). Your proposal should include the following:
    - Identify a human security area of interest (e.g., food security, environmental security, gender inequality, economic development, forced migration, peacekeeping, etc.). *This may or may not be an issue area covered in the course.*
    - Explain why you chose this human security issue. What is of personal interest about this issue?
    - Identify an organization that works on this human security issue (e.g., UN agency – UNHCR, UNICEF, IOM), non-governmental organization (International Rescue Committee, Save the Children, World Wildlife Fund), Congressional committee (House Foreign Affairs Committee), State Department Bureau (Bureau of Conflict and Stabilization Operations), or think tank (Carnegie Endowment for International Peace, Brookings Institute, U.S. Institute of Peace).
    - Identity 5 sources of information you will use to write your actor profile. This must include 2-3 different types of sources (i.e., organization website, reports, podcasts, videos, interviews, news articles, etc.)

  This is due on Blackboard on February 27.

- Draft Profile (5%): Written profile of the human security actor identified (1400-1800 words). Your actor profile should include the following:
    - Background of organization: What is this organization? Where do they work (what countries / regions)? How long have they been around?
    - What human security issue do they work on?
    - How does this actor connect to questions, debates, issues raised in this course (*draw connections from at least 2-3 readings*)?
    - What is this actor doing to address the relevant human security issue? What programs do they implement? What reports have they written? Who are they trying to help / influence?
    - What are some of the policy challenges that this actor faces?
    - Where can someone go to learn more about this group? (provide links to 2-3 additional sources of information)

  This is due on Blackboard on April 2. Post-feedback session response paragraph due April 9.

- Profile presentation (5%): Students will give 5-minute presentations (with PowerPoint slides) about their human security actors. These presentations will be organized in a conference style with similar topic areas clustered together and questions and answers from the audience. Student presentations expected to explain clearly, convincingly, and concisely the following:
    - Why does this human security topic matters?
    - Who is your key human security actor?
    - What are they doing to respond to the issue?

- What are some of their successes and some of their challenges?

Presentations will take place in class on April 16 & 18.

- Final profile (10%): The final Human Security Actor Profile is a revision of the draft profile submitted on April 2. The final profile should incorporate feedback from peers during class draft reviews, written feedback from myself, and responses to questions that were raised during the presentation. This is due on Blackboard on April 25.

Final exam (25%)

The final exam (in-class) is cumulative, covering material in all three parts of the course. The final exam will draw on the material covered in class as well as the assigned readings and is worth 25% of the total grade. The exam structure will be similar to the midterm.

**All assignment due dates are posted at the beginning of the semester. Make-up exams and extensions will not be granted. If you are experiencing extenuating circumstances, please communicate with me in advance of any assignment deadline.*

Grading Standards

Assignment evaluations in this course will be based on the grading scale outlined below:

Letter Grade		Percentage	Interpretation
Excellent	A A-	95-100 90-94	Mastery of concepts. Can clearly apply concepts to new situations.
Above Average	B+ B B-	87-89 83-86 80-82	Strong understanding of concepts. Acceptable foundation for future work.
Proficient	C+ C C-	77-79 73-76 70-72	Basic understanding. Questionable foundation for future work.
Marginal	D	60-69	Weak understanding and foundation for future work.
Failure	F	0-59	Failed to demonstrate understanding and/or effort.

Course Administrative Policies

Office Hours

I will hold in-person office hours on Tuesday (1:15-2:30pm) and Thursday (9-10am) in my office: [redacted] You can sign up for a 15-minute appointment through Microsoft 365 by [redacted] Office hours are a dedicated time for you to speak to me about any questions you may have regarding readings, assignments, or other concerns about the course. If you cannot meet during this period, please email me with an alternative time. I can also schedule a time to meet virtually, via Zoom, if preferred.

Email Policy

You may email me with any questions or concerns about the course. I will do my best to respond to your email within 24-48 hours. Students must use their Mason email account to receive important

University information, including communications related to this class. I will not respond to messages sent from, or send messages to, a non-Mason email address.

Make-Up Policy

Students are expected to complete the assignments on the dates specified in the syllabus. Exams cannot be rescheduled, and assignment extensions will not be granted, unless there are extraordinary circumstances. Students with prior commitments conflicting with assignment deadlines must let me know in the first three weeks of the semester to organize advanced rescheduling.

Technology policy

Students must bring their computers to class to take the randomly assigned in-class comprehension quizzes on Blackboard.

Please respect your fellow students by refraining from the use of electronic devices other than those needed to take notes and participate in class. Avoid the temptation to check your email, messages, social media, or news during class as it is disruptive to your learning experience. Phones should be silenced.

Course Outline

All readings should be completed in advance of the class for which they are assigned. The readings are subject to change; any amendments will be posted to Blackboard.

Part I. Frameworks for Analyzing Human Security

Module 1: Introduction to Human Security

Tuesday, January 16 – What is Human Security?

- United Nations Development Programme. (1994). "Human Development Report 1994." Oxford University Press (Ch. 2: New Dimensions of Human Security, pp. 22-33).

Thursday, January 18 – Human Security: A New Security?

- Roland Paris. (2001). "Human Security: Paradigm Shift or Hot Air?" *International Security*. 26(2): 87-102.

Module 2: Emergence of Human Security in International Relations

Tuesday, January 23 – Historical Foundations of Human Security

- Andersen-Rodgers, David, and Kerry F. Crawford. (2022). *Human security: Theory and action*. Rowman & Littlefield (Ch. 2, pp. 27-47).

Thursday, January 25 – Human Rights and Human Security

- Andersen-Rodgers, David, and Kerry F. Crawford. (2022). *Human security: Theory and action*. Rowman & Littlefield (Ch. 4, pp. 75-94).

Module 3: Human Security Actors

Tuesday, January 30 – Who is Responsible for Human Security?

- Kaldor, Mary. (2022). "NATO & Human Security," *NATO Defense College Policy Brief*, No. 01 – January.
- Renwick, Danielle. (2015). Sustainable Development Goals, *Council on Foreign Relations*.
- The Economist. (15 September 2023). "Bjorn Lomborg calls for a new approach to meeting global development goals."

Thursday, February 1 – Transnational Advocacy Networks & Norm Diffusion

- Keck, Margaret & Kathryn Sikkink. (1999) "Transnational Advocacy Networks in International and Regional Politics," UNESCO.
- Risse, Thomas & Stephen C. Ropp. (2013). *The Persistent Power of Human Rights: From Commitment to Compliance*, Cambridge University Press (Read "Introduction and Overview").

Module 4: Whose Security? What (kind of) Security?

Tuesday, February 6 – Disproportionate Effects of Human Security on Vulnerable Groups

- UN Women. (2022). "Gender, age, and disability: Addressing the intersection."
- Human Rights Watch. (2022). "It Was Really Hard to Protect Myself": Impact of the Armed Conflict in Syria on Children with Disabilities," pp. 1-6, 9-17.
- McCarthy, Joe. (2020, March 5). "Understanding why climate change impacts women more than men." *Global Citizen*.

Thursday, February 8 – Freedom from Fear vs. Freedom from Want

- Cerqueira, Daniel. (03 February 2016). "Enforceability of Economic, Social and Cultural Rights: Historical Background, Legal Basis and Misleading Assumptions." *O'Neill Institute for National & Global Health Law – Georgetown Law*.
- Roth, Kenneth. (2004), "Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization," *Human Rights Quarterly* 26(1): 63-73.

Module 5: Midterm & Transition to Part II

Tuesday, February 13 – Midterm

Thursday, February 15 – Film on Protection of Civilians

Watch one of two films:

- Quo Vadis, Adia (*Available via Hulu, Amazon Prime, or Apple TV*)
- Shake Hands with the Devil (*Available via YouTube*)

Part II. Armed Conflict & Human Security

Module 6: Mass atrocities

Tuesday, February 20 – Genocide & Crimes Against Humanity

- Power, Samantha. (2002). *'A problem from hell': American and the age of genocide*, Basic Books. (Ch.1 "Race Murder" & Ch. 2 "A Crime Without a Name" pp. 1-29).
- Rome Statute of the International Criminal Court. (2002) Read Articles 5-8, pp. 3-7.

Thursday, February 22 – Rohingya in Myanmar & Armenians in Nagorno-Karabakh

- Albert, Eleanor & Lindsay Maizland. (2020, January 23). The Rohingya Crisis. *Council on Foreign Relations.*
- OHCHR. (2017, September 13-24). "Mission report of OHCHR rapid response mission to Cox's Bazar, Bangladesh."
- de Waal, Thomas. (26 September 2023). "The End of Nagorno-Karabakh: How Western Inaction Enabled Azerbaijan and Russia," *Foreign Affairs.*

*Actor Proposal Due

Module 7: Humanitarian Intervention

Tuesday, February 27 – Responsibility to Protect

- Bellamy, Alex. (2012). "R2P - Dead or Alive?" in *Responsibility to Protect – From Evasive to Reluctant Action?* Hans Seidel Foundation, pp. 11-28.
- Valentino, Benjamin A. (2011). "The True Costs of Humanitarian Intervention: The Hard Truth about a Noble Notion." *Foreign Affairs* 90 (6): 60–73.
- [Podcast] The UN's R2P Problem. (01 September 2023). *The Just Security Podcast.*

Thursday, February 29 – Atrocity Prevention Efforts

- **Guest speaker* : [redacted]
- Power, Samantha. (2002). *'A problem from hell': American and the age of genocide.* Basic Books. (Read, "Preface" pp. xi-xxi).
- Straus, Scott. (2016). *Fundamentals of genocide and mass atrocity prevention.* United States Holocaust Memorial Museum. (Read Introduction – "From the Margins to Global Engagement: A Short History of Atrocity Prevention," pp. 1-18).

SPRING BREAK

Tuesday, March 5 – No class
Thursday, March 7 – No class

Module 8: International Accountability

Tuesday, March 12 – International Humanitarian Law & the International Criminal Court

- International Committee of the Red Cross (ICRC). "What is International Humanitarian Law" Advisory Service on IHL.
- Miliband, David. (13 May 2021). "The Age of Impunity: And How to Fight It," *Foreign Affairs.*
- Foreign Affairs. (Jan/Feb 2017). "Interview - The International Criminal Court on Trial: A Conversation with Fatou Bensouda."

Thursday, March 14 – Universal Jurisdiction

- Kissinger, Henry A. (July/August 2021). "The Pitfalls of Universal Jurisdiction," *Foreign Affairs.*

- Roth, Ken. (Sept/Oct 2021). "Response - The Case for Universal Jurisdiction," *Foreign Affairs*.

*Policy Brief Due

Part III: Core Topics in Human Security

Module 9: Refugees & Forced Displacement

Tuesday, March 19 – Human Security & Refugees

- UNHCR. (June 2022). "Global Trends: Forced Displacement in 2022." (Read pp. 1-13).
- Odutayo, Aramide. (2016). "Human security and the international refugee crisis," *Journal of Global Ethics*, 12(3): 365-379.

Thursday, March 21 – Refugee & Migrant Voices

- Nguyen, V. T. (Ed.) (2018).*The displaced: Refugee writers on refugee lives*, Abrams Press (Read Introduction pp. 11-22).
- Pearlman, Wendy. (2017). *We crossed a bridge and it trembled: Voices from Syria*, Harper Collins Publishers (Read pp. 209-222, 272-273).
- Landau, L. B., & Pampalone, T. (Eds.). (2018). *I want to go home forever: Stories of becoming and belonging in South Africa's great Metropolis*, Wits University Press (Read, Ch. 6 pp. 81-95).

Module 10: Climate Change & Environmental Security

Tuesday, March 26 – Challenges to Negotiations for Climate Action

- Beer, Christopher Todd. (2014). "Climate Justice, the Global South, and Policy Preferences of Kenyan Environmental NGOs." *The Global South*. 8(2): 84-100.
- Dahir, Abdi Latif. (02 July 2021). "Erased from a Davos photo, a Ugandan climate activist is back in the picture," *The New York Times*.
- Demony, Catarina. (27 September 2023). "Youth vs Europe: 'Unprecedented' climate trial unfolds at rights court," *Reuters*.

Thursday, March 28 – Climate Migrants

- **Guest speaker*: [redacted]
- Mia Prange. (December 19, 2022). "Climate Change is Fueling Migration. Do Climate Migrants Have Legal Protections." *Council on Foreign Relations*.
- Lamarche, Alexandra. (September 2022). "Responding to Chad's Displacement Crisis in the Lac Province and the Implementation of the Kampala Convention." *Refugees International*.

Module 11: Food Security

Tuesday, April 2 – Starvation Crimes

- de Waal, Alex. (2018). *Mass Starvation: The History and Future of Famine*. Polity Press (Read Introduction and Ch. 10: The New Atrocity Famines).

***Actor Profile Draft Due*

Thursday, April 4 – Challenges to Global Food Security

- **Guest Speaker:* [redacted]
- Michelle Jurkovich, (2020), *Feeding the Hungry: Advocacy and Blame in the Global Fight against Hunger*, Cornell University Press (Read Introduction, pp.1-12 and Chapter 4, pp. 83-108).

Module 12: Gender & Security

Tuesday, April 9 – Gender Inequality & Security

- **Guest Speaker:* [redacted]
- Andersen-Rodgers, David, and Kerry F. Crawford. (2022). *Human security: Theory and action.* Rowman & Littlefield (Ch. 10, pp. 213-229).
- Lokot, Michelle. (2021). "Skewed Allegiances: Recalibrating Humanitarian Accountability towards Gender." *Refugee Survey Quarterly*, 40 (4): 399-413.

Thursday, April 11 – Gender Apartheid

- Banjo, Damilola. (June 21, 2023). "Gender Apartheid Is Happening in Afghanistan, UN Experts Say, and It Should Be Labeled an International Crime," *PassBlue.*
- Lowery, Tess. (October 10, 2023). "Iranian and Afghan Women Are Calling for Gender Apartheid to Be a Crime. Here's What to Know," *Global Citizen.*
- [Video]: PBS NewsHour (October 7, 2023), "Nobel Peace Prize for jailed Iranian activist bolsters her call for human rights."

Module 13: Human Security Actor Profile Presentations

Tuesday, April 16 – Group 1 Presentations

- No readings, all students are expected to engage and ask questions during the presentations

Thursday, April 18 – Group 2 Presentations

- No readings, all students are expected to engage and ask questions during the presentations

Module 14: Emerging Issues in Human Security

Tuesday, April 23 – TBD

Thursday, April 25 – Final Exam Review
**Final actor profile due

Final Exam: TBA, May 1- 8

George Mason University & Schar School of Policy and Government Policies

Academic Integrity

Faculty in the Schar School have zero tolerance for academic dishonesty and will strictly enforce Mason's honor code. The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted must be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

Disability Accommodations
Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu, phone: (703) 993-2474.

Names and Pronouns
If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she/her/hers for myself and you may address me as "[redacted]" in email and verbally. Furthermore, Mason supports and recognizes that an inclusive and welcoming community is linked to our strategic goals and is key to building a sense of belonging and well-being. For this reason, students may use the tools we provide to change their names and pronouns on Mason records.

Diversity, Inclusion, and Anti-Racism
The School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

As a member of the George Mason University community, I will work to create an educational environment that is committed to anti-racism and inclusive excellence. I affirm that in this class, faculty and students will work together to interrupt cycles of racism against Black individuals, indigenous people, and other people of color so as to cultivate a more equitable, inclusive, and just learning environment for all participants, regardless of racial background.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence
George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students and employees who believe that they have been sexually harassed, sexually assaulted or subjected to sexual or interpersonal misconduct to seek assistance and support. University Policy 1202:

Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students and employees.

Notice of mandatory reporting of sexual or interpersonal misconduct
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Additional Campus Resources

Counseling and Psychological Services: https://caps.gmu.edu/
Center for Culture, Equity, and Empowerment: https://ccee.gmu.edu/
Disability Services: https://ds.gmu.edu/
Learning Services: https://learningservices.gmu.edu/
The Writing Center: https://writingcenter.gmu.edu
Mason Student Services Center: https://mssc.gmu.edu/
More Student Support Resources on Campus: https://stearnscenter.gmu.edu/knowledge-center/knowing-mason-students/student-support-resources-on-campus/

History 272
Latin America in the Modern Era

[redacted]

Professor: [redacted]
Office: [redacted]
Office Hours: [redacted]
and by appt.
[redacted]

This course will examine major themes in the history of Latin America from Independence to the present day. Focusing in particular on the cases of Mexico, Colombia, Argentina, Brazil, and Cuba, the class will cover such topics as: national identity, dependent development, political instability, populism and military dictatorship, revolution, ethnicity, race and religion, and the influence of the United States in both the political and cultural spheres.

This course meets the Global Context and Just Societies Mason Core requirements.

Learning Outcomes:
[Mason Core Global Contexts]
1. Identify and explain how global forces and contexts have shaped deeply unequal Latin American nations.
2. Use the tools of historical analysis to explain how ordinary Latin Americans have been shaped by global contexts.
3. Identify how one's positionality shapes one's historical interpretations.

[Mason Core Just Societies]
4. Identify how the definitions of terms like justice, equality, and liberty have shifted over time in Latin America, and use those terms to engage meaningfully with peers about major issues in Latin American history.
5. Identify the major obstacles to achieving social justice in Latin American in the twentieth century and assess the approaches that governments, movements and citizens have used to overcome those obstacles.

Requirements for this class include:
1. Students must also complete the assigned reading before the class in which we are discussing it and are expected to **participate** in class discussion.
2. **5 multiple-choice reading quizzes**. The quizzes are listed in the class schedule; they cover the reading assignment listed immediately above where it says "Quiz." There will be no makeup quizzes. I will drop your lowest quiz score of the semester, so if you miss one, that's the one I'll drop.
3. **midterm exam**, consisting of identifications and essays
4. **final exam**, consisting of identifications and essays
5. **1 paper of 4-6 pages**. Students will have a choice of writing on Lasso's *Myths of Harmony* or Brennan's *Argentina's Missing Bones*. The specific paper assignments are included in this syllabus (page 5, below).

6. **debate and reflection essay**. Students will participate in a class debate and write a brief reflection. See below for the specific assignment and due date.

Grades will be determined as follows:

Class Participation	5%
Quizzes	10%
Midterm	20%
Paper	25%
Debate and Reflection Essay	15%
Final Exam	25%

Grading Scale:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60%-69%
F	59% and lower

Books required for purchase

John Charles Chasteen, *Born in Blood and Fire* (Fourth Edition) [referred to below as "Chasteen"]

James A. Wood and Anna Rose Alexander, eds., *Problems in Latin American History* (Fifth Edition) [referred to below as "Problems"]

Marixa Lasso, *Myths of Harmony: Race and Republicanism during the Age of Revolution, Colombia, 1795-1831*

James P. Brennan, *Argentina's Missing Bones: Revisiting the History of the Dirty War*

All books are available at the University Bookstore (and elsewhere).

Class Schedule

1/21 - Introduction: Inequality, Authoritarianism and Resistance

1/23 – Colonial Legacies
Reading: Chasteen, 17-93

Part I - The Challenge of Independence

1/28, 1/30 – Spanish American Independence
Reading: Chasteen, 95-120; Problems, 27-48

[1/30 – Quiz 1]

2/4 – Independence and Race: The Case of Cartagena I
Reading: Lasso, *Myths of Harmony*, 1-90

2/6 – Independence and Race: The Case of Cartagena II
Reading: Lasso, *Myths of Harmony*, 91-160

[2/6 – Quiz 2]

Part II - Modernization: The Rise and Fall of Liberalism, 1850-1945

2/11, 2/13 – Society, Economics and Politics in the New Republics
Reading: Chasteen, 127-159; Problems, 75-102

[Lasso Paper due by start of class, 2/11]

2/18, 2/20 – Slavery and the Brazilian Path
Reading: (Look back at Chasteen, 58-61, 78-82, 109-112); Problems, 49-74

2/25 – Liberalism, Anticlericalism and the Dream of Progress I
Reading: Chasteen, 161-191; Problems, 103-130

[2/25– Quiz 3]

2/27 – Liberalism and the Inferiority Complex
Reading: Problems, 131-158

3/3 – Export-led Growth, 1870-1930
Reading: Chasteen, 193-231; Problems, 267-69

3/5 **– MIDTERM EXAM**

[3/10, 3/12 – **Spring Break: No Class**]

3/17 – Import Substitution Industrialization, 1930s-1950s
Reading: Chasteen, 233-261

3/19 – Nationalism: The Fall of Liberalism
Reading: Chasteen, 263-275; Problems, 159-180

3/24 – Populism: The Political Consequences of Economic Transformation
Reading: Problems, 181-208

[3/24 – Quiz 4]

Part III – The Cold War: Revolution and Dictatorship, 1945-1990

3/26 – Guatemala, 1954 and the Onset of the Cold War
Reading: Chasteen, 275-282; Problems, 239-46

3/31, 4/2– The Origins and Triumph of the Cuban Revolution
Reading: Chasteen, 282-291; Problems, 209-19

4/7 – After Cuba: Violence, Polarization and the US Role
Reading: Chasteen, 297-314; Problems, 220-27, 232-36, 247-54

[4/7 – Quiz 5]

4/9, 4/14, 4/16– Anti-Communist Dictatorships of the Southern Cone
Reading: Brennan, *Argentina's Missing Bones*, all

4/21 – Guerrilla Struggle in Central America
Reading: Chasteen, 293-295, 314-32; Problems, 255-64

[Brennan Paper due by start of class, 4/21]

Part IV – After the Cold War
4/23 – CLASS DEBATE

4/28 – Neoliberalism in Dictatorship and Democracy
Reading: Problems, 265-81, 289-92

[Reflection essay due by start of class, 4/28]

4/30 – After Neoliberalism?
Reading: Chasteen, 329-355; Problems, 282-86

5/7 - FINAL EXAM (10:30-1:15)

A Note on Classroom Decorum
It is entirely up to you whether you attend this class. With the exception of the midterm and final exam, there is no direct penalty for non-attendance. Of course, you will learn much more and earn a better grade for the course if you choose to attend regularly, but attendance is a choice. Therefore, if you have more pressing matters to deal with – texting, social media, online shopping, web surfing, sleeping, etc – there is no reason for you to be in class. The material we cover in class is complex; it demands your full attention. Moreover, your decision to send a text or check Instagram will not just affect you; it will distract your neighbors, and it will diminish the quality of classroom discussions. DO NOT TEXT in class. If you bring your laptop to take notes, please do not open your email program or web browser (except to google some question that is directly relevant to class discussion).

Paper Assignments
Students must write **ONE** of the following essays. If you choose to write two, I will count the one for which you received a higher grade.

Papers are to be submitted via email to [redacted]. They must be Word docs attached directly to your email message. Late papers will be marked down one half-grade (from a B+ to a B, for example) for every day they are late.

Write a paper of 4-6 pages that answers the question. Your paper should be typed, double-spaced, spell-checked, proof-read, and page-numbered. There should be no extra spaces between paragraphs. Remember to make a clear argument and use specific examples to support your claims. You will need to analyze excerpts from the book. Avoid extensive summaries or overlong quotations, and focus on developing an argument that answers the question. Be sure to cite page numbers; parenthetical citations are fine. No outside reading is required, but if you do cite additional sources, be sure to include a Works Cited page.

Paper Assignment 1:
Marixa Lasso, *Myths of Harmony*
Due 2/11 (before the start of class)

According to Marixa Lasso, Spanish American independence was not just the result of the efforts of creole elites influenced by European revolutionary ideologies; people of lower social standing had their own agendas and exerted a significant influence on the outcome. How did the *pardos* of Cartagena influence the new republic of Colombia? Be sure to discuss the way the pardos adopted and adapted revolutionary ideas, the actions they took, and the impact of their participation.

Paper Assignment 2:
James P. Brennan, *Argentina's Missing Bones*
Due 4/21 (before the start of class)

In his history of state terrorism in Argentina, James Brennan seeks to explain how the global ideological battle between communism and anticommunism produced a violent dictatorship in Argentina. Describe the ideas and strategies pursued by Peronist trade unionists and revolutionary young people. Why did the efforts of these two groups culminate not in a more just society, but in polarization and intense violence? To answer this question, you will need to discuss the ideology of the military government that seized power in 1976 and analyze the social forces that enabled it to pursue its radical, counter-subversive program.

Class Debate and Reflection Essay

On April 23, we will hold a class debate on the following topic: why have Latin American nations been unable to solve longstanding problems of underdevelopment, poverty, exclusion, and inequality? Come prepared to discuss at least two moments when Latin American states or social movements have attempted to address these issues and what obstacles they faced. Is the failure to achieve social inclusion and equitable development primarily the result of imperialism, the region's structural position in the global economy, internal political conflict, or some other factor? Think also about your own positionality with regards to these issues.

Afterwards, write a 3-page, double-spaced essay in which you reflect on the debate. Explain your own contribution and how your classmates' arguments either confirmed or changed your view regarding the persistence of these problems in Latin America and the potential for achieving social justice in the future. Be sure to consider how your own positionality shapes the values that you bring to bear in this debate.

Your grade on this assignment will reflect both your participation in the debate and your written reflection.

ENROLLMENT INFORMATION
Students are responsible for verifying their enrollment in this class.
Schedule adjustments should be made by the deadlines published in the Schedule of Classes. (Deadlines each semester are published in the Schedule of Classes available from the Registrar's Website, registrar.gmu.edu.)
Last day to add a class: 1/28
Last day to drop a class with no tuition penalty: 2/5
Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

ACADEMIC INTEGRITY
Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. For the purposes of this course, make sure that you understand what plagiarism is and how to avoid it. You may not present anyone else's words or ideas as if they were yours. If I suspect that you have, I will immediately turn your case over to the Honor Committee.

MASON EMAIL ACCOUNTS
Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.

DISABILITY SERVICES
Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

WRITING CENTER
For help with your writing, please use the services of the Writing Center: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu; wcenter@gmu.edu

OTHER STUDENT SUPPORT RESOURCES
There are a great many student support resources available on campus. For a complete list of these, see https://stearnscenter.gmu.edu/knowledge-center/knowing-mason-students/student-support-resources-on-campus/

INYO 261 – Mentoring Multilingual Learners

[redacted]

George Mason University

Instructor:
Email:
Phone:
Office hours: TBD

Class information:

Course Description and Objectives

The Multilingual learners mentoring practicum supports goal #12 of Mason's strategic plan: "building a community that fosters global learning, creates global understanding, and seeks global impact." Students in this course mentor multilingual learners on campus, helping them adjust to the culture of Mason and Northern Virginia and connecting them with campus resources while developing intercultural competence, listening, and mentoring skills. In order to do this work effectively, students will explore the global and local contexts of international education, exploring questions about why some countries send large numbers of students to the U.S., what challenges international students face in getting to Mason, and what challenges they face at Mason and in Northern Virginia.

Through this community-based learning experience, students will learn to:

1) Understand our own and others' ways of making meaning and acting in familiar and unfamiliar cultural contexts
2) Respond mindfully in contexts that disorient or challenge us, and bridge cultural gaps in those contexts such as by suspending judgment, shifting our perspectives, attuning to others' emotions, and adapting our behavior in appropriate and effective ways
3) Interpret intercultural experience from the perspectives of two or more worldviews and demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group
4) Develop skill in listening and in verbal and non-verbal communication strategies

Successful students will demonstrate respect, openness, curiosity, empathy, and cultural humility. They will develop cultural self-awareness, sociolinguistic awareness, and understanding of effective mentoring practices, as well as listening, observation, and critical thinking skills, through engaging with course materials and activities.

After completing this course, students will be able to:

1) Describe the characteristics of an effective Peer Mentor and the scope of a healthy mentoring relationship
2) Identify appropriate resources to support international students and demonstrate how to communicate appropriately with mentees about these resources

3) Employ non-judgmental verbal and body language when speaking and writing about cultural differences
4) Define key terms related to justice, equity, diversity, and inclusion, and use them to engage meaningfully with peer learning partners (Mason Core JS#1)*
5) Articulate obstacles to justice and equity and strategies for addressing them in response to local, national, and/or global issues (Mason Core JS#2)*
6) Identify and explain how patterns of global connections across nations have shaped our local community, creating interdependence and inequality (Mason Core GC#1)*
7) Demonstrate knowledge of how a mentee's nation and/or culture participates in or is affected by global contexts (Mason Core GC#2)*
8) Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to local expressions of global problems (Mason Core GC#3)*

**Indicates Mason Core learning outcomes. This course meets the Global Contexts (GC) and Just Societies (JS) Mason Core requirements.*

Expectations and responsibilities

Students are expected to:

- Spend 3-5 hours per week supporting multilingual/first generation students/community members (Learning Partners) with their learning goals
- Meet regularly with the site supervisor for planning/training and their own professional/academic development
- Engage in class activities and complete all readings and assignments
- Develop the communicative competency to actively listen to, communicate with, and learn from others from a variety of backgrounds and perspectives
- Be respectful and appreciative of Learning Partners, their home cultures, community partners, and themselves
- Be aware of personal limits; communicate with Learning Partners, instructor, and supervisor; and be open to seeking support

Required Materials

- Mentoring meeting log
- Texts as assigned on Blackboard
- Please bring a notebook, pen/pencil, and laptop to class for each meeting.

Course Expectations and Assignments

Participation and Homework (20%)

Your participation in the course and as a member of your collaborative team is central to your success, the success of your team members, and ultimately your mentees. Please come to

every class having completed the homework and being prepared to fully participate in the day's activities.

Participation in mentoring activities/meeting logs (25%) & Evaluation from mentoring instructor/supervisor (10%)
You will be assigned either to a Mason course or to a community organization to work with 1-3 individuals as a Peer Learning Partner. They may also ask you to share lessons you've learned so far from your experience. Please be open and available to answer their questions. If you're unsure of how to answer, you're welcome to reach out to me or the site supervisor.

Meeting logs must be filled out online after every meeting with your Learning Partner (within 3 days of the meeting)

Facilitate one class discussion (5%)
During one class meeting, you will facilitate a conversation about one of the course topics as a way to develop and practice group facilitation skills. This assignment is graded for completion.

Weekly journal reflections/responses (30%)
Each week, you will reflect on the course material and activities, relating your observations and experiences as a Peer Learning Partner and global citizen to the concepts from the course texts, activities, and discussions. These journals may be written (250-500 words) or video (3-6 minutes) submissions.

Final Presentation (10%)
For your final project, you will share what you have learned about mentoring multilingual learners. You will need to imagine an audience, consider what they most need to know about working with multilingual learners, and prepare a video, podcast, F2F presentation, workshop/lesson plan, handout/visual, or something else… You may work in groups, including working with your Learning Partners (with your supervisor's approval). You must get your project approved by the instructor, and you will present it during the final exam period.

Grade Percentages

A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	F	62 and below
C+	79-77		

Class Policies

Attendance and Participation
Professional skills are emphasized throughout this course. This includes being prompt, prepared, and present for class and for your mentoring activities. This also means the quality of

your work matters, so be sure to carefully edit and proofread your writing. Finally, presentation and communication skills matter, both in formal presentations and in classroom discussion. Be sure to always respect others in your manners and language.

Late Work Policy

Please pay close attention to due dates. Work is generally due two different days each week. Each student is allowed to use **3 days of Crisis Passes** for any reason, no questions asked (well, I may ask if you are okay and have the support that you need). Crisis passes could be used for an extra 24 hours on any assignment without any penalty or explanation (or for an extra three days for one assignment). Beyond the crisis passes, points may be deducted for work that is late. If you are having trouble completing your work for any reason, please email me for an appointment – it is better to do this sooner, as soon as you find yourself getting behind, rather than waiting. Life happens, and sometimes we need to adjust our plans. That doesn't make you a poor student; it just makes you human.

Inclement Weather/Class Cancellation Policy

- When there is a change in the university schedule due to inclement weather or other circumstances, the announcement will be made on the university switchboard, (703-993-1000), Arlington (703-993-8999) and Prince William (703-993-8350) information lines, and the **university's web site** (http://www.gmu.edu).
- You can sign up with **Mason Alert** (https://ready.gmu.edu/masonalert/) to receive messages during an emergency.
- If class is cancelled for any reason, you are responsible for checking your email and Blackboard and completing any work assigned.

Academic Integrity

All students are expected to adhere to the George Mason University Honor Code: "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work."

We have multiple assignments in this class. Because the act of composing a response in your own words actually increases your learning, it is important that you complete the task yourself, rather than rely on an artificial intelligence (AI) tool. Completing these assignments yourself will help strengthen your performance in this class on later assignments and activities, as well as help you develop professionally and succeed in your career goals. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. If you do choose to experiment with AI text generation, you are expected to indicate your usage of it and give credit for material that has been generated by AI. Use of AI-generated material without proper attribution is a violation of academic integrity.

More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at http://oai.gmu.edu

Instructor-Student Communication

1. If you have questions about the course, assignments, or instructions, first post your question in the "Course Questions" Forum on the Discussion Board. If you do not receive a clarifying answer, please email me.
2. Please always write to me from your Mason (gmu.edu) email address. I will not respond to emails from non-gmu addresses.
3. Please review the Writing Center's guidelines on "Sending Email to Faculty and Administrators" *before* sending an email to me or any of your classmates.
4. If you email me between Monday 9:00 am - Thursday 4:00 pm, you can generally expect a reply within 24 hours. Outside of those times, you will likely receive a reply by noon on Monday. If you do not receive a reply, it is best to see me in office hours or after class.
5. However, if you have questions about your grades, I will only discuss them in office hours, so please join office hours or email for an appointment.

Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity includes, but is not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

Academic Support

Please do not hesitate to consult with me as soon as possible if you are having difficulty in this course for any reason. In addition to the resources within our college, George Mason provides numerous services to help students to be successful in their coursework and non-academic lives. Please visit the appropriate websites linked below for the most up to date information.

- Office of Disability Services: (703-993-2474; SUB I, Room 2500) assists students with learning or physical conditions affecting learning. If you qualify for accommodation, the ODS staff will provide a form to give to your instructor at the beginning of every course.
- GMU Library: There are two main libraries on Fairfax Campus: Fenwick and Gateway in the Johnson Center. You should be acquainted with these locations and how to use the library online catalog and databases. If you need any help with library resources, please do not hesitate to contact the library staff.

- Counseling Services: (703-993-2380; SUB I, Room 3129) provides, confidential and free of charge, individual and group sessions for personal development and assistance with a range of emotional and relational issues.
- Writing Center: (703-993-1824; Robinson A114, main office; Enterprise 076) provides, at no charge, tutors who can help you develop ideas and revise papers.
- Resources for Multilingual Writers: Check out: ESL Writing Support at the Mason Writing Center and INTO Mason's Learning Resource Center (located in the Mason Global Center), which provides tutoring, workshops, and testing intended to support multilingual students. Visit https://tinyurl.com/INTOMasonLRC to self-enroll in the LRC's Blackboard site to access services.
- Learning Services: (703-993-2380; SUB I, Suite 3129) provides, at no cost, peer mentor coaches, academic success workshops, and online resources. For more information:
- Patriot Pantry: (SUB I, Room 3200) provides access to non-perishable food items and toiletries to GMU students who are unable to afford them. The Pantry is donation-based and run by students and volunteers by the Student Support and Advocacy Center (SSAC) in University Life. In addition to providing non-perishable food and personal items, it educates student users about the resources available on campus and in the surrounding community.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu).

Important Dates (add/drop/selective withdrawal)

Dates for each semester are available on the University's Academic Calendar. Also note that students who drop after the Final Drop Deadline will have a W on their transcript. Per the Registrar's Office, "Grades of W are considered *attempted hours*, which means they are used to determine academic progress. Both the university's standards for academic standing and Satisfactory Academic Progress (SAP) for financial aid are affected by these attempted hours. W grades do not affect GPA." More details available on the registrar's website.

References

This course was informed by the following sources:

Blair, S.G. (2017) Mapping intercultural competence: Aligning goals, outcomes, evidence, rubrics, and assessment. In D.K. Deardorff & L.A. Arasaratnam-Smith (Eds.), *Intercultural competence in higher education: International approaches, assessment and application* (pp. 110-123). Routledge.

Dineen, M., & Condra, M. (2016). *M² Peer Mentoring Program Training Manua*l. Queen's University.

Hua, Z. (2018). *Exploring intercultural communication: Language in action*. Routledge.

Namaste, N., Sturgill, A., Sobania, N.W., & Vande Berg, M. (2020). *Mind the gap: Global learning at home and abroad*. Stylus Publishing.

Introductory Sociology - SOCI 101 – Distance Learning

The function of sociology, as of every science, is to reveal that which is hidden.
-Pierre Bourdieu

COURSE OVERVIEW

Welcome to Introductory Sociology! This course is designed to introduce you to the discipline of sociology. Sociology is the study of society and in this course, you would learn about culture, deviance, inequality, race and ethnicity, sex and gender, family and relationships, health and illness, and social change.

Course Set-Up

- This is an asynchronous online course.
  - All course material is on Blackboard (there is no required face-to-face instruction) and any scheduled online sessions are optional. **Note there ARE still deadlines.**
- The course is divided into weekly modules within six units.
  - Each module will run from Wednesday to Tuesday, but will open early (prior Saturday) for those interested in working ahead.
  - Modules generally include material to read and watch, a concept quiz, and an online small-group discussion.
- There will also be three (3) multiple-choice exams and two (2) analysis and reflection papers due throughout the semester.

To make expectations clear, the following is listed on the Mason Online FAQ's:

What time commitment should I expect?
To stay current with course announcements and discussions, plan to log-in at least 4 days per week. Students generally spend 8 to 12 hours per week for each online class. This includes reading, participating in course discussions, completing assignments or group projects, and taking tests.

Learning Outcomes:
This course is designated as a **Social and Behavioral Sciences** course as part of the **Mason Core**; it is also designated as a **Just Societies** course. Upon completion of this course, you will be able to:

1. Identify and apply the introductory level sociology concepts.
2. Explain how individuals, groups or institutions are influenced by contextual factors; specifically, be able to apply the sociological perspective i.e., be able to recognize how context impacts the experience of people in diverse social locations.
3. Distinguish the ways socialization and deviance shape and impact everyone's daily life and do so differently based on social location.
4. Recognize and analyze the micro and macro social structures that link to inequality.

5. Analyze how institutions are socially constructed and impacted by cultural values and norms, as well as how institutions shape, and are shaped by, individual actions.
6. Define key terms related to justice, equity, diversity, and inclusion as related sociology and use them to engage meaningfully with peers about course issues. **(Just Societies Learning Outcome)**
7. Demonstrate awareness of changes in social and cultural constructs.
8. Articulate obstacles to justice and equity, and strategies for addressing them, in response to local and national social issues. **(Just Societies Learning Outcome)**
9. Write intentionally, while thoroughly articulating an argument with minimal writing errors.

INSTRUCTOR INFO AND CONTACT

Professor: Dr. [redacted]

Office: [redacted]

E-mail: [redacted]

- **General course questions**: post in the 'Ask [redacted]' forum.
  - Always check the syllabus and materials posted in Blackboard first.
- **Personal questions:** Email me
  - Use your GMU account and include your name and SOCI 101 in the email.
- I try to respond to email and 'Ask [redacted]' posts within 24 hours.

Virtual office hours: [redacted] or by appointment.

- To join, click on the *Instructor Info / Office Hours* tab and select the office hours link.
- When meeting for office hours I encourage you to share audio and video / image so that we can fully discuss course material or other issues.

COURSE REQUIREMENTS: TEXTS AND TECHNOLOGY

To successfully complete this course, you need:

1. **TEXT**: Ferris, Kerry and Jill Stein 2022. *Real World: An Introduction to Sociology,* 8th Edition. New York: W. W. Norton. ISBN 978-0393690743 (paperback) / ISBN: 978-0393419443 (e-book) (**REQUIRED)**
   - All textbook types (paper, e-book, new, used) are fine.
   - To purchase e-book, click on the purchase link in the *Syllabus* tab. (There is also an option here for a 21-day free trial.)

2. **INQUIZITIVE ACCESS:** You will need access to InQuizitive which is an online interactive and adaptive quiz tool provided through the publisher of the textbook. **(REQUIRED).**

   If you purchase the e-book or a new textbook, it comes with InQuizitive access. To purchase InQuizitive *separately* or to access it based on a code from a new paper textbook follow the instructions below:

1. Click on the purchase link in the *Concept Quizzes* tab in the main menu.
2. Select "No, I need to register, purchase, or sign up for a trial access."
3. Then enter your name, GMU email address, and choose a password.

There are several options for access:

- If you have an access code from your copy of a new textbook, click "Register my code."
- If you want to purchase InQuizitive only select "I want to purchase access."
- You may also register for a 21-day free trial access. When your access expires, you will be prompted to enter an access code or purchase access directly from Norton.

3. **TECHNOLOGY:** Computer, internet, access to GMU email and Blackboard. **(REQUIRED)**
   - Find information about needed technologies, available software, and IT security at Mason Online: What Technologies do I Need?

COURSE ASSESSMENT AND GRADING

1. Concept Quizzes – 10%

- **What:** Interactive online quizzes testing your understanding of the sociological concepts and ideas presented in your textbook.
- **Grading:**
  - FULL CREDIT:
    - Answer at least 17 questions, AND
    - Reach target score of 1300 points
  - Your two (2) lowest quiz grades will be dropped.
- **TIP:** For students who read the assigned chapter these quizzes generally take 10-20 minutes to complete. For those who do not read, these can take up to 60 minutes to complete. *I definitely suggest reading the chapters.*
- **Due Dates:** All quizzes are due by 11:59 PM EST on the last day of the module. See the course schedule and calendar for specific due dates.
- **Late Policy:** Late quizzes are NOT accepted.

2. Group Discussions – 20%

- **What**: Most weeks you will participate in an online discussion with the members of an assigned small group based on provided prompts. When discussions are assigned, you are required to post:
  - One (1) response to module prompt (*minimum* 350 words for full response, not per question), and
  - Two (2) replies to your classmates' posts (1 –2 paragraphs).
- **Grading:** Discussion posts are largely graded on how well you use **cited course material** to support your arguments and the **depth of response** to your classmates' posts.
  - See *Discussions* tab for additional information on discussions, including the Discussion Posts Guide and grading rubric.
  - Your two (2) lowest discussion grades will be dropped.

- For one bonus point on your first quiz, email me a picture of your favorite animal with SOCI 101- Favorite Animal in the subject line (don't forget your name). Good work reading your syllabus!

- **Due Dates:** Check the course calendar for original post and comment due dates. Early posts and comments are encouraged.
- **Late Policy:** Only posts and comments made before the close of the module (generally Tuesday @11:59 PM + 1-hour grace period) will be graded.

3. Analyze and Reflect Papers 40% (2 x 20%)

- **What:** Twice during the course you will submit a paper (4-6 pages) in response to prompts based on the module content. Prompts will ask you apply the sociological imagination and analyze course concepts, and to reflect on the material in some way.
  - See the *Analyze and Reflect* tab for additional information, including submission portal, assignment format and grading rubric.
- **Grading:** Grading is primarily based on demonstrated understanding and depth of analysis of course concepts and material and use of sociological imagination. See assignment rubric for full grading details.
- **Due Date:** Analyze and Reflect papers are due 11:59 PM EST the day they are assigned. See the course schedule and calendar for specific due dates.
- **Late Policy:** Analyze and Reflect papers will be accepted **up to two weeks late.** Late penalties will accrue for responses that are 24 hours, 25-48 hours and >48 hours late. See the Analyze and Reflect Rubric for specific deduction values.

4. Exams – 30% (3 x 10%)

- **What:** There will be three (3) non-cumulative, open book/note, multiple-choice exams throughout the semester. Exams will be taken online and require consistent internet access.
- **Grading:** Each exam will have 50 questions worth 2 points each.
- **Due Date:** Exams will open on the date noted in the course schedule and calendar, and stay open for 48 hours.
  - Students have 60 minutes to complete each exam.
  - Any test accommodations must be requested 24 hours prior to the start of the exam.
- **Late Policy:** There are no make-up exams.

Grading Scale (Final grades will be rounded to the nearest whole percentage number.)

A	B	C	D
98 – 100 A+	88 – 89 B+	78 – 79 C+	60 – 69 D
93 – 97 A	83 – 87 B	73 – 77 C	Below 60 F
90 – 92 A-	80 – 82 B-	70 – 72 C-	

CLASS GUIDELINES AND POLICIES

Participation, Discussion and Class Environment

Your participation is essential to reaching the course learning outcomes. This includes reading assigned texts and watching assigned lectures and videos. As well as actively participating in online discussions (i.e. posting relevant material and comments in a timely manner).

This class will cover sensitive topics and topics that can often elicit emotional responses in people. However, you are expected to abide by university anti-harassment and discrimination policies as outlined in the GMU Student Code of Conduct and the GMU Compliance, Diversity and Ethics Policy which states:

> *"As a member of Mason Nation, you are expected to behave with diligence and professionalism and to comply with the highest standards of honesty, integrity, and fairness by being respectful of the rights of others, as well as protecting the privacy of confidential information, and complying with laws, rules, and regulations."*

Keeping this in mind, online discussion posts should adhere to the following guidelines:

1. Keep posts professional, respectful, and considerate. Review comments before posting them – consider whether you would say the same thing to another student if you were in the classroom with them.
2. Disagreeing with your classmates is fine. However, refrain from personal attacks and instead critique arguments and ideas, relying on empirical data for your claims.
3. Refrain from making comments that are derogatory or insulting students' racial/ethnic identity, gender, sexual orientation, social class background, religion, nationality, or disability status.
4. Speak from your own experience and analysis of the readings. Do not generalize or speak of other's experience without supporting evidence (i.e. empirical research).
5. Personal stories or experiences that are shared in class should remain confidential. However, what you learn from those stories and experiences can definitely be shared.
6. Follow general rules for proper netiquette (see this net etiquette overview or video).

Failure to follow these discussion guidelines may result in warnings, grade deduction, and referral to Student Affairs or the Office of Compliance, Diversity and Ethics.

Academic Integrity

All material must be your own work. Plagiarism or copying on papers or discussion posts, or cheating on quizzes **will not be tolerated.** Note that all online submissions are automatically checked for plagiarism. For more information on what constitutes plagiarism click here.

To promote a stronger sense of mutual responsibility, trust, and fairness among all members of the Mason community, the student members of the university community, have set forth the following honor code: ***Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters of academic work*.** Cheating or plagiarism will result in a zero (0) for that assignment and may lead to an academic integrity violation report being filed with the Honor Committee. If you have any questions as to what constitutes a violation of the academic integrity policy, please see the Office for Academic Integrity website.

GMU RESOURCES

Student Services
If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Office of Disability Services; and 2) talk with me to discuss your accommodation needs.

Counseling Services
Counseling and Psychological Services offers free virtual services to students that include a host of learning and counseling services designed to facilitate student success.

Student Support and Advocacy Center
If you have difficulty accessing sufficient food to eat every day or lack a safe and stable place to live please reach out to GMU's Student Support and Advocacy Center. The Center coordinates GMU food assistance and financial support, as well as many other student services. If you are comfortable doing so, please notify me as well as I can coordinate course accommodations as needed and provide any other resources that I may possess.

Writing Center
The Writing Center provides free online tutorial sessions for all students -- take advantage of this free service!

GMU Library
The GMU library has many useful resources to help you learn more about sociology and/or read sociological research, a great place to start is with the library's Sociology InfoGuide.

COURSE SCHEDULE*

The course is divided into weekly modules grouped into 6 Units.

- With the exception of the final module, each module will run from **Wednesday to Tuesday.** That means modules will start on Wednesday and all material will be completed by the following Tuesday. See course calendar for specific date details.
- Modules will open on the prior Saturday for students who prefer a more traditional weekly schedule, or who want to work ahead.
- All assignments are due by **end of day (11:59 pm EST)** on the day of the week they are due. See course calendar for specific due dates.

*I reserve the right to make changes to this schedule at any time, provided I give you ample warning.

Course Introduction	
Required Reading • Course Syllabus • Blackboard Site	**Assignments Due** • Orientation Quiz (Wednesday) • Introduction post – 1+ bonus point (Wednesday) • How to Use InQuizitive – 1 bonus point (Wednesday)
UNIT I: Thinking Sociologically and Culture	
MODULE 1 Sociological Imagination and Theory	
Required Reading • Readings and videos posted in Module 1 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • CH 1 Concept Quiz (Tuesday)
MODULE 2: Culture	
Required Reading • Readings and videos posted in Module 2 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • CH 3 Concept Quiz (Tuesday)
UNIT II: Researching Society and Socialization	
MODULE 3: Sociological Research Methods	
Required Reading • Readings and videos posted in Module 3 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • CH 2 Concept Quiz (Tuesday)
MODULE 4: Socialization	
Required Reading • Readings and videos posted in Module 4 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • CH 4 Concept Quiz (Tuesday)
EXAM 1: Open for 48 hours (See course calendar for dates)	

UNIT III: Deviance and Social Class	
MODULE 5: Deviance	
Required Reading • Readings and videos posted in Module 5 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • CH 6 Concept Quiz (Tuesday)
MODULE 6: Social Class	
Required Reading • Readings and videos posted in Module 6 *Readings, Videos and Lectures* tab.	**Assignments Due** • **No Discussion** • CH 7 Concept Quiz (Tuesday) • **Analyze and Reflect #1** (Tuesday)
UNIT IV: Race and Ethnicity, Housing Inequality and Education	
MODULE 7: Race and Ethnicity	
Required Reading • Readings and videos posted in Module 7 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • CH 8 Concept Quiz (Tuesday)
MODULE 8: Housing and Neighborhood Inequality	
Required Reading • Readings and videos posted in Module 8 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • **No Quiz**
MODULE 9: Education	
Required Reading • Readings and videos posted in Module 9 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • CH 10 Concept Quiz (Tuesday)
EXAM 2: Open 48 hours (See course calendar for dates)	

Unit V: Gender, Families and Relationships	
MODULE 10: Sex and Gender	
Required Reading • Readings and videos posted in Module 10 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • CH 9 Concept Quiz (Tuesday)
MODULE 11: Sex and Gender Socialization	
Required Reading • Readings and videos posted in Module 11 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • **No Quiz**
MODULE 12: Families and Relationships	
Required Reading • Readings and videos posted in Module 12 *Readings, Videos and Lectures* tab.	**Assignments Due** • **No Discussion** • CH 12 Concept Quiz (Tuesday) • **Analyze and Reflect #2** (Tuesday)
UNIT VI: Health, Illness and Social Change	
MODULE 13: Health and Illness	
Required Reading • Readings and videos posted in Module 13 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (Sunday) – 2 Comments (Tuesday) • CH 14 Concept Quiz (Tuesday)
MODULE 14: Social Change	
Required Reading • Readings and videos posted in Module 14 *Readings, Videos and Lectures* tab.	**Assignments Due** • Discussion Post (**Saturday**) • CH 16 Concept Quiz (**Saturday**)
EXAM 3: Open 48 hours (see course schedule for dates)	

Globalization and Social Change (SOCI 320)

[redacted]

PROFESSOR CONTACT INFO

[redacted]

E-mail: [redacted] (Use your GMU account and include your name.)

- I generally respond to email within 24 hours.

Office hours: To check availability and make an appointment visit:

[redacted]

COURSE DESCRIPTION / OBJECTIVES

The process of globalization is widely recognized as profoundly reshaping social structure—the rules, practices and institutions of society—and transforming the lives of practically everyone across the globe. Though debated, globalization can be most easily understood as the process of increasing political, economic, environmental, cultural, and social interconnections that is currently transforming our world. However, not everyone experiences globalization in the same way. For some, it expands opportunities and enhances prosperity while others experience poverty and hopelessness. This course focuses on the history and structure of globalization, and how globalizations is impacting the global economy, political structures, migration flows, inequality, and the environment. We will also explore anti- and counter-globalization movements.

This course fulfills the **Global Contexts** (GC) Mason Core requirement as it explores global contexts through a sociological lens and helps you understand how global systems have created both interdependence and inequalities that engaged citizens must understand in order to work toward an equitable and sustainable future. For this reason, it also serves as a **Just Societies** Mason Core course. Lastly, since our discussions will regularly focus on the relationships between sustainability and globalization, this is also a ***Green Leaf Course***.

In this course you will:

- Identify and explain how patterns of global connections across nations and cultures have led to interdependence and inequality within and between societies.
- Define key terms related to justice, equity, diversity, and inclusion as related globalization and use those terms in frequent discussions with peers throughout the semester.
- Critically analyze the dilemmas and opportunities provided via the processes of globalization; demonstrating knowledge of how diverse nations and cultures unequally participate in, and are affected by, global contexts.

- Evaluate the myriad relationships between globalization and environmental sustainability, human rights and economic and social justice.
- Explore individual and collective responsibilities for global problems and issues as well as obstacles to justice, equity and positive social change.
- Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.
- Articulate strategies for addressing global inequalities and increasing justice between and within countries.
- Engage with, analyze and communicate diverse knowledge and ideas about globalization, global justice, global equity, diversity, and inclusion through written assignments and class discussions.

COURSE TEXTS / READINGS / Videos

- Ritzer, George and Paul Dean. 2021. *Globalization: A Basic Text, 3rd Ed.* West Sussex, UK: Wiley Blackwell. **(REQUIRED)**
- Supplemental readings available on Blackboard (*Course Content > Course Readings*).

COURSE ASSESSMENT	
Group Discussions	30%
Analysis & Reflection Papers	50%
Final Paper	20%
TOTAL	**100%**

Group Discussions

Nearly every Wednesday there will be large and small group discussions of the week's material. Each group and group member will be assigned discussion tasks to do during breakout sessions. Each group will then share during the large-group discussion.

As so much of the learning that takes place in this course will come from our in-class discussions, it is imperative that students come to class prepared having read/ watched/ listened to the assigned material. Grades will be assigned for each discussion and will be based on outcome of student's role, active engagement, and collaboration within small and large groups. Each student's lowest discussion grade will be dropped.

Analysis and Reflection Papers

Each student is required to submit five (5) analysis and reflection responses throughout the semester. These assignments are response to prompts where students apply course material

and often reflect on personal ideas and experiences. There are eight (8) opportunities for submitting responses; additional responses may be submitted for higher grades. Grading details and specific prompts are posted in Blackboard.

Final Paper

Each student will take two (2) of the main course topics (e.g., migration and class inequality, economy and environmental flows, or gender inequality and culture, etc.) and write a paper outlining the ways these topics are related/ integrated in the processes of globalization. The paper will combine and expand on material students submit in their analysis and reflection responses. Additional details will be posted in Blackboard.

LATE POLICY

- Please reach out directly if you have issues with assignment deadlines.
- Group participation can be partially made up with prior notice.

GRADING SCALE*							
98 – 100	A+	88 – 89	B+	78 – 79	C+	60 – 69	D
93 – 97	A	83 – 87	B	73 – 77	C	Below 60	F
90 – 92	A-	80 – 82	B-	70 – 72	C-		

*Grades are rounded to the nearest whole number following standard rounding procedures.

CLASS POLICIES

The course will follow a mixed lecture and discussion format and requires student's full participation and engagement.

Please reach out to me directly if you are not able to consistently meet these requirements.

GMU welcomes and values individuals and their differences, including race, gender expression and identity, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. To maximize learning, the classroom must remain an environment where everyone feels safe and respected. Insults, sexual advances, slurs directed against racial, ethnic, religion, sexual, gender or any other group, whispered comments, disruptive behavior and disrespectful language will not be tolerated.

All material must be your own work. Plagiarism or copying on writing assignments or cheating on exams or quizzes will not be tolerated. Cheating or plagiarism will result in a zero (0) for that assignment and may lead to an academic integrity violation report being filed with the Honor Committee. If you have any questions as to what constitutes a violation of the academic integrity policy, please see the Office for Academic Integrity website at http://oai.gmu.edu.

Per university policy 1412, as a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu).

GMU RESOURCES

Student Services
If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Office of Disability Services; and 2) talk with me to discuss your accommodation needs.

Counseling Services
Counseling and Psychological Services offers free virtual services to students that include a host of learning and counseling services designed to facilitate student success.

Student Support and Advocacy Center
If you have difficulty accessing sufficient food to eat every day or lack a safe and stable place to live, please reach out to GMU's Student Support and Advocacy Center. The Center coordinates GMU food assistance and financial support, as well as many other student services. If you are comfortable doing so, please notify me as well as I can coordinate course accommodations as needed and provide any other resources that I may possess.

GMU Library
The library has a very useful sociology and anthropology subject database, as well as two subject librarians whom you may contact for assistance with your project (Andrew Lee [yli7@gmu.edu] and Jen Stevens [jsteven7@gmu.edu]). The libraries also offer virtual assistance through their "Ask a Librarian" system.

Writing Center
The Writing Center provides free online tutorial sessions for all students -- take advantage of this free service!

COURSE SCHEDULE*

Read / watch / listen to assigned material before coming to class.

*I will provide prior notice if I need to change any of the assigned material or deadlines.

Date	Assignment (DUE on the day listed to the left)
Week 1: **Introduction to the Course**	
Monday 1/24	Course Intro
Wednesday 1/26	• Miner – Body Rituals Among the Nacirema • Attiah – 'How Western Media Would Have Covered the Storming of the U.S. Capitol if it had Happened in Another Country' *Group Discussion 1*
Week 2: **Globalization – Overview**	
Monday 1/31	• CH 1: Liquids, Flows and Structures (First Chapter is on **BB**)
Wednesday 2/2	• CH 2: **Pp 44-62** • Dados and Connell – 'The Global South' *Group Discussion 2* **DUE:** A & R 1 (Saturday @ 11:59 pm)
Week 3: **Globalization Driver – Neoliberalism**	
Monday 2/7	• CH 4: **Pp. 105-117** (Neoliberalism – Roots / Principles) • Watch: Wealth Inequality in America (6 min; before Class)
Wednesday 2/9	• Meyerson: The 40-Year Slump • Watch: Is Walmart Good for America (55 min; before Class) *Group Discussion 3*

Week 4 & 5: **Economic Globalization / Structure of Global Economy**	
Monday 2/14	• CH 6: **Pp. 181 – 184; Pp. 186 – 193** (WTO, IMF an WB sections)
Wednesday 2/16	• CH: 3 **Pp. 67 – 76**
Monday 2/21	• Watch*: Life and Debt ($3.99 to rent on Amazon) • Schaeffer – 'Debt Crisis and Globalization' (*Optional*)
Wednesday 2/23	*Group Discussion 4* **DUE:** A & R 2 (Saturday @ 11:59 pm)
Week 6: **Global Economic Flows – Production and Consumption**	
Monday 2/28	• CH 6: **Pp. 206 – 207** (The Multinational Corporation) • Ch 7: **Pp. 219 – 222** (Econ Chains and Networks); **225-227** (T-shirts); **235 – 237** (Race to the Bottom and Outsourcing); **246-248** (Consumption)
Wednesday 3/2	• Watch: Fashion: Last Week Tonight with John Oliver (17 min; before Class) • NPR – 'Planet Money Makes A T-Shirt: The World Behind a Simple Shirt in Five Chapters' (view the 5 short videos [2-6 min] and read the accompanying text for each) • McCune - '●ur Industry Follows Poverty' (Listen to the story/ read the text) *Group Discussion 5* **DUE:** A & R 3 (Saturday @ 11:59 pm)
Week 7 - 9: **Global Flows of People**	
Monday 3/7	• CH 10: Global Flows of People
Wednesday 3/9	• Watch*: Exodus *Watch independently 'during class time' - ***No class meeting***
Monday 3/14	• Spring Break

Wednesday 3/16	• Spring Break
Monday 3/21	• Watch*: Exodus: The Journey Continues *Watch independently 'during class time' - ***No class meeting***
Wednesday 3/23	• CH 5: **Pp. 140 – 145** • Paynter – 'The Liminal Lives of European Migrants' *Group Discussion 6* **DUE:** A & R 4 (Saturday @ 11:59 pm)
Week 10: **Environmental Flows**	
Monday 3/28	• CH 11: Global Environmental Flows • Wright et al. – 'Borneo Is Burning: How the world's demand for palm oil is driving deforestation in Indonesia' ***Optional:*** Borneo is Burning – Full CNN Documentary (23 min)
Wednesday 3/30	• Watch: Climate Refugees (83 min; before class) • Werz and Manlove – 'Climate Change on the Move: Climate Migration will Affect the World' *Group Discussion 7* **DUE:** A & R 5 (Saturday @ 11:59 pm)
Week 11: **Cultural Globalization**	
Monday 4/4	• CH 8: **Pp. 262 – 267; 272 – 275; 276 – 281**
Wednesday 4/6	• Watson – 'McDonalds in Hong Kong' • Condry – 'Japanese Hip Hop' *Group Discussion 8* **DUE:** A & R 6 (Saturday @ 11:59 pm)

Week 12: **Inequality – Class**	
Monday 4/11	• CH 13: **Pp. 471 – 491**
Wednesday 4/13	• The Digital Dump: Exporting Re-use and Abuse to Africa • Varkkey – 'By exporting trash, rich countries put their waste out of sight and out of mind' • BBC News – Why some countries are shipping back plastic waste ***Optional*** **-** Exporting Harm: The High-Tech Trashing of Asia ***Optional*** **-** Davis – 'The Urban Climacteric' *Group Discussion 9*
Week 13: **Inequality – Race, Ethnicity, Gender Sexuality**	
Monday 4/18	• CH 14: Global Inequalities: Race, Ethnicity, Gender and Sexuality • Nakano Glenn – 'Yearning for Lightness'
Wednesday 4/20	• Ross- 'The Feminization of Mexican Agriculture' • Parreras – 'Care Crisis in the Philippines' *Group Discussion 10* **DUE:** A & R 7 (Saturday @ 11:59 pm)
Week 14: **Negative Global Flows and Processes**	
Monday 4/25	• Ch 12: Negative Global Flows and Processes ***Optional*** **-** Banulescu-Bogdan, Benton and Fratzke – 'Coronavirus Is Spreading across Borders, But It Is Not a Migration Problem'
Wednesday 4/27	• Blaskey - Hunting the Ghost Fleet • The Guardian - Slavery at Sea: Thai Fishing Industry Turns to Trafficking- video *Group Discussion 11*
Week 15: **Social Change / Counter Movements / Resistance to Globalization**	
Monday 5/2	• CH 15: Dealing With, Resisting, and the Futures of, Globalization • Micheletti and Stolle – 'Mobilizing Consumers to Take Responsibility for Global Social Justice'

Wednesday 5/4	• Watch: Buyer be Fair (57 min, watch before class) • Additional short readings on social change (see course announcements) *Group Discussion 12* **DUE:** A & R 8 (Saturday @ 11:59 pm)
Week 16: **Finals Week**	
Sunday 5/15	**DUE:** Final Paper

FALL 2023 UNDERGRADUATE STUDENT RETENTION

Standardized retention and graduation measures, defined by the Department of Education, focus on entering first-time, full-time, (FTFT) degree-seeking freshmen. In Fall 2023, 96% of Mason's freshmen cohort met this definition.

- First-Year Retention: Percentage of FTFT students enrolled in Fall 2022 who return Fall 2023.
- Four-Year Graduation: Percentage of FTFT students enrolled in Fall 2019 who graduate by Fall 2023.
- Six-Year Graduation: Percentage of FTFT students enrolled in Fall 2017 who graduate by Fall 2023.

Table 1	1-Year Retention		4-Year Graduation Rate	6-Year Graduation Rate
Cohort	Fall 2022		Fall 2019	Fall 2017
National (All)*	72.0%		48.4%	64.2%
National (Public)*	72.0%		44.8%	63.1%
Mason Overall	87.3%		45.5%	69.3%
By Residency	In-State	88.5%	46.0%	70.8%
	Out-of-State	82.8%	43.3%	63.7%
By Gender	Female	89.6%	53.8%	73.6%
	Male	85.2%	37.0%	64.8%
By Race/Ethnicity	Asian	91.1%	48.0%	75.5%
	White	85.1%	48.8%	70.4%
	Hispanic	86.8%	41.4%	63.1%
	Other**	89.5%	44.0%	70.4%
	Two or more (multi-ethnic)	85.9%	42.0%	64.0%
	Black	86.1%	37.6%	62.9%

National Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment and Graduation Rates components.
***Other includes Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native, Non-Resident Alien, and Race/Ethnicity Unknown*

Breakdowns by demographics reveal opportunities for focused interventions. For example, the range in one-year retention rate is 86.1% for Black/African-American and 91.1% for Asian-American students. Mason's four-year graduation rate has remained level over the last 10 years. Mason's six-year graduation rate has increased over a 10-year period by 3.9%. Similar to retention, graduation rates vary by demographic characteristics.

Six-Year Graduation Rates by Student Financial Need

67% Pell Grants

67% Pell and Other

72% Other only*

71% No aid

**Other includes all aid excluding Pell, Subsidized loans, or PLUS loans*
Percentages are reflective of the Fall 2017 cohort

FALL 2023 UNDERGRADUATE STUDENT GRADUATION

Six-year graduation rate for first-generation students
65.7%

compared to

Students who were not first-generation
71.3%

Percentages reflect six-year graduation rates for the Fall 2017 cohort

Regional Comparisons

Mason serves a diverse student population whose outcomes are in line with other Virginia doctoral institutions.

Compared to our peers*, Mason serves a greater proportion of full-time freshmen identified as a racial/ethnic underrepresented minority (Black/African American, American Indian/Alaska Native, Hispanic, Native Hawaiian/Pacific Islander, and Two or More)

29% Mason

26% VA Doc Inst

2022 Cohort

For the 2022 cohort, Mason's SAT scores for the 25th percentile and 75th percentile were in line with peers.

1140 and 1350

SAT

while the comparable average scores for its peers were

1176 and 1359

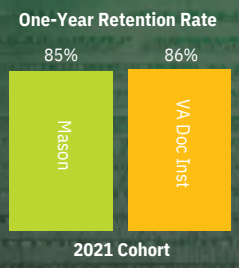
Mason also has a higher percentage of Pell Grant recipients

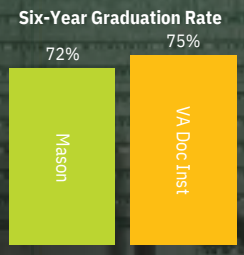
30% Mason

23% VA Doc Inst

2022 Cohort

Full-time Freshmen Retention and Six-Year Graduation Rates Comparison





Source: IPEDS

**Peer institutions include: James Madison University, Old Dominion University, Radford Univeristy, University of Virginia, Virginia Commonwealth University, Virginia Polytechnic Institute and State University, and William & Mary University*

Transfer Students

The success of transfer students is critical to Mason. We highlight Mason ADVANCE because these students are a significant part of our transfer cohort.

1-year retention of non-ADVANCE transfer students

84.5% <30 credits

83.5% 30-44 credits

86.8% >45 credits

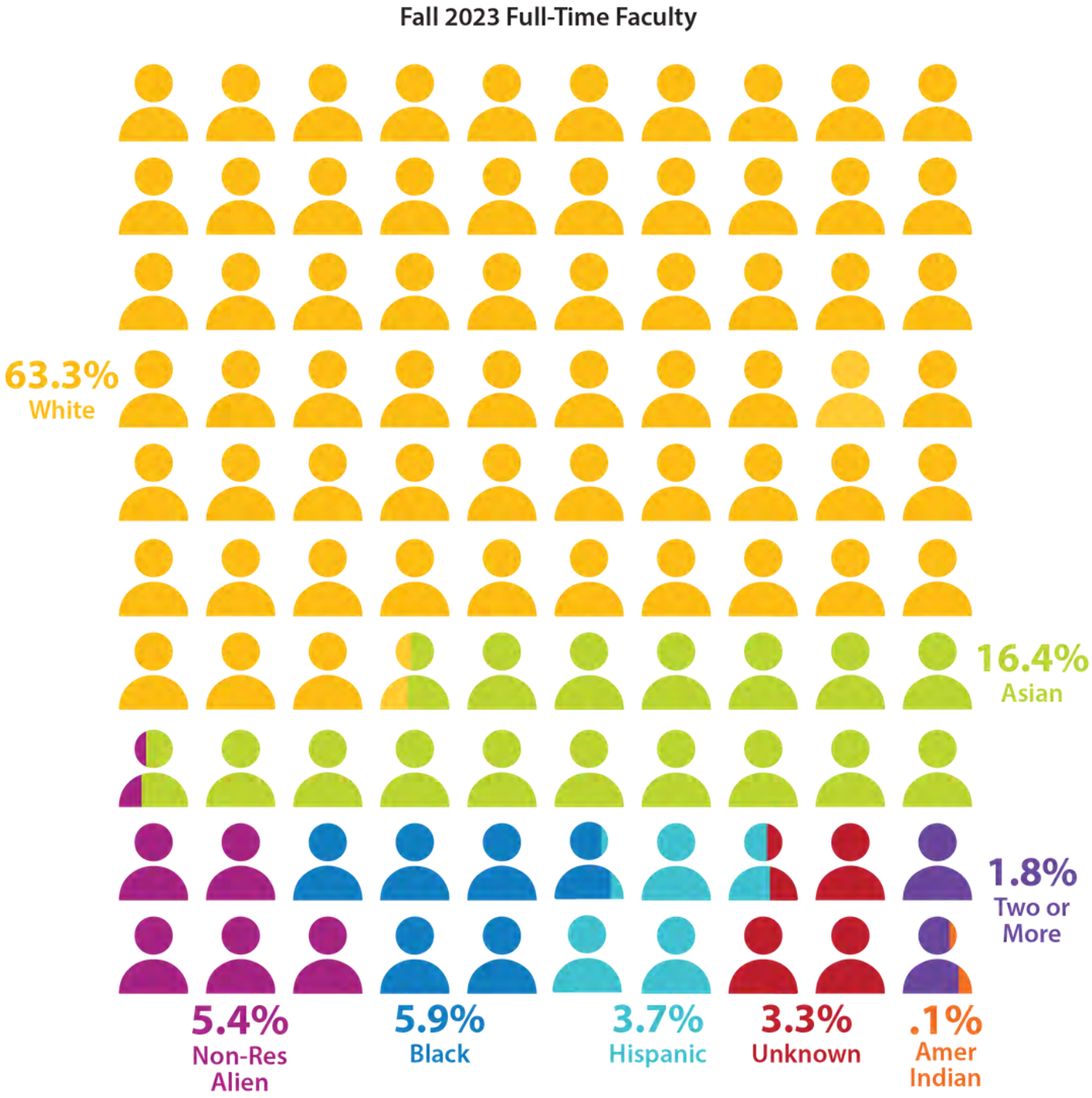
1-year retention of ADVANCE students

92.0% All hours

Percentages reflect students from the Fall 2022 cohort returning in Fall 2023

FALL 2023 FACULTY DIVERSITY

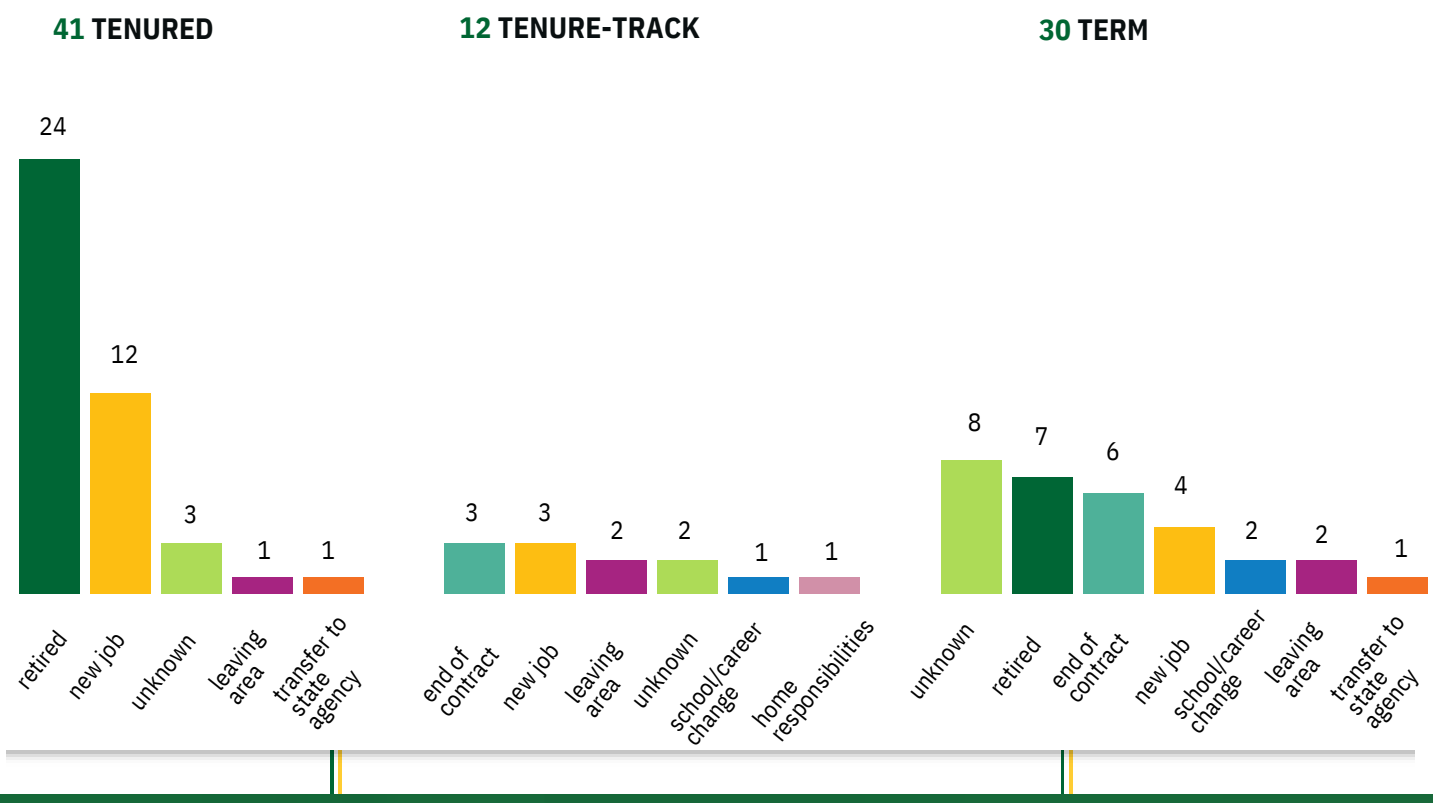
In Fall 2023, 33.3% of Mason's full-time faculty were a member of a racial/ethnic minority group or a non-resident alien (compared to 33.5% in Fall 2022). This compares to 61.7% of students who identified as a racial/ethnic minority or non-resident alien. One of the outcomes Mason seeks to achieve in our Strategic Directions is faculty and staff demographics that mirror student demographics.



FALL 2023 FACULTY RETENTION

Faculty retention from Fall 2022 to Fall 2023 was **94%**, which was comparable to previous years (**94%** for 2019-2020, **96%** for 2020-2021, and **94%** for 2021-2022)

Reason for Faculty Departure Fall 2022 to Fall 2023:



FALL 2023 CONTINUING AND NEW FACULTY

In the Fall 2023 semester, Mason employed **1,465** full-time instructional faculty members: **1,379 (93%)** continuing faculty members and 86 **(7%)** new faculty members. Below is the faculty distribution across tenure status:

Continuing Faculty

- 906 tenure-line faculty
- 473 term faculty

New Faculty

- 34 tenure-line faculty
- 52 term faculty

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT OF FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Asif	**Muhammad**	1/10/2024	1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Nursing (CPH)

Eife	**Erin**	8/25/2024	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Criminology, Law and Society (CHSS)

Gallagher	**John**	1/10/2024	3 years

Title: Full Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: Schar School of Policy and Government

Gonzalez Duenas	**Catalina del Pilar**	1/10/2024	3.5 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Gonzalez Samudio	**David Ignacio**	1/10/2024	2 years

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

Note(s): This record supersedes previous appointment reported in the 09/2023 Board Book.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT OF FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Hafeez	**Abdul**	1/10/2024	1.5 years

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Health Administration and Policy (CPH)

Note(s): Additional Title: Coordinator of the MSHI Program

Mazzini Bruschi	**Simone**	1/10/2024	1.5 years

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

Oramas Mora	**Daniela**	8/25/2024	3 years

Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Criminology, Law and Society (CHSS)

Park	**Esther**	1/10/2024	1.5 years

Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Nursing (CPH)

Pentikainen	**Antti Yrjaenae**	11/10/2023	4 years

Title: Director, Mary Hoch Center for Reconciliation
Rank: Professor of Practice
Classification: Term - Research
Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

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ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT OF FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Tyrovolas	**Stefanos**	1/10/2024	3.5 years

Title: Associate Professor
Rank: Associate Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Nutrition and Food Studies (CPH)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Ash	**Alexis**	12/31/2023

Title: Coordinator for Residential Student Engagement
Classification: At will - Admin/Professional
Local Academic Unit: Housing and Residence Life (UL)

Cannon	**Allyson**	12/11/2023

Title: Director of Alumni Relations
Classification: At will - Admin/Professional
Local Academic Unit: Advancement and Alumni Relations

Chalfant	**Morgan**	1/10/2024

Title: Associate Director for Academic Integrity
Classification: At will - Admin/Professional
Local Academic Unit: Academic Integrity (UL)

De Leon	**Jamrensze J.**	1/10/2024

Title: Associate Director of Programming
Classification: At will - Admin/Professional
Local Academic Unit: Culture, Equity, and Empowerment (UL)

Estrada Zepeda	**Mariana**	10/25/2023

Title: Lead Teacher - Preschool
Classification: At will - Admin/Professional
Local Academic Unit: Child Development Center

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Ford	**Meggan C.**	12/10/2023

Title: Academic Affairs and Global Engagement Specialist
Classification: At will - Admin/Professional
Local Academic Unit: Costello College of Business

Frederick	**Neely**	2/19/2024

Title: Nurse Practitioner
Classification: At will - Admin/Professional
Local Academic Unit: Student Health Services (UL)

Fusco	**Jeffrey R.**	1/10/2024

Title: Associate Director, Regional Admissions
Classification: At will - Admin/Professional
Local Academic Unit: Admissions (Provost)

Gentry	**Howard C.**	11/10/2023

Title: Certified Athletic Trainer
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Hefright	**Brook E.**	12/10/2023

Title: Director, Criminal Investigation and Network Analysis (CINA), DHS Center of Excellence
Classification: At will - Admin/Professional
Local Academic Unit: Research and Innovation Initiatives (Provost)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Ionova	**Zoya**	12/11/2023

Title: Director of Finance
Classification: At will - Admin/Professional
Local Academic Unit: College of Humanities and Social Sciences

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Ishtiaq	**Akifa**	12/25/2023

Title: Associate Director of Financial Aid
Classification: At will - Admin/Professional
Local Academic Unit: Student Financial Aid (Provost)

Jones	**Van S.**	11/27/2023

Title: Computational Research Specialist
Classification: At will - Admin/Professional
Local Academic Unit: Research Computing

Kumke	**Christopher W.**	12/10/2023

Title: Assistant Director for GMU Esports
Classification: At will - Admin/Professional
Local Academic Unit: Student Involvement (UL)

Lucal	**Mary**	12/11/2023

Title: Vice President of Human Resources and Chief Human Resource Officer
Classification: At will - Admin/Professional
Local Academic Unit: Human Resources (EVP)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Mallala	**Sindhu Bhargavi Rao**	1/10/2024

Title: Simulation Center Coordinator
Classification: At will - Admin/Professional
Local Academic Unit: Nursing (CPH)

Mann	**Linda J.**	11/13/2023

Title: Executive Director, John Mitchell Jr. Program
Classification: At will - Admin/Professional
Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

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Martin	**Ansonia**	1/8/2024

Title: Financial Aid Counselor
Classification: At will - Admin/Professional
Local Academic Unit: Student Financial Aid (Provost)

McClelland	**Samantha**	12/10/2023

Title: Director of Operational Risk Management
Classification: At will - Admin/Professional
Local Academic Unit: Safety, Emergency and Enterprise Risk Management (EVP)

McMahon	**Mary L.**	11/27/2023

Title: Associate Director of Advancement, University Life
Classification: At will - Admin/Professional
Local Academic Unit: University Life Advancement (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Merritt	**Demarcus**	1/29/2024

Title: Assistant Director of Belonging and Engagement
Classification: At will - Admin/Professional
Local Academic Unit: Housing and Residence Life (UL)

Murphy	**Una M.**	12/10/2023

Title: Director of Donor Relations and Stewardship
Classification: At will - Admin/Professional
Local Academic Unit: Advancement and Alumni Relations

Ostberg	**Daniel**	1/5/2024

Title: Strength and Conditioning Coach
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Osterman	**Anne C.**	12/10/2023

Title: Dean of Libraries and University Librarian
Classification: At will - Admin/Professional
Local Academic Unit: University Libraries

Parrish	**Beck**	10/30/2023

Title: Director of Creative Media
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Pate	**Katherine J.**	1/8/2024

Title: Senior Associate Athletic Director of Development
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Rosenthal	**Elijah C.**	1/1/2024

Title: Director of Annual Giving
Classification: At will - Admin/Professional
Local Academic Unit: Advancement and Alumni Relations

Schaefer	**Richard M.**	11/10/2023

Title: Executive Director, Customer Relationship Management (CRM)
Classification: At will - Admin/Professional
Local Academic Unit: Information Technology Services (SVP)

Smith	**Robert M.**	8/10/2023

Title: Director of Compliance
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Wisman	**Erin**	1/22/2024

Title: Associate Medical Director
Classification: At will - Admin/Professional
Local Academic Unit: Student Health Services (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

LAST NAME	FIRST NAME	EFFECTIVE DATE
Yonker	**Dillon**	12/11/2023

Title: Assistant Director for Residential Student Development Initiatives
Classification: At will - Admin/Professional
Local Academic Unit: Housing and Residence Life (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

APPOINTMENT/REAPPOINTMENT OF DEANS/DIRECTORS AND DEPARTMENT CHAIRS/SCHOOL DIRECTORS

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Barreto	**Ernest**	1/10/2024	4.5 years

Title: Department Chair
Local Academic Unit: Physics and Astronomy (COS)

Willis	**James J.**	8/25/2023	4 years

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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

RENEWALS AND REAPPOINTMENTS

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Attie	**Raphael**	1/9/2024	1 year

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

Baldelli	**Elisa**	12/10/2023	1 year

Title: Research Associate (Instructor)
Rank: Research Associate (Instructor)
Classification: Term - Research
Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

Note(s): Additional Title: Moiecular Biologist

Bell	**Glynita**	8/25/2024	< 1 year

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

Black	**Lee J.**	8/25/2024	1 year

Title: Instructional Assistant Professor
Rank: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Health Administration and Policy (CPH)

Brooks	**Amanda**	6/10/2024	1 year

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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

RENEWALS AND REAPPOINTMENTS

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Brooks	**Natalie**	6/10/2024	1 year

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

Hao	**Xianjun**	2/10/2024	1 year

Title: Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: Geography and Geoinformation Science (COS)

Lemonnier	**David Philippe Nicolas**	1/25/2024	1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Bioengineering (CEC)

Li	**Sanmei**	1/10/2024	1 year

Title: Research Associate Professor
Rank: Research Associate Professor
Classification: Term - Research
Local Academic Unit: Geography and Geoinformation Science (COS)

Russo	**Paul**	12/1/2023	1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

RENEWALS AND REAPPOINTMENTS

LAST NAME	FIRST NAME	EFFECTIVE DATE	APPT LENGTH
Schnur	**Joel M.**	1/10/2024	1 year

Title: Research Professor
Rank: Research Professor
Classification: Term - Research
Local Academic Unit: College of Science

Zhang	**Chen**	1/25/2024	1 year

Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Center for Spatial Information Science and Systems (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Bilitza	**Dieter**	Retirement	01/09/2024

Title: Research Professor
Classification: Term - Research
Local Academic Unit: Physics and Astronomy (COS)

Bopp	**Melanie**	Resignation	01/26/2024

Title: Head, Access Services
Classification: At will - Admin/Professional
Local Academic Unit: University Libraries

Note(s): Ms. Bopp has accepted a position with Tufts University.

Carmichael	**Ronald L.**	Retirement	02/24/2024

Title: Director of Operations
Classification: At will - Admin/Professional
Local Academic Unit: Regional Campuses

Comanescu	**Gelu**	Resignation	01/03/2024

Title: Licensing Associate
Classification: At will - Admin/Professional
Local Academic Unit: Office of Research, Innovation and Economic Impact

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Demus	**Rebecca A.**	Resignation	11/17/2023

Title: Assistant Director of Fitness
Classification: At will - Admin/Professional
Local Academic Unit: Mason Recreation (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Finley	**Dara G.**	Resignation	01/19/2024

Title: Deputy Title IX Coordinator
Classification: At will - Admin/Professional
Local Academic Unit: Diversity, Equity, and Inclusion

Note(s): Ms. Finley has accepted a position with Virginia Polytechnic Institute.

Ford	**Meggan C.**	Resignation	12/09/2023

Title: Associate Dean, Undergraduate Programs
Classification: At will - Admin/Professional
Local Academic Unit: Costello College of Business

Note(s): This record supersedes the previous entry reported for November 2023 BOV.

Ganguly	**Mohit**	Resignation	01/05/2024

Title: Licensing Associate
Classification: At will - Admin/Professional
Local Academic Unit: Office of Research, Innovation and Economic Impact

Note(s): Dr. Ganguly has accepted a position with John's Hopkins University.

Healey	**Michelle E.**	Resignation	02/02/2024

Title: Associate Director for Orientation
Classification: At will - Admin/Professional
Local Academic Unit: New Student and Family Programs (UL)

Note(s): Ms. Healey has accepted a position with Georgetown University.

Joshi	**Maheshkumar P.**	Retirement	01/09/2024

Title: Associate Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Costello College of Business

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Kaplan	**Julie E.**	Resignation	01/04/2024

Title: Senior Director of Development, CPH
Classification: At will - Admin/Professional
Local Academic Unit: Advancement and Alumni Relations

Kushwaha	**Tarun L.**	Resignation	01/09/2024

Title: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Costello College of Business

Note(s): Mr. Kushwaha has accepted a tenured position with University of Wisconsin.

Luo	**Chao**	Resignation	12/31/2023

Title: Associate Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Chemistry and Biochemistry (COS)

Note(s): Dr. Luo has accepted a position with The University of Miami.

Morong	**Ryan C.**	Resignation	01/17/2024

Title: Community Director
Classification: At will - Admin/Professional
Local Academic Unit: Housing and Residence Life (UL)

Norfleet	**Jneva R.**	Resignation	01/19/2024

Title: Employer Engagement Consultant
Classification: At will - Admin/Professional
Local Academic Unit: University Career Services (UL)

Note(s): Ms. Norfleet has accepted a position with Federal Bureau of Investigation.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
O'Brien	**Kerry**	Resignation	01/26/2024

Title: Access Consultant
Classification: At will - Admin/Professional
Local Academic Unit: Disability Services (UL)

Odagawa	**Satoko**	Contract expiration	08/30/2024

Title: Career Advisor
Classification: At will - Admin/Professional
Local Academic Unit: University Career Services (UL)

Plaku	**Erion**	Resignation	12/16/2023

Title: Associate Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Computer Science (CEC)

Note(s): Dr. Plaku has accepted a position with National Science Foundation.

Puppione	**Manya**	Contract expiration	11/09/2023

Title: Head Coach, Women's Soccer
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Ren	**Ling**	Contract expiration	01/09/2024

Title: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Environmental Science and Policy (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Rendler	**Elaine**	Retirement	05/24/2024

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

Ricci	**Ryan T.**	Resignation	01/11/2024

Title: Assistant Coach, Baseball
Classification: At will - Admin/Professional
Local Academic Unit: Intercollegiate Athletics

Note(s): Mr. Ricci has accepted a position with Minnesota Twins Organization.

Sanders	**John**	Resignation	11/10/2023

Title: Interim Vice President, Human Resources and CHRO
Classification: At will - Admin/Professional
Local Academic Unit: Human Resources (EVP)

Schreifels	**John A.**	Retirement	01/24/2024

Title: Associate Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: Chemistry and Biochemistry (COS)

Scibetti	**Jessica L.**	Resignation	01/05/2024

Title: Associate Director, Constituent Engagement
Classification: At will - Admin/Professional
Local Academic Unit: College of Engineering and Computing (CEC)

Note(s): Ms. Scibetti has accepted a position with Adtalem Global Education.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

SEPARATIONS

LAST NAME	FIRST NAME	TYPE	EFFECTIVE DATE
Shchepina	**Olga**	Resignation	01/02/2024

Title: Associate Director, Post Award Services
Classification: At will - Admin/Professional
Local Academic Unit: College of Humanities and Social Sciences

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Smith	**Mark E.**	Retirement	12/24/2023

Title: Executive Director for State Government Relations
Classification: At will - Admin/Professional
Local Academic Unit: Government and Community Relations

Spitler	**Jasmine**	Resignation	02/02/2024

Title: Assessment Librarian
Classification: At will - Admin/Professional
Local Academic Unit: University Libraries

Note(s): Ms. Spitler has accepted a position with Elon University.

Zenelis	**John G.**	Contract expiration	08/07/2024

Title: Special Advisor to the Provost
Classification: At will - Admin/Professional
Local Academic Unit: University Libraries

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Baker	**Robert E.**	Title Change

Title: Interim Director in the School of Kinesiology
Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor

Banville	**Dominique**	Title Change

Title: Associate Dean for Student and Academic Affairs
Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Associate Professor

Basnyat	**Iccha**	Title Change

Title: CHSS Equity Advisor
Local Academic Unit: Global Affairs Program (CHSS)

Note(s): Retained Title-Associate Professor

Beheshti	**Ali**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Mechanical Engineering (CEC)

Booth	**Jeanne V.**	Title Change

Title: Director of Practicum Education
Local Academic Unit: Social Work (CPH)

Note(s): Previous Title:Director of Field Education

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Charles	**Hans**	Leave with Partial Pay

Title: Associate Professor without Term
Local Academic Unit: Film & Video Studies (CVPA)

Note(s):
Professor Charles will be on Educational Leave with Partial Pay for the Spring Semester 2024.

Climer	**Lisa C.**	Title Change

Title: Assistant Director of Practicum Education
Local Academic Unit: Social Work (CPH)

Note(s): Previous Title:Assistant Director Field Education

Cogan	**Brian S.**	Title Change

Title: Behavioral Health Coordinator
Local Academic Unit: Student Health Services (UL)

Note(s): Previous Title:Behavioral Health Clinician

Dodman	**Stephanie L.**	Title Change

Title: Assistant Dean of Academic Excellence
Local Academic Unit: College of Education and Human Development

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

Dungan	**Caitlin E.**	Title Change

Title: Instructional Assistant Professor
Local Academic Unit: English (CHSS)

Note(s): Previous Title:Instructor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Durant	**Liza P.**	Title Change

Title: Associate Provost for Strategic Initiatives and Community Engagement
Local Academic Unit: Office of the Provost

Note(s): Retained Title-Associate Dean Community Engagement

Evaro	**Ashley D.**	Title Change

Title: Assistant Director of Law and Economics Center
Local Academic Unit: Law and Economics Center (ASLS)

Note(s): Previous Title:Associate Director, Judicial Education Programs

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Fernandes Veiga	**Filipe**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Electrical and Computer Engineering (CEC)

Hanley	**Daniel**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Biology (COS)

Hensley	**Melissa**	Title Change

Title: Assistant Director of Practicum Education
Local Academic Unit: Social Work (CPH)

Note(s): Previous Title:Assistant Director Field Education

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Hong	**Sungsoo**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Information Sciences and Technology (CEC)

Kan	**Cing-Dao (Steve)**	Title Change

Title: Director for the Center for Collision Safety and Analysis
Local Academic Unit: Physics and Astronomy (COS)

Note(s): Retained Title-Professor without Term

Laster	**Elizabeth**	Title Change

Title: Assistant Director of Practicum Education
Local Academic Unit: Social Work (CPH)

Note(s): Previous Title:Assistant Director Field Education

Mandaville	**Peter**	Leave without Pay

Title: Professor without Term
Local Academic Unit: Schar School of Policy and Government

Note(s):
Professor Mandaville will be on Educational Leave without pay for Academic Year 2023-2024 to serve as Senior Advisor for Religion and Inclusive Societies at the United States Institute of Peace.

McDowell	**Jacqueline**	Title Change

Title: Assistant Dean for Faculty Success
Local Academic Unit: College of Education and Human Development

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

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Osborne	**Shannon**	Title Change

Title: Associate Director for Financial WellBeing
Local Academic Unit: Student Support and Advocacy Center (UL)

Note(s): Previous Title:Assistant Director for Financial Well Being

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Patzak	**Alexandra M.**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: College of Education and Human Development

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Plotnick	**Jeremy E.**	Title Change

Title: Concentration Director, FPWM
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Term Assistant Professor

Plotnick	**Jeremy E.**	Title Change

Title: FPWM Advisory Board Program Fellow
Local Academic Unit: Costello College of Business

Note(s): Retained Title-Term Assistant Professor

Popat	**Ketul C.**	Title Change

Title: Beck Faculty Fellow for Bioengineering
Local Academic Unit: Bioengineering (CEC)

Note(s): Retained Title-Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Ramos	**Kathleen A.**	Leave with Pay

Title: Associate Professor
Local Academic Unit: College of Education and Human Development

Note(s):
Professor Ramos has been awarded a Faculty Study leave with pay for Spring 2024, Academic Year 2023-2024.

Salerno	**Jennifer L.**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Environmental Science and Policy (COS)

Salerno	**Jennifer L.**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Environmental Science and Policy (COS)

Shin	**Joan K.**	Title Change

Title: Associate Dean for Faculty Success
Local Academic Unit: College of Education and Human Development

Note(s): Retained Title-Professor without Term

Still	**Amanda N.**	Title Change

Title: ASSIP/GSC Program Administrator
Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

Note(s): Retained Title-Research Assistant Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

February 22, 2024

OTHER ANNOUNCEMENTS

LAST NAME	FIRST NAME	TYPE
Tan	**Xiaoyan**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Chemistry and Biochemistry (COS)

Thatchenkery	**Tojo J.**	Leave with Pay

Title: Professor without Term
Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Thatchenkery has been awarded a Faculty Study Leave for Spring Semester 2024.

Yu	**Fang-Yi**	Tenure Track Contract Extension

Title: Assistant Professor
Local Academic Unit: Computer Science (CEC)

Faculty and Academic Standards Committee						
February 22, 2024						
SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS						
APPOINTMENT OF FACULTY						
	Term		**Tenure Track**			
	9-month	**12-month**	**9-month**	**12-month**	**Research**	**Grant Funded**
Instructor	1	1	0	0	1	1
Assistant Professor	1	2	3	0	1	1
Associate Professor	1	0	1	0	0	0
Professor	0	1	0	0	1	1
Administrative/Professional	0	31	0	0	0	0
Totals	3	35	4	0	3	3
RENEWALS/REAPPOINTMENTS						
	Term		**Tenure Track**			
	9-month	**12-month**	**9-month**	**12-month**		**Total**
Instructor	0	1	0	0		1
Assistant Professor	2	6	0	0		8
Associate Professor	0	1	0	0		1
Professor	0	2	0	0		2
Administrative/Professional	0	0	0	0		0
Totals	2	10	0	0		12
SEPARATIONS						
	Resignation	**Retirement**	**Contract Expiration**	**Deceased**		**Total**
	19	6	4	0		29
OTHER ANNOUNCEMENTS						
	Leave with pay and Partial pay	**Leave w/o pay**	**Title Change**	**Conversion**	**Tenure Track Contract Extension**	**Total**
	3	1	20	0	9	33

*Summary Excludes Postdoctoral Research Fellows and Research Staff

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

February 22, 2024
AGENDA

I. Call to Order

II. Approval of Audit, Risk, and Compliance Committee Minutes

A. Approval of Committee Minutes for November 30, 2023 Meeting **(ACTION)**

III. Old Business

A. Auditor of Public Accounts Examination Update

IV. New Business

A. Enterprise Risk Management Update

V. Reports

A. Office of University Audit Summary Report

B. Office of Institutional Compliance Summary Report

C. Information Technology Risk and Control Infrastructure Program Update

VI. Adjournment

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

November 30, 2023
MINUTES

PRESENT: Vice Chair Meese; Visitors Brown, and Stimson.

PRESENT VIRTUALLY: Visitor Alacbay and Rector Blackman.

ABSENT: Chair Oberoi.

ALSO PRESENT: Visitors Burke, Gray, Prowitt, and Peterson; President Washington; Vice President and Chief Branding Officer Allvin; Faculty Senate President Broeckelman-Post; Executive Vice President of Finance and Administration Dickenson; Faculty Liaison Douthett; Senior Vice President for Operations and Business Services Ferree; Staff Senate Chair Gautney; Interim Chief of Staff Healy; Vice President of Finance Heinle; Associate Vice President and Controller Klock-Taube; Director of IT Security McNay; Associate University Counsel Schlam; Interim Vice President and Chief Information Officer Spann; Graduate Student Representative Velagapudi; Interim Provost and Executive Vice President Walsh; Chief Ethics Officer Woodley; Undergraduate Student Representative Wyche; Associate Vice President for Safety, Emergency, and Enterprise Risk Management Zobel; Chief Audit and Compliance Officer Dittmeier; Associate Vice President for Institutional Compliance Lacovara; and Associate University Auditor Watkins.

I. Vice Chair Meese called the meeting to order at 1:12 p.m.

Vice Chair Meese relayed that in accordance with the Electronic Meeting Policy, Visitor Alacbay had been granted permission to participate in the meeting remotely due to an illness.

II. Approval of Minutes

Vice Chair Meese called for any corrections to the minutes of the September 28, 2023 Audit, Risk, and Compliance Committee meeting. Hearing none, the **MINUTES STOOD APPROVED AS WRITTEN.**

III New Business

A. Auditor of Public Accounts Examination Discussion

Mr. Rasnic from the Auditor of Public Accounts provided an overview of their planned FY23 audit. The audit is designed to provide an opinion that the university's financial statements are fairly presented in all material respects. The Auditor also plans to issue a separate Internal Controls and Compliance Report covering internal controls over financial reporting and to perform procedures to support the Single Audit of the Commonwealth's compliance with requirements applicable to federal research and development programs. Mr. Rasnic confirmed that results would be reported at the Committee's May 2024 meeting.

The Committee invited Mr. Rasnic to communicate directly with Committee members regarding any difficulties or disputes encountered during the audit.

B. Information Technology Update

Mason's Interim Chief Information Officer Spann provided the Committee with an overview of Mason's information technology environment, including Mason's update regarding compliance with the Gramm-Leach-Bliley Act Safeguards Rule. Like most universities, Mason operates in a distributed IT environment with shared governance, although most administrative processing is centralized. The complexity of the environment continues to increase as Mason addresses changes in requirements and growth in volumes and offerings while further defining and clarifying governance roles and responsibilities.

Mr. Spann reviewed the status of the university's multi-year efforts to holistically strengthen important IT governance and IT service delivery processes across the enterprise. Key processes include the information security compliance program, including the adoption of a security baseline control framework based on NIST 800-53 standards and the substantial completion of a controls self-assessment of the Banner core environment; portfolio and project management; configuration and change management; and identity management and access control; among others. These efforts are expected to continue for multiple years and will rely on sustained leadership to support the cultural change to improve the long-term ongoing effectiveness, efficiency, and alignment of Mason's technology.

During the update, the Committee discussed with Mr. Spann the composition of the workforce for operating and securing Mason's technology infrastructure; credentialing standards for various workforce classes; the structure and resources focused on addressing cybersecurity

risks; and the tensions and structures for governing the distributed nature of technology use and operations across the enterprise.

The Committee expects the status of actions to strengthen Mason's technology environment to continue to remain an area of interest and to continue to receive further regular written updates from Mr. Spann at future meetings.

Vice Chair Meese **MOVED** 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. The motion was **SECONDED** by Visitor Stimson.

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.

Following closed session, Vice Chair Meese **MOVED** that the Audit, Risk, and Compliance Committee go back into Public Session and further moved 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. The motion was **SECONDED** by Visitor Brown.

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.

IV. Reports

Vice Chair Meese noted the Committee had been provided the following reports:

- Report of Approved Waivers of Contractual Conflict of Interests for the year ending November 1, 2023. The report shows (i) waivers related to dual employment of immediate family members and (ii) waivers related to employees with a personal interest in a contract whether for research and development, commercialization of intellectual property, or for another purpose.
- Information Security Program Status Update required to comply with the Gramm-Leach-Bliley Act Safeguards Rule.
- Office of University Audit Summary Report.
- Office of Institutional Compliance Summary Report.

- Information Technology Risk and Control Infrastructure Program Update.

VI. Adjournment

Vice Chair Meese adjourned the meeting at 2:04 p.m.

Edward R. Dittmeier
Secretary pro tem

ITEM NUMBER: III.A. Auditor of Public Accounts Examination Update

PURPOSE OF ITEM: Brief the Audit, Risk, and Compliance Committee regarding the status of the Auditor of Public Accounts' examination of Mason's financial statements for the year ended June 30, 2023.

NARRATIVE: Nusrat Sultana, Director of Financial Reporting, will brief the Committee on the current status of the Auditor of Public Accounts' examination of Mason's financial statements for the year ended June 30, 2023.

ACTION: Receive briefing and discuss.

ITEM NUMBER: IV.A. Enterprise Risk Management Update

PURPOSE OF ITEM: Brief the Audit, Risk, and Compliance Committee regarding the status of the enterprise risk management program at Mason.

NARRATIVE: Dr. Julie Zobel, Associate Vice President for Safety, Emergency, and Enterprise Risk Management and Chief Risk Officer, will discuss Mason's enterprise risk management program with the Committee.

ACTION: Receive briefing and discuss.

ERM Program Update

Audit, Risk, & Compliance Committee of the Board of Visitors

February 22, 2024

TABLE OF CONTENTS

3 ERM Reporting Updates

4 Enterprise Risk Priorities and Heat Map (Draft)

5 High Priority Enterprise Risks (Draft)

6 FY24 Next Steps

ERM Reporting Updates

Jan-May 2023*

- **Restart holistic Enterprise Risk Management efforts with updates to previously identified mitigation plans**
  - *Shifted significant focus on COVID-19 response back to broader ERM work*
- **Changed Office of Safety, Emergency, & Enterprise Risk Management reporting line from Office of Audit and Compliance to Executive Vice President (EVP) for Finance & Administration**

February 2024

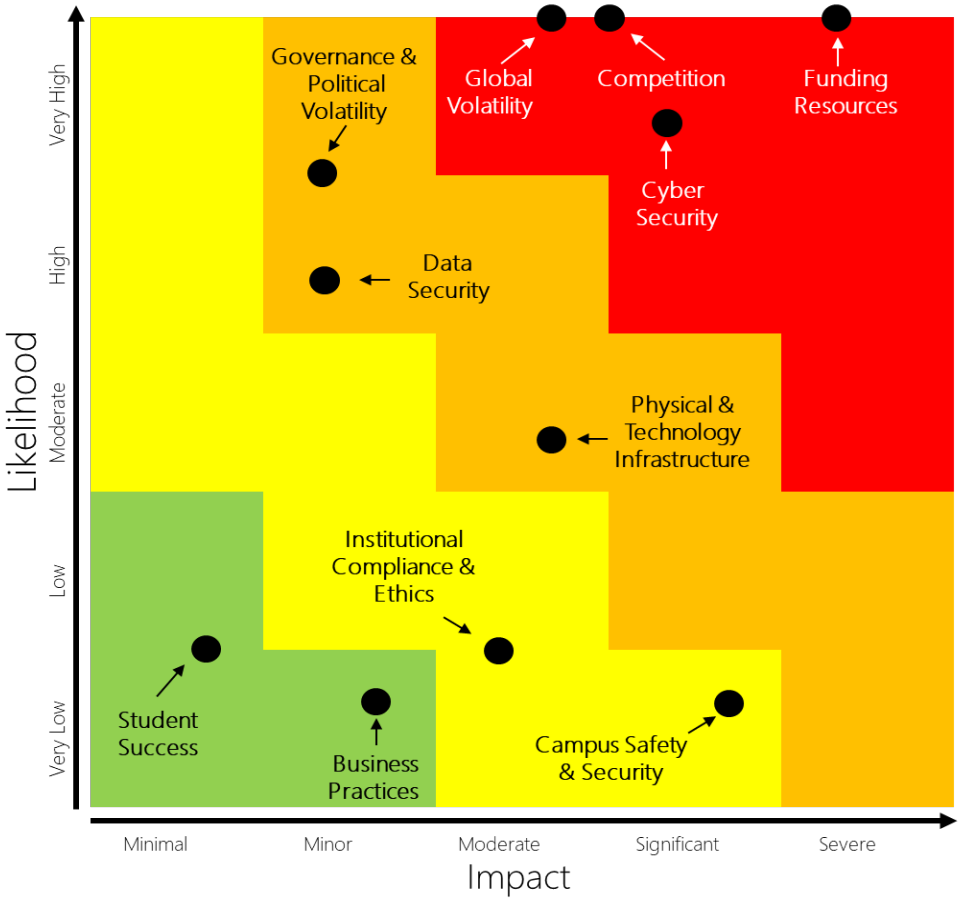
- **Appointed Chief Risk Officer (CRO)**
- **Launched an updated Enterprise Risk Assessment**
- **Changed CRO reporting line from EVP for Finance & Administration to the President**
  - *Matrix reporting relationship for safety & resilience work remains with the EVP for Finance & Administration*
  - *Appropriately connected to leaders, analyst, and decision makers*
- **Changed unit name to Risk, Safety, & Resilience**

*Reviewed with the Board in May 2023

Enterprise Risk Priorities and Heat Map (Draft)

High Priority Risks

Risk Name	Priority/Rank	Risk Level
Funding Resources	1	
Competition	2	
Cyber Security	3	
Global Volatility	4	
Governance & Political Volatility	5	
Data Security	6	
Physical & Technology Infrastructure	7	
Campus Safety & Security	8	
Institutional Compliance and Ethics	9	
Business Practices	10	
Student Success	11	



High Priority Enterprise Risks (Draft)

Funding Resources

Risk Drivers

- Funding (State & Federal support) and financial aid
- Economic environment
- Reduced revenue/enrollments
- Tuition funding directives and unfunded mandates from state
- Historic underinvestment in systems and infrastructure
- Workforce shortages/Skill gaps in critical areas

Mitigation Actions

- Advocate for Commonwealth funding
- Manage tuition, room and board rates
- Meet enrollment targets in the SCHEV Six-Year plan
- Execute unit budget reductions & cost containment
- Continue revenue diversification
- Align service models and organization
- Continue to enhance operational efficiency and effectiveness

Competition

Risk Drivers

- Increased competition for student enrollment from a growing number of institutions
- Stagnant/declining number of high school graduates from key markets
- Changing value proposition associated with higher education
- Student/faculty/staff recruitment, retention, engagement and inclusivity
- Faculty/Staff total compensation

Mitigation Actions

- Develop new student pipelines in key enrollment markets
- Continue to build brand affinity, meet market expectations (e.g., academic offering, student experience)
- Enhance student/faculty/ staff recruitment technology and process
- Upgrade performance management system
- Continually assess market compensation

Cyber Security

Risk Drivers

- Network, Application, Information, and Operational Security
- Disaster recovery and business continuity
- Increased sophistication in threat actor activity; (i.e., ransomware attacks)
- Third party applications
- End-user behavior

Mitigation Actions

- Apply IT Security Standard
- Improve disaster recovery infrastructure leveraging cloud services
- Implement Cloud Access Security broker
- Establish identity and role access management program
- Exercise change and configuration management
- Enhance end-user education frequency and modality

Global Volatility

Risk Drivers

- Geopolitical events (e.g., Ukraine/ Israel/ Gaza /Korea)
- Domestic challenges (e.g., climate, immigration, ethnic tension)
- Economic downturn/ global recession
- Interstate armed conflict
- Rapid speed of disruptive innovations enabled by emerging technologies

Mitigation Actions

- Analyze the impacts and implicati ons on student/faculty/staff
- Review current policies related to demonstrations
- Engage with local, State and National lawmakers, and representatives
- Assess support (e.g., Mason servic es, relief organizations, diplomati c offices) for international (CONU S/OCONUS) student/faculty/staff during crisis
- Assess international travel insurance coverage

FY24 Next Steps

- Updated risk assessment will be finalized
- Financial analysis of preliminary mitigation strategies will be performed
- Mitigation strategies and related action plans will be finalized
- Written status reports will be routinely provided to the Board
- Environment will be continually scanned for changing conditions and emerging risks

QUESTIONS?

Julie Zobel, PhD
Chief Risk Officer
Risk, Safety, & Resilience
George Mason University
jzobel@gmu.edu

Enterprise Risk Management Update
Audit, Risk, and Compliance Committee of the Board of Visitors
February 2024

Background

Enterprise Risk Management (ERM) is an iterative process used to identify, assess, prioritize, respond, and monitor enterprise level risks to an organization's ability to fulfill its mission and meet strategic objectives. Effective ERM promotes risk awareness, enhanced decision making, alignment with strategic goals, improved efficiency, and optimized resource allocation. Working with university leaders, subject matter experts, and risk owners, George Mason University's (Mason) ERM Program facilitates a holistic and deep understanding of the strategic, operational, financial, compliance, and reputational risks the university faces and is designed to reduce the likelihood and impact of those risks.

While Mason's ERM program started in 2015, it was focused for two and a half years on responding to and managing risks associated with the global public health emergency. Mason's response to the pandemic shaped a new vision for how Mason manages enterprise risks.

Purpose

The purpose of the ERM program is to:

- Identify enterprise-level risks to institutional viability and achievement of strategic objectives.
- Plan, facilitate, and oversee the implementation of the approved enterprise risk management process, including facilitating risk assessments and advising risk owners in their identification and implementation of responses to manage and monitor such risks.
- Ensuring significant enterprise-level 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.

Updated Risk-related Organizational Structure

The current global and national environment of complex issues and increased volatility has led to a greater feeling of uncertainty for nations, organizations, and leaders. One facet in Mason's strategy for managing this uncertainty includes restarting holistic ERM efforts and doing so with a highly integrated, updated organizational structure where related functions report through a newly appointed Chief Risk Officer (CRO).

Mason's CRO, Dr. Julie Zobel, has proven to be an effective administrator of risk, emergency, safety, and health programs at Mason for over 20 years. Most recently, the management of the pandemic under her leadership put Mason in the top tier of universities nationally regarding mitigating the risks presented by the pandemic. Dr. Zobel has proven to be the right leader for the CRO role attributable to subject matter expertise, discretion, and institutional relationships and knowledge.

The expanded duties for CRO include routine risk reporting to the Senior Leadership Team, Executive Council, and the Board of Visitors. It should be noted that in May 2023 the Board was

briefed on the decision to remove ERM from the formerly named Office of Audit, Risk, and Compliance and house this function under the Executive Vice President for Finance and Administration. This reporting structure has been further assessed and updated based on current conditions and the changing risk landscape both nationally and globally such that the CRO reports directly to the President and matrix reports to the Executive Vice President of Finance and Administration for the safety and resilience functions. To ensure connectivity and risk awareness the CRO also works closely with and routinely meets with the Provost and the Chief of Staff, as well as strategic, financial, reputational, and operational leaders, analysts, and decision-makers. This new reporting structure and more focused risk management approach is expected to lead to a greater understanding of the risks that may threaten Mason's ability to achieve strategic objectives and the university's mission, as well as provide more visibility of such risks to Senior Leadership and the Board.

Post Pandemic Enterprise Risk Management

Mason's ERM program consists of a traditional enterprise risk management process of risk identification, assessment, prioritization, response, and monitoring. The first course of action taken when shifting focus from management of the pandemic back to a more holistic ERM program was to update mitigation plans in order to have an accurate depiction of the work done during the pandemic to mitigate previously identified enterprise risks. These updates were finished in May 2023 and are listed in the Appendix. Concurrently, the March 2020 risk register was re-evaluated, which resulted in the consolidation of risks for a more strategic approach. This work began with engaging risk owners to ensure accuracy of risk descriptions and representative issues and, ultimately, led to a risk survey conducted with the President's Council.

Survey results were analyzed and resulted in a refined preliminary risk register reviewed with Senior Leadership and subject matter experts in strategic planning, operations, finance, audit, compliance, and branding. Thus far, this iterative process has resulted in the drafts provided below [enterprise risk heat map (figure 1), ranked enterprise risks (table 1), and priorities (figure 2)].

Figure 1. Enterprise Risk Heat Map (Draft)

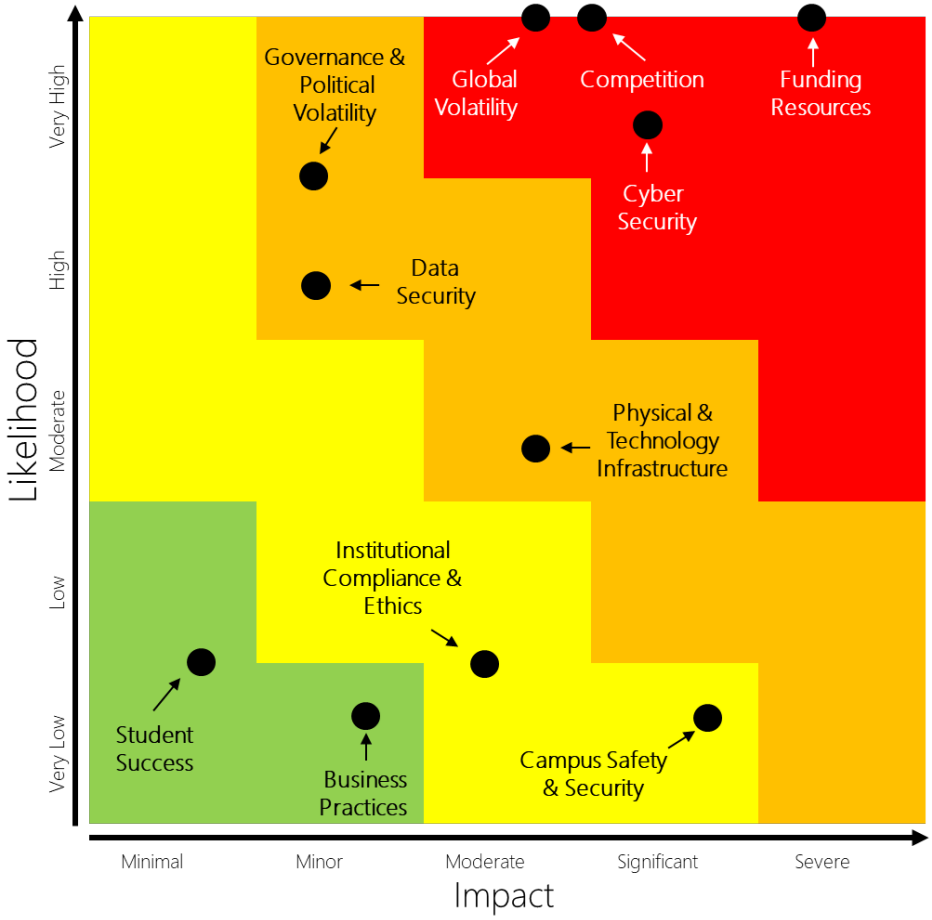


Table 1. Ranked Enterprise Risks (Draft)

	Enterprise Risk	Priority	Risk Level
High Priority Risks	Funding Resources	1	
	Competition	2	
	Cyber Security	3	
	Global Volatility	4	
	Governance & Political Volatility	5	
	Data Security	6	
	Physical & Technology Infrastructure	7	
	Campus Safety & Security	8	
	Institutional Compliance and Ethics	9	
	Business Practices	10	
	Student Success	11	

Figure 2. High Priority Enterprise Risks (Draft)

Funding Resources

Risk Drivers

- Funding (State & Federal support) and financial aid
- Economic environment
- Reduced revenue/enrollments
- Tuition funding directives and unfunded mandates from state
- Historic underinvestment in systems and infrastructure
- Workforce shortages/Skill gaps in critical areas

Mitigation Actions

- Advocate for Commonwealth funding
- Manage tuition, room and board rates
- Meet enrollment targets in the SCHEV Six-Year plan
- Execute unit budget reductions & cost containment
- Continue revenue diversification
- Align service models and organization
- Continue to enhance operational efficiency and effectiveness

Competition

Risk Drivers

- Increased competition for student enrollment from a growing number of institutions
- Stagnant/declining number of high school graduates from key markets
- Changing value proposition associated with higher education
- Student/faculty/staff recruitment, retention, engagement and inclusivity
- Faculty/Staff total compensation

Mitigation Actions

- Develop new student pipelines in key enrollment markets
- Continue to build brand affinity, meet market expectations (e.g., academic offering, student experience)
- Enhance student/faculty/staff recruitment technology and process
- Upgrade performance management system
- Continually assess market compensation

Cyber Security

Risk Drivers

- Network, Application, Information, and Operational Security
- Disaster recovery and business continuity
- Increased sophistication in threat actor activity; (i.e., ransomware attacks)
- Third party applications
- End-user behavior

Mitigation Actions

- Apply IT Security Standard
- Improve disaster recovery infrastructure leveraging cloud services
- Implement Cloud Access Security broker
- Establish identity and role access management program
- Exercise change and configuration management
- Enhance end-user education frequency and modality

Global Volatility

Risk Drivers

- Geopolitical events (e.g., Ukraine/ Israel/ Gaza /Korea)
- Domestic challenges (e.g., climate, immigration, ethnic tension)
- Economic downturn/ global recession
- Interstate armed conflict
- Rapid speed of disruptive innovations enabled by emerging technologies

Mitigation Actions

- Analyze the impacts and implications on student/faculty/staff
- Review current policies related to demonstrations
- Engage with local, State and National lawmakers, and representatives
- Assess support (e.g., Mason services, relief organizations, diplomatic offices) for international (CONUS/OCONUS) student/faculty/staff during crisis
- Assess international travel insurance coverage

Next Steps

The updated risk assessment will be finalized in the coming weeks, at which time mitigation strategies and action plans commensurate with risk level in the table above will be developed/finalized for enterprise risks. These plans will continue to be refined and implemented as appropriate until the risk is reduced to an acceptable level. Risk owner updates on action plans are submitted routinely as part of the continual risk monitoring process. Also, a financial analysis will be performed to ensure limited resources are appropriated prudently for action plans that require additional funding. Written reports on the status of high-priority enterprise-level risks and the related risk response will be routinely provided to the Board.

Concurrently, the environment will be continually scanned for internal and external emerging risks to ensure risk response efforts are focused in the most critical areas.

Appendix

Prior to the global pandemic, Mason's ERM Program had been oriented more towards operational risk areas. When shifting focus from management of the pandemic back to a more holistic ERM Program, the updates provided in this Appendix were captured in order to have an accurate depiction of the work done by risk owners during the pandemic to mitigate previously identified enterprise risks. Actions not fully completed will be considered as the ERM Program evolves.

FY20 Mitigation Action Plan Updates

Risk Name	Action Plan Name	Updates
Facilities Management Infrastructure	Fire Code Related Deficiencies in Existing System	• All fire walls and dampers campus wide are inspected and repaired on a 4-year cycle and are in compliance. This Action Plan is closed.
	Electric Power – Switches	• No updates- this action plan is closed
	Deferred Maintenance*	• Additional funding requested from Commonwealth to help address University E and G critical backlog by 2026 • Utilize AE investment to address critical backlog 2027
	Electric Power – Backup Generators*	• Funded Aquia data center 2nd generator design
	Central Heating and Cooling – Emergency Power*	• CHCP design for 4160 generator conditionally funded
	Fall Protection	• Implementation of fall protection systems across campus in partnership with Facilities Management and Auxiliary Enterprises • Installation of a complex fall protection system on Hylton to protect workers servicing smoke evacuation hatches on the facilities copper roof • Internal and external improvements to Harris Theater to address fall hazards • Improvements to Hazel Hall and Mason's original buildings
Physical Security	Complete Replacement of University Police Emergency Radio Equipment and CAD/RMS	• Digital radio system and new CAD system went operational in January 2020 • This Action Plan is closed.
	Replacement of CCTV Servers / Migrate to Central Server Solution for CCTV	• All servers upgraded to new platform • This Action Plan is closed.
	Replacement of failed CCTV Cameras	• Funding was requested for this and was included in the last few years for these fixes. • This has been included as a part of the CASO baseline budget • This Action Plan is closed.

	Replace all Swipe Readers with Secure I Class HID Readers	• Old magnetic readers have been replaced • This Action Plan is closed.
	Install Card Access and CCTV on buildings where needed*	• Facilities has two projects in place for the installation of exterior doors. • Phase 1 has been awarded and is pending installation
	Mobile Crime Reporting Technology	• Rave Guardian continues to be used as the institutions mobile crime reporting and mobile blue light phone application • Application is featured in mandatory Emergency Preparedness Training for all employees and optional training for students launched 01/30/23 • The Violence Prevention Committee will continue to discuss ways to promote these resources • This Action Plan is closed.
Data Security & Privacy	Update Data Security Policies and Standards*	• A second revision of the Information Security Standard is being finalized. This update is aligned with the current release (version 5) of the NIST 800-53 standard, scoped and tailored for the university environment • The revised standard is scheduled for completion by the target date • Socialization for the prior release will take place over the next year
	Create a NIST 800-171 Environment for Research Computing	• The CUI computing environment (eCUI) is operational and supporting research projects • This Action Plan is closed.
	Redefine and Update Data Security Strategies*	• Mason has adopted the industry standard NIST SP 800-53 standard for system and information protection • Data security controls are built into this framework
	Hiring Data Protection Officer (DPO)*	• The Institutional Compliance Leader was not charged with serving as the DPO but was tasked with general privacy oversight and monitoring • Privacy laws have been inventoried, owners defined, and programmatic planning is in progress
	Implement Data Privacy Program*	• The Institutional Compliance Leader was not charged with serving as the DPO but was tasked with general privacy oversight and monitoring • Privacy laws have been inventoried, owners defined, and programmatic planning is in progress
	Define Firewall Management Enhancement Plan*	• Firewall zone reconfiguration for ITS servers have been completed

		• Zone reconfiguration for non-ITS servers is being tracked as ITS project #636
	Create Data Governance Structure – Phase I*	• ITS project #584 has been initiated to complete this effort • Required funding for contract staffing is being evaluated • The Data Governance leadership structure has been redesigned, and work is in progress to identify new representatives and processes • A new schedule for program completion will be established once funding is approved, expected late March 2023
Misconduct & Criminality	Misconduct Training & Outreach*	• Institutional Compliance is working with HR to identify a means for Compliance to access, track, monitor, and report holistically to management, leadership, and the board regarding required training completion rates • Institutional Compliance preliminarily evaluated existing ethics and conflict of interest training, identified needed improvements (e.g., scenarios, guidance documents for disclosures), and is in the process of implementing improvements
	Title IX Misconduct Adjudication Timelines*	• August 2022, DEI has hired a Senior Deputy Title IX Coordinator to coordinate the day-to-day operations of Title IX compliance at the University • DEI hired a Lead DEI Investigator who leads both internal investigations (e.g., investigations completed by our staff) and external investigations (e.g., investigations completed by external vendors). • In 2023, the DEI Office aims to retain approximately 25-75% of all Title IX Investigations and complete them internally (as opposed to hiring external investigators). • All Title IX Hearings will continue to be adjudicated by external Hearing Officers to retain independence in Title IX cases • New target date for achievement of this plan is 12/1/2023
	Enhance Forensic Investigation Capabilities	• The new FRED machine was put into service in the spring of 2021. We also continue to maintain our license with Cellebrite • This Action Plan is closed.

	Improve Student Referral Process	• The Mason Police have expanded their Threat Assessment Team to meet the greater need for those services. • This Action Plan is closed.
	Feasibility of Bad Actors Procedure*	• A "Review Before Rehire" indicator, with reporting capability, has been added to Banner. A designation of "Review Before Rehire" pauses the hiring process. • In the process of reviewing and refining our determination and review processes to ensure objectivity in assignment.
	Trauma-informed Training for all Sworn Officers	• Over 90% of officers have received Crisis Intervention Training. While efforts will continue to get to 100% of officers trained, to include new hires, this Action Plan is closed.
Research Non-Compliance	Appropriate Tools for Research Administration	• While implementation of the Research Administration Management Portal is still underway, this Action Plan is closed. • Consistent job classes and job descriptions for research administration and investment in local support that ensures improved compliance, reduces administrative burden on faculty and moves Mason closer to what is expected from an R1 university. This model is fully operational effective 12/31/23 • This Action Plan is closed.
	Laboratory Hazard Assessments*	• Known hazards documented by PI registrations and hazard assessment templates will be integrated into routine EHS-Laboratory Safety inspections to ensure that the appropriate, protocols, equipment, and PPE are utilized in laboratories.
	Strengthen Support for Research Compliance*	• The FY23 and 24 organizational updates have bolstered the SEERM/RSR research support, therefore this portion of this Action Plan is closed. • While it is still true that Sponsored Research has increased significantly at the university over the last five years and the university has concurrently taken on several new initiatives that have increased interactions with the private sector as well as large, complex multidisciplinary projects, this action plan fails to address aggressive expansion in regulatory requirements in the areas of COI/COC, RCR, and Research Security and therefore this portion of this Action plan will be transferred to the FY24 ERM program and includes: o Near term needs are the AD-Secure Research, which we are hiring, and hiring an AVP.

		○ The growth of controlled research has increased tremendously over the last the last five years, and the following changes have been made by ORIA over the past two years: ○ (i) promoted the Director for Research Integrity and the Director for Export Control and Secure Research; ○ (ii) hired three new Research Integrity Project Managers: and, ○ (iii) will hire a new Associate Director for Export Compliance & Secure Research (backfilling the position of the promoted Director).
Information Technology Infrastructure	Network Infrastructure Improvements*	• Phase 1 is still in progress, with construction bids being solicited for a second time • Phase 2 is beginning, in parallel; ○ Facilities project manager is reviewing scope and projected costs prior to developing a charter for this phase.
Conflicts of Interest	Congruency between Statements of Economic Interest and Personal Interest Disclosure*	• OIC currently monitors SOEI disclosures against Mason internal disclosures on an annual basis, and follows up and reconciles with reporters regarding potential inconsistencies or gaps between disclosures. Annual SOEI monitoring has been formalized in OIC procedure. • OIC also is working with ORIA to revise Mason's internal disclosure questions, and will harmonize those questions with the SOEI questions to the degree feasible
	Training for faculty who wish to commercialize their technology*	• Originally, in 2020 and 2021, ORIA, RII, OSP and OTT partnered to offer panel-style consultations, with representatives from each of these offices, to faculty who expressed interest in starting a company and/or preparing an SBIR/STTR proposal. As ORIEI's organizational structure has changed, investment in and support for entrepreneurship have shifted to the Institutes (particularly IBI) and Mason Enterprise. Now additional coordination and collaboration are needed to align COI guidance with the variety of activities (e.g., ICAP, ICORPS) aimed at promoting and nurturing entrepreneurship. • This is still on ORIA's list, but was supplanted as a focus by broader changes needed to comply with expanded COI/COC disclosure requirements.

	Alignment of COI policy with federal and Commonwealth regulations and code*	• The COI policy has been benchmarked by OIC against similar institutions' policies, and against existing and new federal and Commonwealth regulations • The COI policy was revised for compliance with applicable regulations and for clarity and ease of use. ORIA participated in the revision • The revised policy was reviewed with legal, and input from legal was incorporated into the revision • The revised policy is under review by the VP OARC, and will be reviewed with the COI Committee and the COC Policy Committee in spring 2023
Enrollment	Meet University Enrollment Targets as articulated in the SCHEV Six-Year Plan	• Exceeded plan target, enrolled 40,185 students taking 447,200.5 credit hours (an increase of 1.8% over previous year.) • Spring registration is on pace to meet target (+1.9% over last Spring) and is presently +3.8% over the same period last year • Launched a Direct Admission pilot with 8 area high schools and delivered 1,255 offers of admission to eligible students • The shift to a single Salesforce platform will streamline university data and technology systems to create a more connected student experience. A governance structure has been created, a Sprint-methodology piloted, an implementation vendor has been identified (although contracts not quite signed), and project timelines have been identified. Work is expected to begin in January 2024, pending signature of the contract with Purchasing
	Maximize enrollment revenue through deliberate student aid practices	• Due to significant changes in Federal Financial Aid practices and subsequent delays in the transmission of federal data to Mason, new financial aid packages will not be created until March 2024

*These Action Plans will be considered in the FY24 ERM Program

GEORGE MASON UNIVERSITY Office of University Audit

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

February 22, 2024

EXECUTIVE SUMMARY

- Audit Staffing:
  - We continue to utilize our hybrid organizational model to provide assurance services for Mason. The model blends full time professional staff with co-sourced professionals from national and local accounting firms that bring specialized expertise to execute specific audit engagements. As of January 31, 2024, the full-time staff consists of four professionals. Seeking the right balance of audit professionals who are Mason employees and those who are co-sourced professionals is being managed continuously by University Audit leadership.

  - We continue to search for viable applicants to fill the open Senior Auditor position. There were 44 applicants since June 1, 2023; of these:
    - 41 applicants did not meet qualifications.
    - One candidate declined our employment offer as they decided to not relocate to Northern Virginia.
    - One candidate was interviewed and determined not to meet requirements.
    - One candidate withdrew from consideration prior to being interviewed.

  - Co-sourced resources being utilized to complete the following audit engagements:
    - Information technology process infrastructure monitoring.
    - Financial administration of sponsored research programs.
    - Intercollegiate Athletics: Compliance.

- No audit reports were issued since the last meeting. Two audit memos were issued:
  - Comparison of the university's Satisfactory Academic Progress (SAP) policy for determining eligibility of students to receive financial assistance under Title IV programs with federal regulatory requirements; and evaluation of the Office of Student Financial Aid's processes for determining student SAP statuses.
  - Comparison of the university's information technology incident response policies, procedures, and standards to applicable National Institute of Standards and Technology control requirements.

- Remediation of 6 audit issues is in progress as of January 31, 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:
  - There are no investigations in progress.

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3 STATUS OF AUDIT PLAN

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5 STAFFING

6 APPENDIX:
- Audit Issue Details

SUMMARY OF AUDIT REPORTS

- No audit reports were issued since the last meeting.

- Audit Memos:
  - Satisfactory Academic Progress Validation.
  - University-Wide Incident Response Policies and Procedures.

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.

Satisfactory Academic Progress (SAP) Validation

- This review compared Mason's SAP policy for determining eligibility of students to receive financial assistance under Title IV programs with federal regulatory requirements. The review also evaluated the Office of Student Financial Aid's processes for determining student SAP statuses and recording such statuses in Banner. Mason's policy meets Department of Education requirements. The Office of Student Financial Aid will update the SAP rules for all student types, and the cumulative GPA calculation will be rounded to the nearest hundredth using standard rounding rules permitted by federal rules.

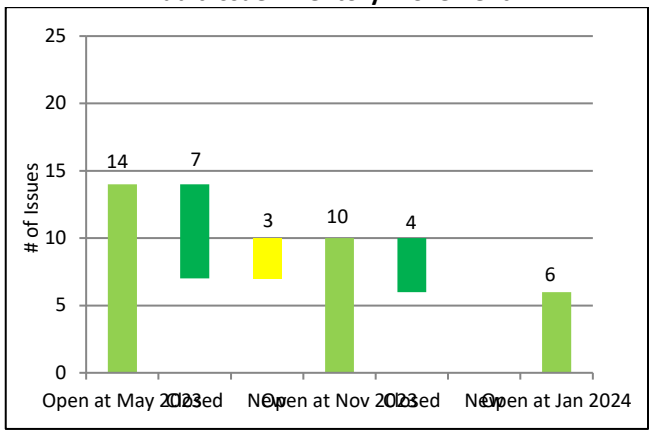
University-Wide Incident Response Policies and Procedures.

- Confidential – Restricted Data: Critical Infrastructure Vulnerability Assessment Information (Code of VA: 2.2-3705.2.2).

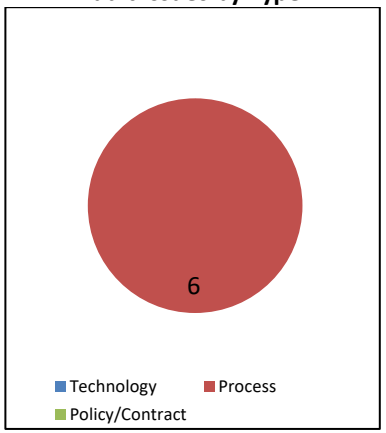
SUMMARY STATUS OF AUDIT ISSUES AS OF JANUARY 31, 2024

Four audit issues were closed since the last meeting. There were 6 open audit issues as of January 31, 2024. Target dates for several issues were extended.

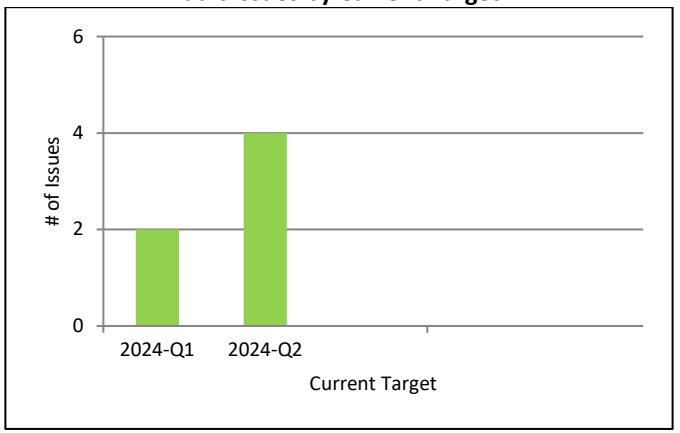
Audit Issue Inventory Movement



Audit Issues by Type



Audit Issues by Current Target



Audit Report	Report Date	Open at May 2023	New	Closed	Open at Nov 2023	New	Closed	Open at Jan 2024
IT Third Party Service Providers	9/13/23	-	3	-	3	-	-	3
Background Investigations	4/20/23	3	-	1	2	-	-	2
Office of University Registrar	12/20/22	1	-	-	1	-	1	0
Academic Integrity	8/29/22	1	-	-	1	-	-	1
Student Financial Aid	11/10/21	2	-	-	2	-	2	0
Employee Disclosures and Evaluation of Personal Interests	12/13/19	4	-	3	1	-	1	0
Faculty Study Leave Programs	4/18/19	3	-	3	0	-	-	0
		14	3	7	10	0	4	6

STATUS OF AUDIT PLAN AS OF JANUARY 31, 2024

The 3+6 Audit Plan as of January 31, 2024 (bottom bars) is compared with the status as of the prior report to the Committee (top bars). (Note: The status of work is shown as follows: completed = orange bars, in progress = green bars, and planned = yellow bars)

Topic	Description	11	30	3	31	6	30	9	30
Aligned with University-Level Risk Areas									
IT Risk and Control Infrastructure Program	• Monitor ITS program workstreams to strengthen the risk and control infrastructure and improve technology service delivery.								
Information Security Program	• Monitor projects to further strengthen security of Mason's entire technology environment.								
Financial Administration of Sponsored Research Programs	• Assess administrative management of sponsored program awards, including financial risk management, and evaluate redesigned processes incorporating automation.								
Research Computing Security	• Monitor cybersecurity assessments of research computing environments and preparations to implement NSPM-33 expectations.								
Housing and Residence Life	• Assess business and compliance processes relevant to student housing and residence life.								
Construction Payments and Change Orders	• Monitor and assess payments related to planned campus construction projects.								
Additional Areas									
Intercollegiate Athletics	• Assess processes for ensuring compliance with NCAA requirements related to recruitment, eligibility and financial aid.								
Accounts Payable	• Assess processes for ensuring authorized, accurate, and timely payment transactions.								
Payroll Processing	• Assess processing of employee salary, wages, and deductions.								
Non-Employee Identities	• Assess processes for approving, supervising, controlling, and overseeing non-employees who have an identity relationship ("G number") with Mason.								
Issue Validation Procedures	• Validate management has remediated audit issues in a comprehensive and sustainable manner.								
Hotline Investigations Referred by OSIG	• Investigate allegations of fraud, waste, or abuse received from the Commonwealth's Office of the State Inspector General.								

STATUS OF INVESTIGATIONS AS OF JANUARY 31, 2024

Nature of Allegation	Type	Status	Remarks
None.			

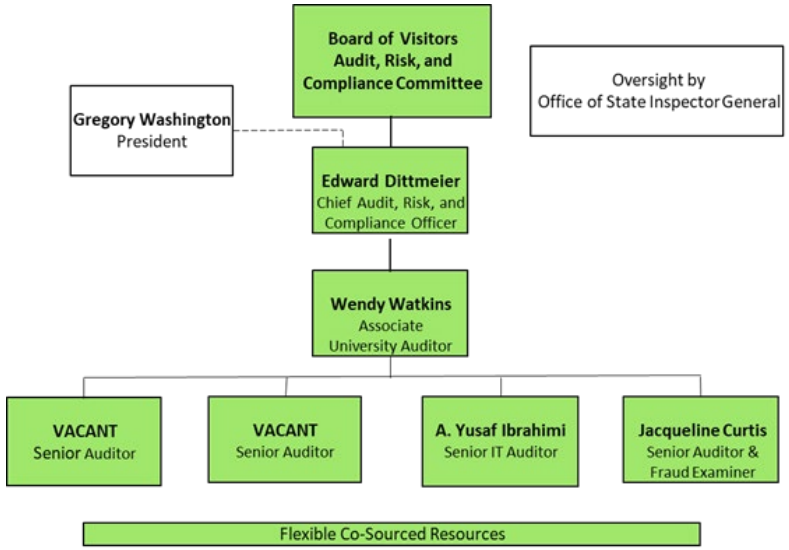
Summary of Types:

- Fraud = Intentional deception which could result in a benefit to the perpetrator, others, or the Commonwealth or could cause detriment to others or the Commonwealth. Fraud includes a false representation of a matter of fact, whether by words or by conduct, by false or misleading statements, or by concealment of that which should have been disclosed, which deceives or is intended to deceive. E.g., falsifying financial records to cover up theft.
- Waste = Careless expenditure, mismanagement, use, or squandering of Commonwealth resources to the actual or potential detriment of the Commonwealth. Includes unnecessary costs due to inefficient or ineffective practices, systems, or controls. E.g., unnecessary spending of state funds for no business purpose.
- Abuse = Excessive or improper use of something contrary to natural or legal rules for its use. Intentional destruction, diversion, manipulation, misapplication, mistreatment, or misuse of Commonwealth resources. Excessive use as to abuse one's position or authority. E.g., use of state assets for non-state business.

STAFFING

University Audit utilizes a hybrid organizational model to provide assurance services for Mason. The model is designed to blend full time professional staff with co-sourced professionals from national and local accounting firms that bring specialized expertise to execute specific audit engagements under the Associate University Auditor's direction and supervision. As of January 31, 2024, the full-time staff consists of four professionals.

Staffing



Core Audit Team	Plan	Actual a/o July 2023	Actual Avg to Jan 2024
Audit Leadership	2.0	2.0	2.0
Auditors by Expertise:			
Operational Audit	2.5	0.5	0.5
IT Audit	1.0	1.0	1.0
Fraud Audit	0.5	0.5	0.5
Total Audit Professional Employees	6.0	4.0	4.0
Co-sourced FTE* Supported by Permanent Budget	0.7		1.1
Total Audit Professionals Supported by Permanent Budget	6.7	4.0	5.1

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 JANUARY 31, 2024

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
1	**Report Name:** Third-Party Service Providers **Report Date:** 9/14/23 **Management:** Charles Spann, Interim Vice President and Chief Information Officer	**Document Architecture Standards Review Board (ASRB) Requirements:** The Director IT Risk and Compliance should document and review ASRB process procedures, including criteria for ASRB reviews by each functional group that makes up the ASRB.	The Director IT Risk and Compliance will document current process and procedures and establish a review frequency for these documents.	2/15//24	2/29/24
2	**Report Name:** Third-Party Service Providers **Report Date:** 9/14/23 **Management:** Charles Spann, Interim Vice President and Chief Information Officer	**Enforce Architecture Standards Review Board (ASRB) Requirements:** While controls surrounding purchases of software and information services that will use Mason data or integrate with Mason's administrative systems over $5,000 are effective, purchases equal to or less than $5,000 can occur by a purchase card, potentially bypassing established review and approval processes.	The Director IT Risk and Compliance will work with the Purchasing Office and the ASRB to establish a means to monitor IT third-party service providers that meet the criteria for ASRB review within University Policy 1307, are reviewed and approved in accordance with ASRB requirements.	3/15//24	3/15/24
3	**Report Name:** Third-Party Service Providers **Report Date:** 9/14/23 **Management:** Charles Spann, Interim Vice President and Chief Information Officer	**Enhance IT Third-Party Service Provider Risk Review Process:** Annual security assessment reports for all high-risk IT third-party service providers and their subcontractors that have the potential to handle or exchange protected data or information should be obtained, and findings assessed for potential impact to the university and remediated accordingly.	Information Technology Services (ITS) will review and update the third-party risk management document to align to current procedures and recommendations to require reviews of IT third-party service providers that utilize Mason protected data. ITS will require future vendors that involve, or have the potential to involve, the exchange of protected data, to have annual security reports; continue to monitor the annual security assessment report status of current vendors; and work with our current contracting partners to ensure any weaknesses or vulnerabilities are communicated and pursued for appropriate risk treatment. ITS will also work with Procurement to implement a process for subcontractors for all high-risk service providers.	4/15/24	4/15/24

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
4	**Report Name:** Background Investigations **Report Date:** 4/19/23 **Management:** Mary Lucal, Vice President and Chief Human Resources Officer	**Improve Background Investigation Procedures:** Comprehensive procedures and defined roles and responsibilities will help ensure compliance with the university's background investigation processes and procedures.	University Policy 2221 (Background Investigations) and associated procedures and frequently asked questions have been analyzed and updated. Standard operating procedures for the Background Specialist's day-to-day job functions have been documented and will be utilized for cross training and/or new hire training. Central HR plans to finalize key decision points in the policy in February 2024. Pending review by University Counsel and Senior Leaders, this policy will be finalized and communicated campus-wide by June 30, 2024.	9/30/23	6/30/24
5	**Report Name:** Background Investigations **Report Date:** 4/19/23 **Management:** Mary Lucal, Vice President and Chief Human Resources Officer	**Ensure All Employees Have Completed Required Background Investigations:** Central HR should ensure all current and prospective employees have completed background investigations prior to beginning work; establish communication mechanisms to inform hiring departments of the status of a prospective employee's background investigation; develop automated procedures for ensuring regular integration of Truescreen background investigation data into Banner; implement a continuous monitoring program; and create a central repository of all completed background investigations.	All current employees hired on or after July 1, 2016 have a background investigation on file. Since Mason's policy prior to this date did not require all employees to have a background investigation, the Executive Vice President of Finance and Administration decided to focus efforts on ensuring background investigations are on file for all employees hired on or after the all-encompassing policy was implemented on July 1, 2016. Central HR is evaluating the feasibility of completing background investigations for employees hired before July 1, 2016. IT enhancements now halt the employee onboarding process if there is no background investigation on file. A dashboard now assists the Background Specialist with monitoring background investigations status/data. An additional initiative is underway to fully integrate Banner and the background investigation vendor to ensure near real time updates of background investigation status. Finally, processes and procedures are being finalized to ensure timely background investigations for adjunct faculty, as this population may or may not maintain consistent employment.	9/30/23	6/30/24

#	Audit Report	Audit Issue	Status of Management Action	Original Target	Current Target
6	**Report Name:** Academic Integrity **Report Date:** 8/29/22 **Management:** Rose Pascarell, Vice President, University Life	**Ensure Consistency in University Academic Integrity Guidance and Recommended Sanctions:** The Vice President, University Life (including the Office of Academic Integrity) and the Vice Provost, Academic Affairs should convene a working group comprised of key leaders, faculty, students, and administration to evaluate the potential value of consistency across the colleges and schools surrounding the university's academic integrity program guidance and recommended sanctions.	The Vice Provost, Academic Affairs and the Vice President, University Life assembled a faculty-led taskforce of key stakeholders which developed a holistic approach to academic integrity university-wide with specific recommendations to address the inclusion and enforcement of an academic integrity statement in all course syllabi; adopting a university-wide sanctioning matrix; and defining and communicating faculty and student roles and responsibilities, among other things. The feasibility of the taskforce recommendations is being assessed, and next steps and implementation plans will be developed. The Office of Academic Integrity (OAI) will support the implementation of the working group recommendations and implement enhancements to ensure consistency in student and faculty guidance.	8/15/23	6/30/24

Office of Institutional Compliance

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

February 22, 2024

EXECUTIVE SUMMARY

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

- Compliance assessment activity:
  - Inventory: 437 laws and regulations applicable to Mason tracked, up from 429.
    - Risk ownership has been identified for 418 (96%) laws and regulations; risk ownership was confirmed for 418 (100%) of the laws and regulations for which ownership was identified.
  - Guided, granular regulatory risk assessments for priority risk areas continue:
    - In Progress: FAR/DFARS, institutional privacy, emergency planning, health and safety, and research award management and costing.
  - Guided, program maturity self-assessments of distributed compliance programs continue:
    - In Progress: institutional privacy, MAPS Clinic privacy, records management.
    - Reported: Registrar, Laboratory safety.
  - External reviews: Three new external reviews were announced since the prior meeting and all remain in progress. Two reviews that began in 2023, not previously reported to Institutional Compliance, are now being tracked and one remains in progress. Three reviews in progress as of the last report remain in progress.

- Status of reported compliance matters:
  - One potential compliance matter was reported to Institutional Compliance since the prior meeting. Since the last report, Institutional Compliance closed one matter and two matters remain under review. None of the matters appear significant to Mason.
  - Coordination of investigations and investigative protocols continues to occur with units such as Research Integrity and Assurance; Diversity, Equity, and Inclusion; Human Resources; and Information Technology Services.
  - The potential for additional reporting capabilities is being evaluated.

- Additional institutional compliance activities:
  - Institutional Compliance continues to support substantial university-wide efforts to strengthen conflict of interest and related disclosure and management processes. Ongoing work includes: Improving workflows, ongoing development of an organizational conflict of interest policy and process, and additional communications and training.
  - The "review before rehire" process was implemented in coordination with Human Resources. The process is used to confirm that no prior misconduct occurred during an applicant's prior employment at Mason that would prevent re-employment.

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COMPLIANCE ASSESSMENTS AND MONITORING

The Audit, Risk, and Compliance Committee of the Board has a Charter responsibility to oversee the effectiveness of institutional compliance processes for monitoring compliance with laws and regulations, including policies and processes related to ethics and conflicts of interest. Institutional Compliance supports the Committee's accomplishment of this responsibility through planning, facilitating, and overseeing regular university-wide assessments of compliance risks guided by the elements of effective compliance programs in the *US Federal Sentencing Guidelines for Organizations* and related guidance from the Department of Justice; ensuring management ownership for monitoring and managing compliance risks; evaluating the effectiveness of risk-owner programs to monitor and manage compliance risks; and ensuring communication to leadership and the Committee.

INVENTORY STATUS:

As of February 1, 2024, an inventory of 437 laws and regulations applicable to Mason has been compiled, up from 429. Personnel likely to be responsible for managing and monitoring compliance with these laws and regulations ("risk-owners"), as well as risk mitigation activities in place, are identified and tracked on an ongoing basis. Risk owner identification and confirmation continues for the remaining laws and regulations. Ownership confirmations are summarized below:

Regulatory Category	Number of Laws and Regulations Tracked			Number of Laws and Regulations for which Ownership Confirmed		
		11/10/23	2/1/24	Change	11/10/23	2/1/24	Change
1	Compliance and Ethics Program	3	3	-	3	3	-
2	Copyright and Intellectual Property	9	9	-	9	9	-
3	Employment	92	92	-	91	91	-
4	Environmental Health and Safety and Occupational Health & Safety	52	52	-	50	50	-
5	Facilities, Construction, and Renovation	4	4	-	1	1	-
6	Finance and Tax	41	42	+1	41	42	+1
7	Information Management and Security, and Privacy	47	49	+2	41	42	+1
10	Procurement and Contracting	21	21	-	20	20	-
11	Research	65	65	-	65	65	-
12	Students and Academic Policy	93	97	+4	91	95	+4
13	Miscellaneous	2	3	+1	–	-	-
	Totals	**429**	**437**	**+8**	**412**	**418**	**+6**

ASSESSMENT PRIORITIZATION AND STATUS:

Institutional Compliance, in coordination with University Counsel, University Audit, and Enterprise Risk Management, periodically refreshes the prioritization of regulatory risks facing large, public research universities that are similar to Mason. The prioritization revision was completed using the inventory of laws and regulations by category and subcategory.

The prioritization does not represent an assessment of specific risks or risk levels at Mason; it is solely intended to provide a basis for identifying and prioritizing future Mason-specific compliance assessment and other compliance activities. The refreshed prioritization is reviewed with senior leaders periodically, and their input used to prioritize further assessment work.

GEORGE MASON UNIVERSITY Office of Institutional Compliance
4400 University Drive, MS 1A2, Fairfax, Virginia 22030

Prioritization of Regulatory Risks Facing Large, Public Research Universities, and Compliance Assessment Planning

February 1, 2024

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	Planning
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	In Progress
Reporting/Notices/Disclosures	Moderate	Mid Term	
Information Management Practices	Moderate	Mid Term	In Progress
Copyright/Patent/Trademark	Low	Longer Term	
Electronic Communication Privacy	Low	Longer Term	In Progress
Telecomm	Low	Longer Term	

STUDENTS	Industry Risk	Mason Timing	Status
EO/Non-Discrimination	High	Nearer Term	DONE 8/10/22
Health & Safety	High	Nearer Term	In Progress
Visiting Students/Scholars	Moderate	Mid Term	
Education Policy	Low	Longer Term	
Grants, Aid, & HEA	Low	Longer Term	
Reporting/Notices/Disclosures	Low	Longer Term	
Veterans/Service-members	Low	Longer Term	

HEALTH & SAFETY	Industry Risk	Mason Timing	Status
Hazards/Hazardous Substances	High	Mid Term	In Progress
Occupational Health/Safety	High	Mid Term	In Progress
Emergency Planning	Low	Longer Term	In Progress
Pollution Control/ Sustainability	Low	Longer Term	

MISCELLANEOUS	Industry Risk	Mason Timing	Status
Miscellaneous	Low	Longer Term	

IN-PROGRESS ASSESSMENTS:

Assessments of distributed, risk-specific programs are planned and facilitated based upon the prioritization of risk areas, as well as upon request by distributed program owners. The assessment of the level of regulatory risk in a given category indicates the expected robustness of the associated mitigation activities, including the formality and maturity of the related distributed

risk-area compliance program. Assessment activities completed, in progress, and planned since the last Committee meeting are summarized in the following chart:

Summary of Assessment Activity	As of 9/12/23	As of 2/1/24
Regulatory Risk Assessments:		
Laboratory Safety	IP	DONE
Institutional Privacy	IP	IP
Emergency Planning	NS	IP
Student Health and Safety	Planning	IP
Occupational Health and Safety	Planning	IP
Federal Contracting (FAR/DFARS)	Planning	IP
Research Award Management and Costing	NS	Planning
Program Maturity Guided Self-Assessments:		
Office of the Registrar	Draft	DONE
Laboratory Safety	IP	DONE
MAPS Clinic Privacy	IP	IP
Records Management	IP	IP
Institutional Privacy Program	IP	IP
Student Health and Safety	Planning	IP
Occupational Health and Safety	Planning	IP
Federal Contracting (FAR/DFARS)	Planning	IP

(Legend: DONE=completed; Draft = report draft; IP=in progress; NS=not started.)

EXTERNAL REVIEWS:

The Committee has a Charter responsibility to "review and discuss with management the results of significant reviews by regulatory agencies or other external entities, or summaries thereof, and management's responses." University policy requires that all notices of any external review be reported to the Institutional Compliance Leader for tracking, reporting, and follow-up.

Three new external reviews were announced since the prior meeting and all remain in progress. Two reviews that begin in 2023, not previously reported to Institutional Compliance, are now being tracked and one remains in progress. Three reviews in progress as of the last report remain in progress. Below is the status of the external reviews as of February 1, 2024:

Reviewing Entity	As of 11/10/23	As of 2/1/24	Remarks
Defense Counter-intelligence and Security Agency (DCSA)	In Progress	Completed	Regular review of Mason's security clearances program for classified research. Review completed and security posture deemed satisfactory. Administrative findings issued and corrected.
Virginia Department of Environmental Quality	Announced	Completed	Underground storage tank facility inspection. Inspection completed, and determined that testing of prevention and protection measures did not occur. The matter was remediated.
U.S. Department of Health & Human Services, Centers for Disease Control and Prevention	Announced	In Progress	Compliance inspection of Mason's Institute of Advanced Biomedical Research. Non-compliance with import permit requirements has been corrected. Improvements to logbook entry compliance processes implemented. Acceptance of the corrections and improvements by the CDC is pending.
Executive Office of the President (EOP) Office of the National Drug Control Policy (ONDCP)	Not Announced	In Progress	Scheduled financial audit of the High-Intensity Drug Trafficking Areas (HIDT) Program grant.
Auditor of Public Accounts (APA)	Not Announced	In Progress	Statewide Single Audit for Research and Development Programs covering FY 2023 expenditures. Completion expected February 2024.
Auditor of Public Accounts (APA)	Not Announced	In Progress	Annual examination of financial statements for year-ended June 30, 2023. Completion expected May 2024.
Virginia Joint Legislative Audit & Review Commission (JLARC)	In Progress	In Progress	Statutory review of Mason’s Tier 3 management authority. Completion expected June 2024.
Office of the State Inspector General (OSIG)	In Progress	In Progress	Performance review related to higher education institution security programs for responding to cyber-attacks. Includes all Commonwealth universities and VCCS. Completion expected September 2024.
Virginia Small Business Development Commission (SBDC)	In Progress	In Progress	Virginia SBDC on-site financial examination FY 2023 of the SBDC’s PY 2021 grant award.

REPORTING MECHANISMS AND MATTERS

Institutional Compliance conducts, oversees, coordinates, and/or monitors investigations of allegations of non-compliance or ethical misconduct. The office utilizes up-to-date, detailed guidelines for conducting compliance investigations, which are incorporated into the Institutional Compliance and Ethics Program operating manual. A process also was implemented for tracking the disposition of certain reported matters; additional processes are being developed to monitor the disposition of certain reported matters referred to other units.

To encourage reporting, a new landing website was created that links to reporting mechanisms for various constituencies and issue types across campus. Further communications plans are being developed, which may include additional, anonymous reporting channels.

Institutional Compliance received four new allegations of non-compliance or ethical misconduct since the last Committee report, two of which are under review by Institutional Compliance and two of which were closed. Since the last report, one additional matter was closed. None of the matters appear to have significant compliance implications for Mason.

The table below shows the status of matters reported to Institutional Compliance, and whether referred to other units for handling or handled directly by Institutional Compliance.

Status	9/12/23 to 11/10/23	11/10/23 to 2/1/24	Total
Matters Reported to Institutional Compliance in Period	4	1	5
Matters Referred to Other Units for Handling in Period	-	-	-
Matters Reported in Period Investigated by Institutional Compliance or University Audit	4	1	5
In Progress of Investigation	2	2	4
Closed - Non-Compliance Not Substantiated	3	1	4
Closed where Non-Compliance Substantiated	-	-	-
Closed where Non-Compliance was Significant	-	-	-

The table below lists the number of reported matters by topic area.

Topic Area	#
Conflict of Interest or Commitment	4
Privacy	1
Total	5

ADDITIONAL COMPLIANCE ACTIVITIES

Policies and Standards Activities

The revised university policy process, recently combined with the Policy Management Group (PMG) administered by the Office of the Provost, continues to meet and to review university-wide policies as well as academic policies. Further policy program improvements are planned.

Institutional Compliance is supporting the Office of Research Integrity and Assurance (ORIA) with development of an Organizational Conflict of Interest Policy and review process to meet federal regulatory requirements. An OCI Committee has been formed, meets regularly, and is in the process of developing the policy.

Institutional Compliance supported Human Resources in drafting a new, stand-alone, institutional Reporting Suspected Misconduct and Non-Retaliation Policy so as to promote consistent policy language across multiple policies; the draft is undergoing additional review by Counsel, and will be re-reviewed by the PMG prior to submission to leadership to approve.

Training and Communication Activities

Additional Mason-specific compliance awareness training content is in development, which will be used for new employee and new faculty orientations.

COI/COC guides, training, and other resources were added and improved and made available to users through the RAMP platform on Mason's COI website. Institutional Compliance is evaluating whether and where additional conflict of interest training might be needed.

In order to improve tracking and enforcement of all training required for all employees (e.g., ethics, information security, student privacy, Title IX, violence prevention, and others), Institutional Compliance worked with Human Resources to obtain access to completion data, and has begun the process of developing metrics for providing training data to leadership. A process for sending automated reminders for ethics training, consistent with reminders sent for other required trainings has been developed, and it is anticipated that automated reminders will be sent early in 2024 in advance of the performance review cycle.

The draft compliance communications calendar, setting forth key compliance deadlines and information about common compliance risks, continues to be refined and expanded. Once implemented, the calendar will assist Mason in meeting compliance communication expectations, as well as socialize Institutional Compliance resources with the campus community.

Activities Related to Efforts to Exclude Bad Actors from Positions of Trust

Institutional Compliance supported Human Resources as they formalized and strengthened the existing, central process for reviewing prior employees' employment records for potential ethical misconduct prior to re-hire at Mason. The revised process was implemented since the last report.

INSTITUTIONAL COMPLIANCE STAFFING

There have been no changes to Institutional Compliance staffing since the last Committee report. Below are professional biographies for the two team members.

Vin Lacovara, Associate Vice President for Institutional Compliance
vlacovar@gmu.edu

Vin Lacovara joined Mason to establish and lead the Institutional Compliance function in February 2021. His responsibilities are to implement and manage an effective, institution-wide compliance and ethics program for Mason; oversee and coordinate the efforts of numerous distributed, area-specific compliance programs across campus; and provide senior leadership and the Committee with information to fulfill their oversight of compliance processes.

Prior to joining Mason, Vin implemented and managed the compliance and ethics program for Catholic University for ten years. For seven years prior to joining Catholic, he worked alongside George Washington University's compliance officer in managing all aspects of its compliance and ethics program, and was in the private practice of law for seven years prior to becoming a compliance professional. Vin earned bachelor's degrees in English and political science from Duke University, and a law degree from Catholic University's Columbus School of Law. He is also a Certified Compliance and Ethics Professional©, and has presented at national industry conferences on the topics of compliance program implementation, compliance assessment frameworks, and compliance investigations.

Elizabeth Woodley, University Ethics Officer and Outside Interests Manager
ewoodley@gmu.edu

Elizabeth Woodley joined OAC in March 2021 to assist in establishing a more robust ethics program for Mason; oversee Mason's Conflict of Interest policies, disclosures, and waiver processes; investigate complaints related to ethical conduct; and develop and track ongoing communications, training, and education activities.

After serving as a Robert F. Kennedy Public Service Fellow with the University Counsel's Office, Elizabeth joined Mason's Compliance, Diversity, and Ethics office in 2013 as the University Policy Manager. She later added responsibilities as the FOIA Compliance Officer in 2014 and the Ethics Officer in 2016. Elizabeth earned a bachelor's degree in history and art history from the University of Virginia, and a law degree from the University of Virginia School of Law. She is also a Certified Compliance and Ethics Professional©.

APPENDIX

This Appendix provides a schedule of compliance assessments completed since the Program's inception in 2021, and the Office of the Registrar Program Maturity Assessment Report issued since the last meeting.

	Topic
1	Schedule of Completed Assessments
2	Office of the Registrar Program Maturity Assessment Report
3	Laboratory Safety Program Maturity Assessment Report

Schedule of Completed Compliance Assessments Since 2021:

The following regulatory risk assessments and program maturity guided self-assessments have been completed since the establishment of Institutional Compliance in 2021:

Summary of Assessment Activity	Date Completed
Regulatory Risk Assessments:	
Equal Opportunity and Title IX (DEI)	12/8/2021
Equal Opportunity (HR)	3/30/2022
Human Resources Benefits	3/30/2022
Human Resources Hiring and Administration	3/30/2022
Office of the Registrar	10/12/2022
Laboratory Safety	5/1/2023
Institutional Privacy	10/10/2023
Program Maturity Guided Self-Assessments:	
Equal Opportunity and Title IX (DEI)	8/12/2022
Research: Export Control	12/9/2022
Student Health Services Privacy	10/10/2023
Office of the Registrar	12/7/2023
Laboratory Safety	1/29/2024

Office of Institutional Compliance

ASSESSMENT REPORT

Report Title:	Office of the University Registrar Compliance Program Maturity Self-Assessment	**Report Date:**	December 8, 2023
Responsible Manager:	Doug McKenna, University Registrar Office of the University Registrar	**Report Number:**	IC FY24-02

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 2023, the Office of Institutional Compliance facilitated a self-assessment of the maturity of Mason's Compliance Program administered by the Office of the University Registrar (Registrar). The self-assessment evaluated the design adequacy and operating effectiveness of each of the elements necessary for an effective program.

Federal and Commonwealth regulations, such as the Family Educational Rights and Privacy Act (FERPA), impose privacy and information security requirements on Mason with respect to the collection, use, dissemination, and destruction of student education records. Such records are defined broadly, and may include information pertaining to enrollment, attendance, and academic progress, as well as financial, health, and other personally-identifiable and sensitive information regarding a student. Mason must notify students annually of their privacy rights under FERPA, as well as maintain privacy and security policies and processes. Penalties for non-compliance with FERPA may lead to institutional loss of eligibility to participate in federal financial aid programs.

The Office of the University Registrar (Registrar) reports to the Office of the Vice Provost for Academic Affairs, and is composed of 39 staff members. The office creates, maintains, certifies, and protects student academic records. The office maintains policies and processes for compliance with relevant privacy regulations, and works collaboratively with other institutional units to ensure those practices align with applicable requirements.

Conclusion

The overall self-assessment concluded that the Registrar's Compliance Program is well-defined and working effectively in practice. The Program has a designated leader with appropriate authority and leadership support, clear and current policies and training, and ongoing assessments and a culture of continuous improvement. Collaboration with relevant units (e.g., Admissions, Student Life,

Financial Aid Services, Student Health, Diversity, Equity, & Inclusion (DEI), others) is effective. A continuity of operations manual and a production calendar define key requirements and dates, providing for redundancy. However, periodic review of policies and training content should be undertaken as a regular practice. Training completion should be consistently reported to leadership, and consequences for non-completion are not consistent. Assessment findings and root-cause analyses for substantiated non-compliance occur, but should be consistently documented.

Assessment

The Registrar's Compliance Program possesses a number of strengths, such as a continuity of operations manual and a production calendar that capture requirements and duties provide for continuity of operations and redundancy, and thereby support compliance. These are particular Program strengths.

Necessary training for unit staff is in place, as is required training for all Mason employees. Automated reminders are in place to increase completion rates. Training content is clear and current with respect to regulatory requirements, and training completion is monitored by the Program and continued access to certain systems requires annual re-training. The Registrar's website also effectively communicates to students and staff the necessary processes, resources, and contact information. Training and communication in this regard are Program strengths.

The Program uses a risk-based approach to all activities, and incorporates a culture of ongoing assessment and continuous improvement into all programmatic activities. This positions the unit to pivot in the event of unexpected issues or regulatory changes.

Investigations are timely and thorough, and are coordinated with relevant units such as Admissions, Student Life, Financial Aid Services, Student Health, Diversity, Equity, & Inclusion (DEI), and others. Relationships with those units are both collaborate and effective, both for investigative purposes and for effective administration of overlapping matters.

To further strengthen the Program, resources and tools (e.g., policies/manuals, calendar, website) should be formalized in operating documents and reviewed on a regular schedule. The Program would benefit from a more formal, documented consideration of strategic goals in Program planning discussions.

Though training completion rates are tracked – and system access denied for non-completion – consequences for employees who do *not* need such system access is not consistent. Tracking completion and reporting to leadership on a regular or formal basis would increase transparency and support for compliance.

While trend and root-cause analyses following investigations occur, they are not regularized or documented in process. Greater formality in this regard would improve the Program's ability to implement remediations and Program changes in a more tailored fashion.

Office of Institutional Compliance

ASSESSMENT REPORT

Report Title:	Laboratory Safety Program Maturity Self-Assessment	**Report Date:**	January 29, 2024
Responsible Manager:	Dave Farris, Executive Director, Safety & Emergency Management	**Report Number:**	IC FY24-03

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 October 2023, the Office of Institutional Compliance facilitated a self-assessment of the maturity of Mason's Laboratory Safety Program administered by Environmental Health & Safety (EHS). The self-assessment evaluated the design adequacy and operating effectiveness of each of the elements necessary for an effective program.

Laboratory operations are subject to numerous Federal laws, such as those pertaining to physical security and access control, employee safety, biosafety, chemical safety, controlled substances, radiation, lasers, hazardous waste, personal protection, and others. These laws also impose requirements for crisis and emergency planning and response[1].

EHS is part of Safety, Emergency, & Enterprise Risk Management (SEERM). The Associate Vice President for SEERM reports to the Executive Vice President for Finance and Administration with direct access to senior leadership. SEERM's mission is to provide resources and programs in the areas of emergency management, operational risk management, environmental compliance, fire safety, laboratory safety, employee health and wellbeing, and occupational safety. EHS is composed of 37 staff members at two campus locations. EHS achieves its laboratory safety mission by developing and maintaining policies, providing training and guidance to research personnel, conducting laboratory inspections, developing emergency procedures, and managing waste streams. EHS administers the laboratory worker, biological, chemical, laser, radiation, and x-ray safety programs, and serves as administrative oversight for Mason's Institutional Biosafety Committee (IBC) and the Radiation Safety Committee (RSC).

[1] By way of example, *see* Public Health Security and Bioterrorism Preparedness and Response Act of 2002, Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act of 2001, *Chemical Facility Anti-Terrorism Standards* (issued per Homeland Security Appropriations Act of 2007), Atomic Energy Act and related Nuclear Regulatory Commission (NRC) license terms, Controlled Substances Act of 1970, Occupational Safety and Health Act (OSHA), Emergency Planning and Community Right to Know Act of 1986 (EPCRA), Institutional Crisis and Emergency Management Plan (Virginia Code §23.1-804) and related Commonwealth Executive Orders regarding crisis response and recovery.

Conclusion

The overall self-assessment concluded that the Laboratory Safety Program is well-defined and working well in practice. The Program has designated, experienced leaders with clear roles; skilled support staff; effective and supportive leadership oversight; current policies and manuals supported by current and required training; a culture of ongoing, risk-based assessment and continuous improvement; and collaboration with other key personnel. An Annual Work Calendar is being implemented that will better capture and track compliance requirements and improve Program operational efficiency.

Assessment

The Executive Director, Safety & Emergency Management within SEERM, and the Director of Laboratory Safety, are the designated and documented Program leaders for laboratory safety. Both are trained and knowledgeable, and have documented authority for laboratory safety. The Program is supported by the Associate Vice President for SEERM, who has in-depth operational knowledge about the Program and who provides strong support and leadership visibility into the Program. Collaboration is effective with key stakeholders such as Facilities, Office Research Integrity and Assurance, University Colleges, and Institutional Compliance. Collaboration also continues to expand with the Executive Director, Institute for Biohealth Innovation, who oversees Mason's bioresearch facilities and reports to the Office of the Provost. This cross-divisional collaboration should continue to expand as it provides the opportunity for greater visibility into laboratory operations for the Vice President for Research. Program staff are appropriately skilled and trained, though additional cross training to build redundancy is underway for continuity of operations in the event of management vacancies. This work should continue. To improve Program maturity further, consider additional subject matter experts and leadership training for support staff in order to improve operational resilience. Also consider whether more regularized briefings to leadership and stakeholders might enhance Program visibility and support.

Standards for the Program include a formally-approved and current Environmental Health & Safety Policy that provides the Program with authority to enforce requirements and, if necessary, cease unsafe laboratory operations. Current, detailed manuals are in place for laboratory safety, biological safety, radiation safety, and hazard communications that are available publicly on the laboratory safety website. The website, which is easy to locate and navigate, also provides links to additional, more-specific safety and compliance guides and lists contact information for questions or concerns. All manuals and guides are reviewed on a routine basis through the Program's document management process.

Program staff complete required training annually to maintain professional certifications, and to expand knowledge and skills. Training for staff is tracked and enforced by Program leaders. Required training also is in place for personnel working in laboratories, and addresses relevant topics such as select agents and pathogens, chemical safety, biosafety, radiation and laser safety, bloodborne pathogens, and other safety training programs specific to laboratory operations. Each module is Mason-specific, and is reviewed annually. Some training modules recently were migrated to MasonLEAPS, which provides for enhanced monitoring, reporting, and enforcement of training requirements for laboratory personnel. Contact information for questions and concerns is available and prominent.

The Program, with support from Institutional Compliance, should continue to work with Human Resources to generate regular and report training metrics, and implement automated training reminders

and escalation procedures to improve training compliance. The Program also should continue to work with laboratory owners to identify whether more effective processes for identifying personnel who need specific training can be implemented. It is recommended that training deadlines for Program staff and for laboratory personnel be added to the Annual Work Calendar.

The Program utilizes a risk-based, continuous approach to planning, assessing, and improving the Program. Root causes of non-compliance are considered when conducting assessments as well as investigations. This culture of ongoing monitoring and assessment enables the Program to respond more effectively to regulatory changes, and positions the Program to pivot proactively and effectively in the event of unforeseen events or regulatory changes. Implementation of the Annual Work Calendar is in progress and will enhance Program operation and resiliency. That work should continue. To promote Program maturity further, it is recommended that a more formal assessment template be considered in order to more fully document assessments, determinations, and actions taken, and that the assessment process be documented in the Annual Work Calendar.

Consequences for non-compliance with laboratory safety requirements are set forth in the Environmental Health & Safety Policy and related operational manuals. Investigations into instances of potential non-compliance are well-coordinated and effective due to the collaborative relationships in place with relevant units. Consider whether current escalation processes for potentially-significant matters should be more formalized in operational documents. The Program also may wish to consider leveraging existing Institutional Compliance investigative processes to improve Program maturity in this regard.

Information Technology Services

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

January 2024

Prepared by

Charlie Spann, Interim Vice President and Chief Information Officer

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Executive Summary

The following January 2024 update provides a report of activities and accomplishments for FY24 Q3. This is a summary of activities for maturing technical capabilities and controls with a focus on specific program areas.

Since December 2021, with the input of the Office of University Audit (OUA), Information Technology Services (ITS) has established a multi-year program to strengthen the risk and control infrastructure at Mason and improve the quality of technology services it delivers. The purpose of this report is to update the Audit, Risk, and Compliance Committee on the status of these efforts as the planned improvement activities are undertaken and the progress therein.

The program is comprised of six areas of focus designed to guide the adoption and implementation of a set of controls derived from National Institute of Standards and Technology (NIST) Special Publication (SP) 800-53 moderate baseline, scoped and tailored to the context of institutions of higher education as well as to help support the academic and research efforts while maintaining a strong information security posture. This will strengthen policies, standards, processes, and procedures related to Mason's Quality Management Systems (QMS) and Information Security Management programs with a goal to improve Information Technology (IT) service quality, reliability, and security. The overall program includes the following areas of focus:

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

Each area is comprised of many activities, which are tied to projects and assigned priority and ownership. This report outlines the status of projects and activities in each of the six program areas. Please note that these projects are only a subset of the technology investments that are currently being made at the university. All ITS managed and administered information technology projects (including those related to these focus areas) are available for review online at https://its.gmu.edu/working-with-its/ppmo/projects-dashboard/.

The previous update was provided for the November 30, 2023, Audit, Risk, and Compliance Committee meeting. Since this update for the FY24 Q3 update has been requested to be provided by February 1, which is less than a full quarter schedule, the update in this report is pertinent to activities that occurred from mid-October 2023 through mid-January 2024.

Fiscal Year (FY) 2024 Q3 Accomplishments and FY 2024 Q4 Planned Activities

Mason-Tailored NIST 800-53-Based Security Compliance Framework

Adoption of a NIST 800-53 controls set that has been scoped and tailored to the context of institutions of higher education and to help support the academic and research efforts while maintaining a strong information security posture. Supporting policy and standards underpin our internal QMS for Central ITS and our distributed partners.

FY24 Q3 Accomplishments:

- Project #853: GMU Scoped and Tailored NIST 800-53 Security Baselines Rollout - ITS has hosted information sessions with the IT Directors and ITS employees to socialize the updates to the baselines and the soon to be published updated IT Security Standard. The goal is to publish the updated standard by January 31.
- Banner control self-assessment has been completed. The Banner Core System Security Plan (SSP) and Plan of Action and Milestones (POA&M) documents are being updated based on discussions with stakeholders for signoffs and commitments respectively.
- Banner Core Disaster Recovery (DR) plan uploaded to Archer Integrated Risk Management (IRM) tool. Continuity of Operations (COOP) plans are being updated, and reviews expected to finish by the end of FY24 Q3.
- Security consensus baselines reviewed for Oracle 19c and Windows 11 images. These database and operating system configurations are based on Center of Internet Security (CIS) Benchmarks that are widely used and accepted in the industry and cybersecurity.

FY24 Q4 Planned Activities:

- Project #853: GMU Scoped and Tailored NIST 800-53 Security Baselines Rollout -
  - Continue socialization and support of the updated IT Security Standard.
  - Test and move the Risk Assessment templates to Archer IRM production environment.
  - Conduct the annual risk assessment for Banner Core.
- Review security consensus baselines for Red Hat Enterprise Linux 7.

Portfolio and Project Management

Enhancements to the Portfolio and Project Management processes to align with investment lifecycle and towards better program/project artifact management.

FY24 Q3 Accomplishments:

- The Domain Councils were approved by Executive Sponsor Deb Dickenson, Executive Vice President for Finance and Administration. Information Technology Domain Council (ITDC) is the first of five business areas that will provide a university-wide perspective to review, approve, prioritize, and monitor IT projects for the institution to streamline university processes and improve efficiency in IT related program and project governance. The concept is a council of focused senior leadership accountable for the priority and performance in which domain resources are invested in technology projects.

- Four Key Performance Indicators (KPIs) have been established and published for use within the department. These measurements assess departments achievement against goals to improve methodology and processes.
- A standard communication package has been developed for project intake and a TeamDynamix process for requesting technology projects.
- Methods have been created in TeamDynamix to set up Fiscal Services projects in Finance and Administration.

FY24 Q4 Planned Activities:

- Project # 847: TeamDynamix Project Module - Deliver the finished module.
- Launch the Finance and Administration Domain Council.
- Publish Program and Project Management Office (PPMO Project Methodology Framework training curriculum in MasonLEAPs.
- Fiscal Services will begin to use TeamDynamix Project Module for departmental projects.

Information Security Program Management

Program enhancements for maturing the information security program at Mason, including protecting the confidentiality, integrity, and availability of data and systems while balancing access and productivity for the Mason community.

FY24 Q3 Accomplishments:

- Project #854: Enforcing Mandatory Trainings Compliance Through NetID Password Reset Page - Design for updates to the password reset page is being tested. The purpose of this update is to automate the enforcement of mandatory trainings compliance through NetID password reset process. The project involves updating the password change process to require users to complete their assigned mandatory security training before resetting their passwords.
- Project #861: Microsoft 365 (M365) Security, Optimization, Assessment, and Remediation (SOAR) - Phase 1 kick-off is scheduled for Jan 31. The program is split into three (3) phases with the goal of implementing control enhancements associated with the M365 service.
- To meet requirements under Gramm-Leach-Bliley Act, Mason's 'Qualified Individual' submitted a written report to the Audit, Risk, and Compliance committee for the Nov 30 meeting. This report provided the overall status of the information security program, compliance, and brief of any material matters related to the information security program.
- Contract and non-disclosure details are being worked out for the external vendor for conducting a penetration test towards aligning with industry best practices.
- Continuing work on updating the incident response process documents.

FY24 Q4 Planned Activities:

- Project #854: Enforcing Mandatory Trainings Compliance Through NetID Password Reset Page - Continue efforts towards implementing the password reset page code and process to enforce mandatory IT Security Awareness trainings. By FY24 Q4, the plan is to roll out the mechanism in a pilot for a limited group before rolling it out university wide.
- Project #861: Microsoft 365 (M365) Security, Optimization, Assessment, and Remediation (SOAR) - Continue through the planned task list to bolster the control enhancements in M365 environment.

- Initiate the penetration testing and review the results.
- Continue to update the incident response process documents.

Risk Assessment and Remediation

Program enhancements to mature the risk assessment and remediation processes at Mason, including a Governance, Risk, and Compliance (GRC) program.

FY24 Q3 Accomplishments:

- Ongoing support and response submission for the Virginia Auditor of Public Accounts (APA) audit that kicked off on January 8. Additionally, ITS is currently engaged in the Joint Legislative Audit and Review Commission (JLARC) assessment and the Office of State Inspector General (OSIG) cybersecurity review/ penetration test.
- A second Risk Assessment template based on NIST 800-30 created in the Archer IRM tool in the development environment. Before this, in FY24 Q2 a lightweight Risk Assessment template had been created in the Archer development environment to aid risk assessments for all IT. Plan is to test these two templates and transition the risk assessment process to Archer platform potentially by FY24 Q4.
- University Policy Number 1114 (Data Stewardship) reviewed and republished. There have been no major changes. The updates include clarity on data classification terms and minor edits.
- University Policy Number 1301 (Responsible Use of Computing) and University Policy Number 1307 (Procurement and/or Development of Administrative Systems/Applications) have been reviewed and forwarded to the University Policy Manager for signoffs and publishing.
- ITS presented at the Fiscal Support and Connections Network (FSCN) Meeting and the University Information Network (UIN) meetings on the upcoming changes to the University Policy Number 1307 - Procurement and/or Development of Administrative Systems/Applications, also known as the Architecture Standards Review Board (ASRB) policy. The criteria for software and services that warrant ASRB review has been clarified and Free and Open-Source Software (FOSS) and acquisitions that cost less than $5000 have been included to types of implementations that will require review. The roles and responsibilities of the Pcard and eVA approvers have been articulated to ensure that appropriate ASRB reviews must occur before purchases are approved. These measures are expected to enhance monitoring for third-party risks and duplication of IT software and service acquisitions across the university.

FY24 Q4 Planned Activities:

- Continue support for the APA 2023 audit as well as JLARC and OSIG reviews.
- Test and operationalize the risk assessment template(s) in Archer.
- Continue to configure and operationalize the risk assessment, issues, action plans, and exceptions management functionality in the Archer tool.

Change and Configuration Management

Establish a Quality Management Program to improve the delivery of IT Services at Mason, with a first area of focus in asset management and change/configuration management across the service portfolio.

FY24 Q3 Accomplishments:

- Published the Change Management Procedure, Configuration Management and Change Management Process, and Change and Configuration Management Policy documents.
- Final steps to transitioning the change management process from Change Management Database (CMDB) to TeamDynamix (IT Service Management tool) are in motion. The transition is expected to be complete by March 2024.
- The Banner Change Advisory Board (CAB) was created to advise on the risk and impact of changes that directly impact the Banner system. Its purview includes third party applications deployed within Banner, or applications closely integrated with Banner that system configuration changes would directly impact. Information about Banner CAB was shared with the University Information Network (UIN) forum on January 12 and the first CAB meeting is to occur later in Q3.
- Project #864: DevOps practice implementation and technology acquisition & operationalization - The project proposal was put on hold for resource and funding considerations. It will be brought back to the Domain Council for review in FY24 Q4 for reconsideration.

FY24 Q4 Planned Activities:

- Project #617: Implement TeamDynamix Asset and Change Management (Phase 2) - Fully transition core processes for Change Management from the legacy CMDB to TeamDynamix.
- Update and move the Service Catalog from current WordPress platform to TeamDynamix.
- Continue to socialize and operationalize the Banner advisory board.

Identity Management and Access Control

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

FY24 Q3 Accomplishments:

- Project #799: Mason IAM Solution Implementation Assessment - This project has been completed and closed. CDW (the consultant) has provided a roadmap for developing industry-standard Identity Access and Management at Mason. The follow up effort has been bifurcated in two projects: Project # 866: Identity and Access Management Modernization project, and Project # 867: which involves identifying and implementing the Identity Governance and Administration (IGA) tool to replace the legacy Account Management System (AMS). Both projects have obtained the initial Domain Council 1 (DC1) approval and move on to the next stage for Domain Council 2 (DC2) approval for resource and prioritization.

FY24 Q4 Planned Activities:

- Pursue resource approvals for the two IAM projects #866 and #867 in DC2.

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 Charlie Spann (cspann2@gmu.edu).

GEORGE MASON UNIVERSITY
BOARD OF VISITORS

Research Committee Meeting
February 22, 2024
Merten 1201

AGENDA

I. Call to Order

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

A. Meeting minutes for November 30, 2023

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

IV. Adjournment

GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Research Committee Meeting

MINUTES
November 30, 2023

Present: Visitors: Nancy Prowitt, Chair; Armand Alacbay, Lindsey Burke, Vice Chair: Wendy Marquez, Bob Witeck; Faculty Senate Representative: Melissa Broeckelman-Post; Staff Liasion: William Gautney; Student Representatives; Paul Wyche, Vikas Velegapudi.

Absent: Visitor: Anjan Chimaladinne, Faculty Representatves: Tara Chaplin, Alison Landsberg

Also Present: President Gregory Washington; Rector Horace Blackman, Visitors: Jimmy Hazel, Jeff Rosen, Cully Stimson, Jon Peterson, Mike Meese, Dorothy Gray.

I. Meeting was called to order by Chair Nancy Prowitt at 12:04

II. Approval of Minutes (ACTION ITEM)
It was **MOVED** by Visitor Prowitt to approve the minutes from the February 23, 2023 and May 4, 2023 for the Research Committee Meeting. Approval of the meeting minutes was approved.

III. New Business

A. **Office of Research, Innovation, and Economic Impact Update**
Dr. Andre Marshall – Vice President for Research, Innovation & Economic Impact
Vice President for Research, Innovation, and Economic Impact, Andre Marshall, reported continued strong advancement in Mason's research enterprise with 55% year over year growth in research awards followed by early indicators of increased research activity reflected in the 34% year over year increase in July thru August research expenditures. A dashboard was also provided aligned with the framework for describing research in terms of scholarship, partnership, and translational research activities; and infrastructure, services, and research culture support.

B. **Wearable Ultrasound Systems for Assessment of Musculoskeletal Injury and Recovery**
Parag Chitnis, Associate Professor, BioEngineering, College of Engineering and Computing
Erika King, Mason Doctoral Student
Dr. Parag Chitnis, Associate Professor in the College of Engineering and Computing and PhD Student Erica King provided an overview of their work on Wearable Ultrasound Systems for Assessment of Musculoskeletal Injury and Recovery. A multidisciplinary bteam of Mason researchers led by Dr. Parag Chitnis, is developing novel wearable-

ultrasound technologies for achieving these objectives. This presentation provided an overview of these efforts and perspectives of Bioengineering Doctoral student, Ms. Erica King, who is spearheading validation of these ultrasound-based methods against conventional clinical and biomechanical approaches.

IV. 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 12:50.

Respectfully submitted,

Corinne Hurst
Research Committee Secretary Pro Tem

Board of Visitors Research Committee

February22, 2024

GEORGE MASON UNIVERSITY

Overview

- Research Funding
- Framing the Research Enterprise
- Highlights

Mason is a top-tier research university that broadly values access and delivers on impact.

Research Funding

Last Year	FY22	FY23	Difference
Award	$171M	$255M	**49.4%**
Expenditure	$178M	$185.7M	4.3%
F&A	$23.8M	$28.6M	20.1%

This Year To Date	FY23 – Dec	FY24 – Dec	Difference
Award $	$165.7M	$121.6M	-26.6%
Expenditure $	$83.5M	$109.5M	**31.2%**
F&A $	$13.8M	$18.4M	**33.9%**

NSF rankings show Mason ahead of research funding goals (FY22 - $230M up 7% from FY21)

https://www.gmu.edu/news/2024-01/nsf-rankings-show-mason-ahead-research-funding-goals

Social sciences: 10th among all universities (best in the Washington, D.C., area) and seventh among public universities.

Computer and information science: 21st among all universities and 13th among public universities in federally funded research.

Engineering continued its impressive gains by moving up five places to 73rd nationally among all universities (rising 69 places since 2018), and advancing four spots to No. 52 among public institution

Framing the Research Enterprise

Research Core Activities

Scholarship

Pillar 2. Expand the impact of Mason's research, scholarship, and creative enterprise (grow, support, promote)

Partnerships

Pillar 3. Expand partnerships for economic and social impact (strengthen research informed engagement)

Translation

Pillar 2. Expand the impact of Mason's research, scholarship, and creative enterprise (supports structures)

Pillar 3. Expand partnerships for economic and social impact (strengthen research informed engagement)

Research Support

Infrastructure

Services

Pillar 2. Expand the impact of Mason's research, scholarship, and creative enterprise (supports structures)

Pillar 5. Invest in faculty and staff success (modernization)

Culture

Pillar 1. Deliver a distinctive and inclusive student experience that fosters lifelong engagement
Pillar 2. Expand the impact of Mason's research, scholarship, and creative enterprise
Pillar 3. Expand partnerships for economic and social impact
Pillar 4. Exemplify a university culture of diversity, equity, and inclusion.
Pillar 5. Invest in faculty and staff success

Tech Talent Investment Program (TTIP)

Pillar 1. Deliver a distinctive and inclusive student experience that fosters lifelong engagement
Pillar 3. Expand partnerships for economic and social impact.

Highlights

https://research.schev.edu/TechTalent

281% of BS MOU Target (309 vs 110 cumulative grads)
90.5% vs 82% in-state MOU Target

192% of MS MOU Target (239 vs 124 cumulative grads
37.5% vs 58% in-state MOU Target

Full $5.8M allocation approved

https://www.youtube.com/watch?v=ltE_NfbZXSc&t=10s

Open for Tenants Summer 2024

Fuse Topped Out November 3, 2023

Tech Talent Investment Program (TTIP)

Pillar 1. Deliver a distinctive and inclusive student experience that fosters lifelong engagement
Pillar 3. Expand partnerships for economic and social impact.

Broadened TTIP Match Narrative – Funds used to Attract and Support Computing TTIP Students

Research | Scholarships | Student Support Programs | Infrastructure | Outreach

University-wide TTIP Approach

Highlights

Research Core Activities

Scholarship

Pillar 2. Expand the impact of Mason's research, scholarship, and creative enterprise **(grow, support, promote)**

Partnerships

Pillar 3. Expand partnerships for economic and social impact **(strengthen research informed engagement)**

Translation

Pillar 2. Expand the impact of Mason's research, scholarship, and creative enterprise **(support structures)**

Pillar 3. Expand partnerships for economic and social impact **(strengthen research informed engagement)**

- Mason received a $13.6M grant from the Navy to study solar activity and space weather, **P. A. Becker, Professor of Physics & Astronomy,** is the PI on the grant. Funded work focuses on prediction of large solar flares and coronal mass ejections, which can have a large impact on power grids and radio, internet, and satellite communication.
- **Dr. Liping Di, Director of our Center for Spatial Information Science and Systems (CSISS)** received a $5 million CropSmart Digital Twin Phase II award by NSF's Convergence Accelerator program.

- The Center for Innovation and Entrepreneurship at the Costello College of Business launched an inclusive entrepreneurship training initiative, SOAR, in September. The **Shrivastava Family Refugee and Immigrant Success through Entrepreneurship (RISE) program** is the first of three programs the center will launch as part of the SOAR Initiative. RISE is focused on training, mentoring, and providing access to networking opportunities for aspiring entrepreneurs from refugee and immigrant backgrounds.

- **Dr. Evan Lowder Named as Rising Star by SCHEV:** https://www.gmu.edu/news/2024-01/masons-evan-marie-lowder-receives-outstanding-faculty-award-schev Assistant professor Evan Marie Lowder was recognized with a 2024 Outstanding Faculty Award from the State Council of Higher Education for Virginia (SCHEV). **Lowder, an assistant professor of Criminology, Law, and Society (CLS),** received SCHEV's "Rising Star" award for her early career achievements. Her research aims to reduce justice system involvement and improve outcomes for justice-involved adults.

Highlights

Research Support

Infrastructure

Services

Pillar 2. Expand the impact of Mason's research, scholarship, and creative enterprise **(support structures)**
Pillar 5. Invest in faculty and staff success **(modernization)**

Culture

Pillar 1. Deliver a distinctive and inclusive student experience that fosters lifelong engagement
Pillar 2. Expand the impact of Mason's research, scholarship, and creative enterprise
Pillar 3. Expand partnerships for economic and social impact
Pillar 4. Exemplify a university culture of diversity, equity, and inclusion.
Pillar 5. Invest in faculty and staff success

- University Audit completed procedures in support of the Auditor of Public Accounts **audit of the Commonwealth's compliance with federal Office of Management and Budget requirements governing research and development programs.** Based on the work performed, University Audit concluded there were **no reportable findings.** The Auditor of Public Accounts relied on this work for their final, State-wide report published on 02/15/24.

- In late 2023, the **Mason Autonomy and Robotics Center,** led by CEC's Professor and **First American Bank Chair Missy Cummings** , opened its showcase research facility in Research Hall on the Fairfax Campus. This 10,000+ SFT facility includes a two-story aviary, supporting labs, collaboration space, and offices for faculty and students.

- Leveraging $2.5M in funding from a Go Virginia Grant plus $6M+ in Mason and partner investment, the core **Nano-Fabrication Facility (NFF) on Sci-Tech campus is** now ready for initial use. The NFF is a unique asset in Northern Virginia, placing Mason faculty, students, and partners at the forefront of semiconductor and fabrication technology.

Thank You!

Questions?

Board of Visitors
Development Committee Update

Given the change in format for BOV full board meetings, a committee rotation has been implemented with an effective date of February 22, 2024. Due to this, the Development Committee is not meeting on February 22, 2024, and will likely convene on May 2, 2024.

In the interim, the Office of Advancement and Alumni Relations has submitted the following report for your review.

George Mason University Board of Visitors
Development Committee Report
February 22, 2024

The Office of Advancement and Alumni Relations would like to share the following report on the activities and engagements conducted in furtherance of the university's mission to support its students, programs, and community over the last three months since the last meeting of the Board of Visitors.

George Mason University's historic fundraising campaign, *Mason Now: Power the Possible*, is making steady progress towards its $1 billion goal. As of February 12, the campaign's progress stands at $417M towards that goal. Moreover, the university has raised $58M towards its FY 24 goal, and three colleges—the College of Engineering, the College of Science, and the Carter School for Peace and Conflict Resolution—are more than 90 percent of the way towards their FY 24 goals; the College of Science has surpassed their FY24 fundraising goal, currently standing at 137 percent of their benchmark. Currently, five of Mason's schools, colleges, and units have already raised over 50 percent of their FY24 goal.

Notable Gifts and Partnerships

There have been several generous gifts and grants received by Mason's colleges and schools in recent months:

- At the end of the calendar year, the Yu Yuen Kit Foundation gave a gift of $3M to the College of Science to establish the college's first endowed professorship within the Department of Physics and Astronomy, with preference given to areas of Quantum Science.

- The College of Engineering and Computing received two large gifts, including $475K from Dominion Energy, endowing the Faculty Fellow for Power and Energy Engineering and a $270K gift from Amazon to purchase workstations for the power engineering lab. The college also received a bequest of $150K to endow the CEC general scholarship fund and a gift of $100K to increase an existing memorial scholarship fund.

- In December 2023, the Office of University Life received a $100K gift in support of the First Gen Next Gen Fund, which provides educational programming, scholarships, and emergency assistance to students whose immigration status hinders them from accessing higher education.

- The College of Education and Human Development received a $125K award from Google in support of alternative pathways programming including a potential Lab

School. If the Lab School concept is approved, more funding will be secured.

- The Jimmy and Rosalynn Carter School for Peace and Conflict Resolution received a gift of $100K in unrestricted scholarship support at the end of calendar year 2023.

Beyond these generous gifts, the College of Engineering and Computing and the Costello College of Business have established corporate partner programs that merge academic knowledge and research with practical experience. These partnerships allow our students to develop their skills in the context of the world of work and offer our partners an opportunity to collaborate on effective business innovation. The Costello partnership gives its partners access to career services, brand recognition, invitations to events, and faculty and student engagement. The CEC partnership, similarly, provides visibility and recognition, access to student recruitment activities, and special invitations. Funds generated from the partnerships support faculty recruitment, scholarship, Deans' Excellence Funds, and in the instance of the CEC, named labs and the Dean's Technology Innovation Fund.

Engaging with Mason's Alumni Network

The University Priorities and Corporate and Foundation Relations (CFR) teams partnered with Alumni Relations to host Micron Technology for an afternoon at EagleBank Arena. The event was hosted by Delbert Parks, Vice President, Frontend Manufacturing Operations at Micron and a member of the George Mason University Foundation Board of Trustees. The day kicked off with a private reception for Micron and was followed by a court recognition during the men's basketball game on January 20.

Rector Blackman and CGI will host a CGI Night at EagleBank Arena on March 2 for the men's basketball game. This is a partnership between CGI, University Priorities, CFR, and Alumni Relations. CGI took part in a similar event during the 2022-23 men's basketball season, and it was an opportunity to recognize a significant corporate partner of the university, while welcoming "home" the many Mason alumni who work with CGI.

The Mason Nation engagement tour continues to visit alumni and friends around the country. In November and December, Trishana Bowden, vice president of advancement and alumni relations, and Jennifer Robinson, associate vice president of alumni relations, stopped in Atlanta, Jacksonville, Nashville, Knoxville, and Emmitsburg, Maryland. In January, Alumni Relations hosted a reception in Las Vegas coinciding with the Consumer Electronics Show conference, one of the largest trade shows in the country. The tour also included a stop in Richmond, Virginia, taking place during the Virginia General Assembly Session. President Washington along with Assistant Vice President and Director of Intercollegiate Athletics Marvin Lewis joined other members of Mason's administration, Richmond-area alumni, and a number of alumni who are now legislators in the commonwealth, for a well-attended and enjoyable evening.

In February, the tour stopped in Orlando, Florida, and will take a five-city tour of California in May. A full listing of upcoming tour stops is attached to this report. This has been a valuable outreach to Mason's alumni network who are more geographically distant from our Virginia campuses; the Alumni Relations team appreciates the opportunity to maintain ties with these graduates who are carrying Mason's name and reputation across the United States.

Engagement with the Larger Community

Mason is proud of our work on initiatives that serve our community outside the walls of its campuses. In January, the university signed a memorandum of understanding with the Opportunity Scholars program, a non-profit organization co-founded by GMUF Trustee Fred Thompson, that seeks to open pathways to graduation for low-income students while providing financial and academic support so that they may obtain technical certifications and college degrees. Opportunity Scholars' vision aligns with Mason's signature programs such as the Early Identification Program and ADVANCE, which further the educational aspirations of students who represent the first generation in their families to attend college. Under the MOU, Mason and Opportunity Scholars will coordinate efforts to help even more students earn meaningful postsecondary credentials.

Keith Renshaw, a psychology professor and researcher, and Mason's associate provost for undergraduate education, is working with the Virginia Department of Veterans Services on two projects that address suicide rates among combat veterans as part of the Governor's Challenge to Prevent Suicide among Service Members, Veterans, and their Families.

- The first project is Virginia's Identify Service Members, Veterans, and Families; Screen for Suicide Risk; Refer for Services (VISR) mission. It is funded by a $44K grant from the commonwealth and trains employees of local community agencies in military culture, better suicide-risk screening methods, and identification of resources for veterans at risk.

- The second project comes through a $150K grant from the Virginia Department of Veterans Services' Suicide Prevention and Opioid Addiction Services Research Grant and incorporates the research of Mason's Center for Evidence-Based Behavioral Health to develop, test, and disseminate treatments targeting risk factors for veterans with a focus on suicide risk, PTSD, and substance abuse.

The College of Engineering and Computing has joined the Kern Entrepreneurial Engineering Network (KEEN), a partnership of more than 55 colleges and universities across the United States, which brings an entrepreneurial mindset to undergraduate engineering students to enhance the personal, economic, and societal value of their life's work. It is a great honor for an engineering college to be included in this network, and the Kern Family Foundation has pledged $100K for Mason's participation.

Mason Vision Day, which will be held on April 4, offers a way for the community to come together to support causes at Mason that resonate with the donors. This year, the event allows donors to Champion What Matters Most to Them at Mason and welcomes donors to identify ways to give that reflect their own priorities. Whether scholarships, individual college or units, or particular programs at Mason, there is a fund for every interest.

Supporting the Fundraising Work of Mason's Schools and Colleges

The Office of Advancement and Alumni Relations continues to serve the university's inner community of fundraisers, most recently through a Deans' and Vice Presidents' Retreat in January, where the deans, vice presidents, and chief development personnel of Mason's colleges and units came together to maximize opportunities to highlight the impact of philanthropy, while sharing best practices for effectively presenting the university's message to their unique audiences. The retreat, the most recent in a series of such gatherings, featured a panel of donors who offered feedback and perspectives from the standpoint of philanthropists who have chosen to support Mason through gifts to the university. The panel, led by Compass Group President Rob Bull, included Dr. Tamara Nall, *The Leading Niche*; Brett Hinkey, *Charles Koch Foundation*; Paul Misener, *Misener Innovation LLC*; and Garner Gillespie, *Sheppard Mullin Richter & Hampton LLP*.

Champion What Matters Most to You at Mason

April 4, 2024

BOARD OF VISITORS
GEORGE MASON UNIVERSITY

Meeting of
Thursday, November 30, 2023
Merten Hall, Hazel Conference Room (1201)

MINUTES

PRESENT: Vice Rector Jon Peterson, Secretary Michael Meese, Visitors Reginald Brown, Lindsey Burke, Anjan Chimaladinne, Dorothy Gray, James Hazel, Wendy Marquez, Robert Pence, Nancy Prowitt, Jeffrey Rosen, Charles Stimson and Robert Witeck.

PRESENT VIRTUALLY: Rector Horace Blackman and Visitor Armand Alacbay.

ABSENT: Visitor Dolly Oberoi.

ALSO, PRESENT: Melissa Broeckelman-Post, Faculty Representative; Will Gautney, Staff Liaison; Paul Wyche, Undergraduate Student Representative, Vikas Velagapudi, Graduate Student Representative; Gregory Washington, President; Ken Walsh, Interim Provost and Executive Vice President; Deb Dickenson, Executive Vice President for Administration and Finance; Anne Gentry, University Counsel; Sharnnia Artis, Vice President and Chief Diversity Officer; Rose Pascarell, Vice President of University Life and Sarah Hanbury, Secretary pro tem.

I. Call to Order

Vice Rector Peterson called the meeting to order at 2:16 p.m.

Vice Rector Peterson informed the Board that Rector Blackman requested to participate remotely due to a personal matter and directed the Vice Rector to serve in his place for this meeting. In accordance with the Electronic Meeting Policy, Vice Rector Peterson approved Rector Blackman's remote participation request due to his need to be in Norway for a personal matter related to his work.

Vice Rector Peterson relayed that Visitor Alacbay also requested to participate remotely. Because of Visitor Alacbay's need to remain at home, due to a medical condition, Vice Rector Peterson approved his remote participation request in accordance with the Electronic Meeting Policy.

Vice Rector Peterson noted that when members of the board participate remotely voting is accomplished by roll call.

Vice Rector Peterson stated that the board is accepting public comments at this session and that registration for making oral comments was open until 9:30 a.m. on Monday, November 27 through the form on the Board of Visitors website. Three (3) registrations for oral comments were received. No written comments were received. In addition, written comments will be accepted on the same form until the full board meeting adjourns.

II. Approval of Minutes

A. Full Board Meeting Minutes on September 28, 2023 **(ACTION ITEM)**

Vice Rector Peterson called for any corrections to the minutes for September 28, 2023 that were provided for review in the board meeting materials. Hearing no corrections, Vice Rector Peterson **MOVED** to approve the minutes. The motion was **SECONDED** by Secretary Meese. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**
Yes – 14
Absent – 2 – Visitors Chimaladinne & Oberoi.

III. Rector's Report

Vice Rector Peterson reported the following items:

- Each Board member is required to file an annual financial disclosure through the Virginia Conflict of Interest and Ethics Advisory Council portal. The filing period to submit the financial disclosure through the portal is January 1 through February 1, 2024, covering the reporting cycle of January 1 through December 31, 2023.
    - Vice Rector Peterson gave Visitor Gray the floor who disclosed that her spouse, Judge Douglas Ginsburg, is a faculty member of the Antonin Scalia Law School. Visitor Gray relayed that if there are any specific board actions that pertain to her husband, she will recuse herself. Visitor Gray informed the board that she has contacted the Virginia's Conflict of Interest Office, who advised her that she may vote on any proposal involving three or more individuals at the law school or the law school as an institution.
- The Business School Renaming Celebration is this evening and is located in Dewberry Lobby and Hall of the Johnson Center on the Fairfax Campus.
- The Mathy House Holiday reception, hosted by the Washingtons, is Friday, December 8, 2023.
- Winter Commencement is Thursday, December 14, 2023, at EagleBank Arena and the ceremony begins at 9:30 a.m.
- The Vice Rector concluded the report by addressing the topic of SCHEV Orientation attendance. He relayed that in accordance with the Virginia Code, new Board members are required to attend a SCHEV Orientation during the first two years of their service. If they are unable to comply, the matter is to be brought to the full Board. Visitor Brown was unavailable to attend the orientation last year and was deterred this year due to a work conflict. Vice Rector Peterson recommended that the Board find sufficient cause for Visitor Brown missing the November 2023 orientation with the understanding that he commits to attend the orientation in Fall 2024. Visitor Brown confirmed this to be the case.

A. SCHEV Orientation Attendance **(ACTION ITEM)**

Visitor Witeck **MOVED** that the board finds sufficient cause for Visitor Brown to attend SCHEV's Orientation next year. The motion was **SECONDED** by Secretary Meese. Vice Rector Peterson opened the floor for discussion. There was none. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**
Yes – 13
Abstain – 1 – Visitor Brown
Absent – 2 – Visitors Chimaladinne & Oberoi.

This concluded the Rector's Report.

IV. President's Report

A. University Update

Dr. Washington provided the following highlights:

- Transformation from Good to Great:
    - July 1, 2020:
        - Campus was shut down.
        - Faculty and staff morale was primarily due to compensation.
        - Rankings were stagnant.
        - The vision for the future was unclear due to the pandemic.
    - November 30, 2023:
        - Best management of any Virginia campus relative to COVID-19.
        - Best rankings performance in the history of the university.
        - Launched Mason's first billion-dollar comprehensive campaign.
        - Mason won three (3) Atlantic 10 Conference championships.
        - All of this was accomplished in a short timeframe.

- 2023-2024 Presidential Performance Metrics:
    - Summarized that meeting of his goals is going well. Nine of the 12 goals have been met or know they will be and three have not. Refer to the meeting materials graphic for specifics.
- 2023 GMU Fact Pack:
    - Dr. Washington met with Governor Youngkin the day prior in which they discussed Mason's Fact Pack. The Governor commissioned external consultants to review all Virginia public institutions over a 10 to 12-year period to determine how well or not they are doing.
    - This process has concluded and the data that was published earlier this month has been provided to the board.
    - Dr. Washington highlighted some of the Fact Pack data:
        - Mason has stable and growing enrollment.
        - Mason is cost-efficient.
        - Student debt is decreasing. The net annual borrowing per student is also down.
        - Mason is very efficient.
- FY 2025 E&G Recommendations:
    - The State Council of Higher Education for Virginia (SCHEV) completed a study to determine if there are funding disparities. The study reviewed data in four different ways:
        - Compared to Carnegie Tier One Universities.
        - Compared to two sets of SCHEV peers.
        - The National Center for Higher Education Management Systems (NCHEMS), a separate organization from SCHEV, looked at comparisons of institutions.
    - For there to be a funding disparity, an institution has to be in the bottom 30 percent in at least two of the above categories. Mason was in the bottom 30 percent in all four categories.
- Challenges:
    - The costs associated with being in a high-cost region are a challenge that is being managed through cost reductions.
    - Race, immigration, abortion, freedom of speech, the Israel-Hamas War, China, and climate change have become significantly polarizing issues. Institutions of higher education have a crucial role to play in engaging with these complex issues.
        - Dr. Washington has met with students, faculty, staff, community members and community leaders on both sides of the Israel-Hamas war. This issue has taken the bulk of his time since October 7, 2023.
        - Dr. Washington added that he sent Attorney General Miyares a letter requesting clarification of the state's expectations and recommendations to address threatening language specific to the First Amendment.
- Continued Plan for Success – FY 2024:
    - Engage Everyone
    - Manage Cost Uncertainty:
        - Obtain Retirement Incentive Plan approval.
    - Partner or Perish
        - Potential for a cricket partnership.
    - Establishing a new chief risk officer by repurposing an existing emergency management position.
    - On-going Provost search:
        - Preparation:
            - Interim Provost Walsh appointed.
            - Announced the search committee which Dr. Melissa Broeckelman-Post is the chair of as the Faculty Senate President.
        - Planning:
            - A search firm has been identified.
            - Listening sessions were held and a survey was conducted.
            - Ads placed.

- Evaluation:
  - Moving toward this stage of the search.
- Selection:
  - Is in the final stage and anticipated spring 2024.

B. Cricket Overview (Ken Walsh & Sanjay Govil)

Dr. Ken Walsh, Interim Provost and Executive Vice President provided the following cricket overview:

- The thought behind a cricket partnership is to provide Mason an avenue to develop a state-of-the-art baseball facility as the West Campus facilities have reached the end of their useful life.
- Mason's baseball team has become a competitive asset. From a recruiting standpoint, the field on which they currently compete has become a problem.
- While discussions about improving the West Campus facility have been ongoing for a lengthy period of time, the Cricket World Cup being hosted in the U.S. and Caribbean in the summer of 2024 has recently jumpstarted further conversations on this topic.
- The Washington Freedom has been given the opportunity to potentially host some friendlies, leading up to the Cricket World Cup.
- The Washington Freedom contacted Mason to inquire if there was a way to repurpose grounds on campus to support cricket which would jumpstart the conversation about improving the baseball facilities and become the first element of the redevelopment of West Campus.
- Dr. Walsh then introduced Sanjay Govil, to provide background on cricket and the Washington Freedom. Mr. Govil provided the following information:
  - Cricket has a long history in the U.S. The first international cricket match was held between the U.S. and Canada in 1844.
  - Mr. Govil's background:
    - Owner, Washington Freedom
    - Founder and Chairman of Infinite, a global technology company with about 17,000 employees. The intent is for the Washington Freedom and Infinite to have a close relationship with Mason.
    - Founder and Chairman of Zyter, which is value-based care provider with 34 million members on their platform.
    - The Washington Freedom paired up with the New South Wales Cricket team as a high-performance partner. The New South Wales team is based out of Sydney, Australia. They are one of the leading cricket nations in the world and New South Wales is one of the premier clubs in Sydney. They teamed up with them to provide infrastructure, guidance and external logistics assistance.
  - Major League Cricket (MLC) is the first professional T20 league in the U.S:
    - T20 is the format of the game which is fast-paced and three hours long.
    - The league will consist of six (6) teams:
      - Washington Freedom
      - Kolkata Knight Riders
      - Texas Super Kings
      - San Francisco Unicorns
      - Seattle Orcas
      - Mumbai Indians New York
    - The Indian Premier League (IPL) was the first T20 to start in India. Today the IPL has the second-highest TV rankings in the world after the NFL and 60% of Disney subscribers watch the IPL.
    - Approval has to be given from the International Cricket Council (ICC) to start a league. The MLC is recognized by the ICC.

- Cricket will debut in the 2028 Olympics in Los Angeles.
- Mission:
  - Elevate the game of cricket in the U.S. and locally.
  - Host MLC games and international cricket matches at Mason.
  - Engage the next generation of youth and cricketers.
  - Provide opportunities for diverse cultural events.
- 2023 Washington Freedom highlight: Was their first season and finished third.
- Why George Mason University:
  - Shared goal of connecting the community.
  - Exceptionally diverse student population.
  - Athletic fields and existing supporting infrastructure for practices, sports medicine, strength and conditioning.
  - Centrally located.
- 2.5 billion people watched the previous ICC T20 World Cup.
- Proposed Pop-up Stadium is a combination of baseball and cricket with minimal environmental disturbance.
- Additional Benefits for the GMU Community:
  - Exclusive tech recruitment program between GMU and Infinite Computer Solutions.
  - Robust paid internship program between GMU Career Services Office and Infinite Computer Solutions.
- Other teams are looking at a similar model of partnering with a university. Mumbai Indians New York are looking at Rutgers and other schools in New Jersey, and the Unicorns are looking at Stanford.

This concluded the cricket overview. Significant discussion ensued, please refer to the video for specifics: https://vimeo.com/showcase/8557205/video/891065217.

C. Diversity, Equity and Inclusion University Committee Report (Sharnnia Artis & Rose Pascarell)

Rose Pascarell, Vice President of University Life provided the following highlights:

- At the September board meeting, President Washington and Rector Blackman requested that a university committee come together in response to a Heritage Foundation Report that focused on diversity, equity and inclusion (DEI) that looked at several Virginia public institutions and particularly Mason's DEI staffing and spending.
- The university committee members included faculty, staff, students and BOV leadership. Please refer to the meeting materials for the detailed list.
- Dr. Sharnnia Artis, Vice President and Chief Diversity Officer, Office for Diversity, Equity and Inclusion presented the committee's DEI staffing study:
  - MicroStrategy, Mason's internal database, was used to search for DEI-related title terms. For comparison, the Heritage Foundation's search criteria were used by searching for positions with DEI-associated terms in the position titles and unit names. This search resulted in 13 DEI positions which is less than the 69 positions identified by the Heritage Foundation.
  - The majority of the positions identified by the Heritage Foundation report were University Life student positions.
  - Staffing Analysis:
    - 12 of the 13 positions were also identified by the Heritage Foundation report one additional position was found in the staffing analysis that had not previously been reported by the Heritage Foundation.
    - Mason's staff number includes Mason personnel who spend 51% or more of their time on DEI-related responsibilities and functions.

- Breakdown of the positions Mason didn't include:
  - 33 student positions.
  - Six (6) faculty members were excluded whose primary job function was research or teaching.
  - Four (4) positions no longer exist.
  - Five (5) positions are vacant.
  - Eight (8) positions were excluded where the primary job function was not related to DEI.
- The analysis uncovered a lean support structure.

- Less than 1% of Mason's $1.4 billion FY23 operating budget is used for the 13 DEI positions.
- Primary DEI Responsibilities:
  - Office for DEI:
    - Supports students, faculty and staff in partnership with academic and administrative units.
    - Primary responsibilities center around compliance. Some of these areas are Title VI, Title VII, Title IX, Americans with Disabilities Act, and the Forever GI Bill.
    - Access and Accessibility
      - Digital Access through Technology
      - Physical Accessibility
    - Monitors and Assesses Climate
    - Community Partnerships and Outreach
    - Professional Development/Constructive Dialogue Institute in partnership with SCHEV.
  - Center for Culture, Equity and Empowerment (CCEE) presented by Ms. Pascarell:
    - Student Support
    - Freedom of Expression
  - Discussion ensued, please refer to the video for specifics: https://vimeo.com/showcase/8557205/video/891065217.
- Mason's National Rankings:
  - The success of Mason's DEI programs has gained the university national recognition in social mobility, free speech, and diversity.
- Risk impact presented by Dr. Artis:
  - Impacts of strategic, compliance, and financial risks may culminate into Reputation Risk whereby Mason's reputation and brand suffer due to negative media, public perception, backlash and attention.
  - Significant discussion ensued, please refer to the video for specifics: https://vimeo.com/showcase/8557205/video/891065217.
- One question survey presented by Ms. Pascarell on the impact of Mason's DEI efforts:
  - Students, faculty, employers and parents of students were polled. Some of the responses were provided via a slide that's included in the meeting materials.
  - An audio clip was also played from a parent of a Mason student. Please refer to the video for specifics: https://vimeo.com/showcase/8557205/video/891065217.

This concluded Dr. Washington's report. Significant discussion ensued regarding DEI; refer to the video for specifics: https://vimeo.com/showcase/8557205/video/891065217.

V. Committee Reports

A. Academic Program, Diversity and University Community Committee

Visitor Burke briefed the board on the topics presented and discussed during the Academic Programs, Diversity and University Community Committee meeting, which included:

- Interim Provost Ken Walsh highlighted key aspects of Mason's academic progress in the 2022-2023 academic year and highlighted winter graduation plans. Interim Provost Walsh highlighted Mason's enrollment growth, outpacing other Virginia universities, with the College of Engineering and Computing (CEC) leading the surge. Freshman applications for fall 2024 have significantly increased from fall 2022. He also affirmed Mason's status as a top-tier research university in the Carnegie Classification. Collaborative efforts with the University of Mary Washington were highlighted, and Interim Provost Walsh reviewed state appropriations per graduate in Virginia for FY22 and the average annual earnings of Virginia's college-educated workers. He concluded by celebrating Mason's faculty and staff service milestones, ranging from 5 to 45 years.
- Vice President for Enrollment Management David Burge and Dean of Admissions Alan Byrd presented a comprehensive review of Mason's admissions process, focusing on various stages from application to enrollment. They began with an overview of undergraduate application requirements, new student enrollment processes post-admission, and strategies for recruiting Pell-eligible students. The application phase was detailed in three steps: gathering materials, submitting applications by deadlines, and the review and decision release by admissions counselors.
- University Life and Undergraduate Education provided a presentation on the undergraduate student success network at Mason, a compilation of resources that supports every undergraduate student on their path toward graduation and career success. This network continues to be enhanced, and is particularly growing its scale and reach through the implementation of new technology in Salesforce and Stellic, along with further data-informed interventions.

Visitor Burke **MOVED** to approve the following five (5) action items, en bloc, as provided in the meeting materials:

1. Program Actions
    a. New Degree Programs
        i. Master of Education (MEd) in Literacy Education **(ACTION ITEM)**
        ii. Master of Education (MEd) in Inclusive Early Childhood Education **(ACTION ITEM)**
        iii. Bachelor of Science in Education (BSEd) in Secondary Education **(ACTION ITEM)**
2. Faculty Actions
    a. Conferral of Emeritus/Emerita Status **(ACTION ITEM)**
    b. Elections of New Tenured Faculty **(ACTION ITEM)**

The motion was **SECONDED** by Secretary Meese. Visitor Burke opened the floor for discussion. There was none.
MOTION CARRIED BY ROLL CALL VOTE.
Yes – 13
No – 1 – Visitor Pence
Absent – 2 – Visitors Oberoi and Marquez

B. Finance and Land Use Committee

Visitor Pence **MOVED** to approve the following two (2) action items, en bloc, as they are provided for review in the meeting materials:

1. Financial Matters
    a. State Six-Year Operating Plan **(ACTION ITEM)**
2. Capital Matters
    a. Schematic Design for Activities Building **(ACTION ITEM)**

The motion was **SECONDED** by Hazel. Vice Rector Peterson opened the floor for discussion. There was none. **MOTION CARRIED BY ROLL CALL VOTE.**
Yes – 12
Abstain – 1 Visitor Rosen
Absent – 3 – Visitors Marquez, Chimaladinne and Witeck.

E. Development Committee

Visitor Chimaladinne briefed the board on the topics presented and discussed during the Development Committee meeting, which included:

- Board of Trustees (BOT) – Michael E. Stievater, Foundation Chair:
  - The Foundations is happy to report that the sale of Vernon Smith Hall closed on November 15, 2023. This is a great success for both the Foundation and the University.
  - The GMUF Audit Committee met to review the audited financial statements for the fiscal year ended June 30, 2023. The auditors expressed a clean, unmodified opinion on the financial statements. The audited statements reflect $513M in total assets, $147M in total liabilities, and net assets of $366M. Operating expenses were $85.7M, including $71.9M in program support for the university.
- Advancement and Alumni Relations Update – Ms. Trishana Bowden, Vice President, Advancement and Alumni Relations/President:
  - As of November 28, $389.9M was raised towards the $1B comprehensive campaign goal. Also, $30.2M was raised towards the FY24 $100M goal.
  - Fuse at Mason Square has reached an important milestone. Earlier this month, Mason gathered its partners in this pivotal project to celebrate the "topping out" of the Fuse building. The ceremony marked the completion of the structural frame of the building, which will comprise 345,000 square feet of space dedicated to collaboration and digital innovation.
  - This afternoon, we will officially celebrate renaming the business school as the Donald G. Costello College of Business. We welcome you to join us in Dewberry Hall, located within the Johnson Center.
- Intercollegiate Athletics Update – Marvin Lewis, Assistant Vice President and Director of Intercollegiate Athletics:
  - Mr. Lewis provided an overview of Intercollegiate Athletics, covering his first 100 days at Mason. The presentation included accomplishments and future action items, fundraising priorities, information on the Basketball and Academic Performance Center, and how the Development committee can help achieve the vision for Intercollegiate Athletics.

There were no action items from the committee to bring before the full board.

D. Research Committee

Visitor Prowitt briefed the board on the topics presented and discussed during the Research Committee meeting, which included:

- Vice President for Research, Innovation, and Economic Impact, Andre Marshall, reported continued strong advancement in Mason's research enterprise reflected in the 43% year-over-year increase in July thru October research expenditures. Research dashboard highlights included our top 50 ranking, an important metric for scholarship, and two recent research transdisciplinary sponsored project wins totaling nearly $3M originating from collaborations between faculty in the College of Engineering and Computing and the Costello College of Business, reflecting Mason's differentiating research strength.
- Tyler Cowen, Holbert L. Harris Chair of Economics at George Mason University and Faculty Director at the Mercatus Center, provided an overview of the Mercatus Center's research and academic & student programs. The presentation offered a brief history of Mercatus and its more than 40-year history of support for Mason

students and professors. It also highlighted the center's current projects, including podcasts that bring Nobel Laureates to campus and a new generative book that readers can interact with on multiple AI platforms.

- Alex Tabarrok, Mason Alumnus '94, the Bartley J. Madden Chair in Economics at the Mercatus Center and Professor of Economics at Mason, presented on his work as an educator at Mason, with Marginal Revolution University, and as a textbook author, with "Operation Warp" during the pandemic.

There were no action items from the committee to bring before the full board.

B. Audit, Risk, and Compliance Committee

Secretary Meese briefed the board on the topics presented and discussed during the Audit, Risk and Compliance Committee meeting, which included:

- The Committee met with David Resnick, Auditor of Public Accounts to discuss the initiation of their annual audit of the university's financial statements for the year ended June 30, 2023. APA expects to begin its work in January and be completed by May 2024.
- Mason's Interim Chief Information Officer, Charles Spann and Chief Information Security Officer, Curtis McNay provided the Committee with an overview of Mason's information technology environment. The complexity of the environment continues to increase as Mason addresses changes in requirements and growth in volumes and offerings while further defining and clarifying governance roles and responsibilities. It is expected this to remain an area of interest for the Committee and to continue to receive further regular written updates from management at our future meetings. The Committee also met in closed session to discuss the security of university information technology systems.
- The Committee reviewed the annual report of approved waivers of contractual conflicts of interest, the annual information security program status report required by the Gramm-Leach-Bliley Act and the audit, compliance, and information technology status reports included in the meeting materials.

There were no action items from the committee to bring before the full board.

VI. Closed Session

A. Honorary Degrees and Special Awards (Code of VA: §2.2-3711.A.11)
B. Personnel Matter (Code of VA: §2.2-3711.A.1)
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)

Secretary Messe **MOVED** that the Board go into Closed Session under the provisions of Section 2.2-3711.A.11, for Honorary Degrees and Special Awards; Section 2.2-3711.A.29 to discuss a public contract related to a potential cricket stadium; Section 2.2-3711.A.7, for Consultation with legal counsel pertaining to actual or probable litigation including briefings on:

Agrawal v. GMU
Amison v. GMU et al.
Ganley and Surber v. GMU et al.
Jeong v. GMU et al.
Morrison v. GMU et al.
Zahabi v. GMU et al.

and Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned items. The motion was **SECONDED** by Visitor Hazel. Vice Rector

Peterson opened the floor for discussion. There was none. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**
Yes – 13
Absent – 3 – Visitors Marquez, Oberoi & Witeck

Following closed session, Secretary Meese **MOVED** that the board go back into public session and further moved that by roll call vote the board affirm that only public business matters lawfully exempted from the open meeting requirements under the Freedom of Information Act were heard, discussed or considered in the closed meeting, and that only such business matters that were identified in the motion to go into a closed meeting were heard, discussed or considered in the closed meeting. Any member of the board who believes that there was a departure from the requirements as stated, shall so state prior to taking the roll call, indicating the substance of the departure that, in his or her judgment, has taken place. The **MOTION** was seconded by Visitor Hazel. **ALL PRESENT BOARD MEMBERS RESPONDED IN THE AFFIRMATIVE BY ROLL CALL.**
Yes – 11
Absent – 5 – Visitors Brown, Burke, Marquez, Oberoi & Witeck

VII. Public Comments

There were three registrations for oral comment and no written public comments were received. Vice Rector Peterson called the following students individually to the podium who all spoke about the Israel–Hamas war: Sarah Karim, Kheira Bekkadja, and Bashar Al-Shaar. Please refer to the meeting's video recording for specifics: https://vimeo.com/showcase/8557205/video/891065217.

VIII. Adjournment

Vice Rector Peterson adjourned the meeting at 5:01 p.m.

Prepared by:

Sarah Hanbury
Secretary pro tem

BOARD OF VISITORS
GEORGE MASON UNIVERSITY

Special Meeting of
December 14, 2023
Merten Hall, Hazel Conference Room (1201)

MINUTES

PRESENT: Rector Horace Blackman, Vice Rector Jon Peterson, Secretary Mike Meese, Visitors Armand Alacbay, Reginald Brown, Lindsey Burke, James Hazel, Robert Pence, Nancy Prowitt and Robert Witeck.

PRESENT VIRTUALLY: Visitors Dorothy Gray and Dolly Oberoi.

ABSENT: Visitors Anjan Chimaladinne, Wendy Marquez, Jeffrey Rosen and Charles Stimson.

ALSO, PRESENT: Gregory Washington, President; Ken Walsh, Interim Provost and Executive Vice President; Deb Dickenson, Executive Vice President for Finance and Administration; Anne Gentry, University Counsel; Marvin Lewis Assistant Vice President and Director of Intercollegiate Athletics, Intercollegiate Athletics; Andrew Lieber, Senior Associate Athletics Director, Capital Planning, Facilities & Events, Intercollegiate Athletics; Jackie Ferree, Senior Vice President, Operations and Business Services, Rose Pascarell, Vice President of University Life and Sarah Hanbury, Secretary pro tem.

I. Call to Order

Rector Blackman called the meeting to order at 1:00 p.m.

II. Closed Session

A. Public Contract (Code of VA: §2.2-3711.A.29)
B. Consultation with Legal Counsel pertaining to actual or probable litigation (Code of VA: §2.2-3711.A.7)
C. Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice (Code of VA: §2.2-3711.A.8)

Vice Rector Peterson **MOVED** that the Board go into Closed Session under the provisions of Section 2.2-3711.A.29 to discuss a Public Contract related to a potential shared Cricket/Baseball Stadium; Section 2.2-3711.A.7, for Consultation with legal counsel pertaining to actual or probable litigation including a briefing on:

Wright v. GMU et al.

and Section 2.2-3711.A.8 for Consultation with Legal Counsel regarding specific legal matters requiring the provision of legal advice concerning the aforementioned items, university policy and student disciplinary matters. The motion was **SECONDED** by Secretary Meese. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**
Yes – 12
Absent – 4 – Visitors Chimaladinne, Marquez, Rosen and Stimson.

Following closed session, Secretary Meese **MOVED** that the Board go back into public session and further moved that by roll call vote the Board certify that only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered in the meeting by the Board. Any member of the Board who believes that there was a departure from the requirements as stated above, shall so state prior to the vote, 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.**
Yes – 9
Absent – 7 – Visitors Chimaladinne, Hazel, Marquez, Oberoi, Peterson, Rosen and Stimson.

Rector Blackman relayed that in accordance with the Electronic Meeting Policy, Visitors Gray and Oberoi requested to participate remotely due to a personal matter. Due to both Visitors being out of state, the Rector approved their remote participation requests, and as such voting would be accomplished by roll call.

Rector Blackman **MOVED** that the Board authorize the University to enter into a ground lease in furtherance of a shared temporary cricket/baseball stadium consistent with the terms discussed in closed session; and specifically authorizes the President or Provost to execute such ground lease and any other documents, instrument or certificates as may be deemed necessary or desirable to further carry out the purposes and intent of this resolution consistent with the terms discussed in closed session. The motion was **SECONDED** by Visitor Witeck. **MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.**
Yes – 7
Abstain – 2 – Visitors Gray and Pence.
Absent – 7 – Visitors Chimaladinne, Hazel, Marquez, Oberoi, Peterson, Rosen and Stimson.

III. Adjournment

Rector Blackman called for any additional business to come before the Board. Secretary Meese reminded the Board to file their annual financial disclosure through the Virginia Conflict of Interest and Ethics Advisory Council portal between January 1, 2024, through February 1, 2024. He noted that the next BOV meeting is February 22, 2022. Rector Blackman adjourned the meeting at 2:07 p.m.

Prepared by:

Sarah Hanbury
Secretary pro tem

BOARD OF VISITORS
George Mason University

Pending Board Approval

Meeting Schedule for 2024-2025

Thursday, September 26, 2024	**Full Board Meeting**
Thursday, December 5, 2024	**Full Board Meeting**
Thursday, February 20, 2025	**Full Board Meeting**
Tuesday, April 1, 2025	**Board Public Comment Session**
Thursday, May 1, 2025	**Full Board Meeting**
Thursday, July 31, 2025	**Annual Planning Conference**
Friday, August 1, 2025	**Annual Meeting**

Meeting Schedule for 2025-2026

Thursday, September 25, 2025	**Full Board Meeting**
Thursday, December 4, 2025	**Full Board Meeting**
Thursday, February 19, 2026	**Full Board Meeting**
Tuesday, March 31, 2026	**Board Public Comment Session**
Thursday, April 30, 2026	**Full Board Meeting**
Thursday, July 30, 2026	**Annual Planning Conference**
Friday, July 31, 2026	**Annual Meeting**

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

PROPOSED

GEORGE MASON UNIVERSITY
BOARD OF VISITORS

Proposed Amended Policy:

DOCUMENT AND RECORDS REQUEST POLICY
In order to facilitate the orderly transaction of business, to promote transparency and to make the most efficient use of administrative staff, it is the policy of this Board that all requests by individual members for University documents and records, subject to review by Counsel for disclosability, shall be directed to the Secretary of the Board of Visitors or to the Secretary pro tem in the absence of the Secretary of the Board of Visitors.

Furthermore, these requests, and the University's responses, will be shared by the Secretary (or Secretary pro tem) with all members of the Board of Visitors as soon as practicable, and if possible, within 48 hours of receipt.

This policy shall remain in effect until or unless amended or repealed by BOV decision.

Current Policy:

DOCUMENT AND RECORDS REQUEST POLICY
In order to facilitate the orderly transaction of business, and to make the most efficient use of administrative staff, it is the policy of this Board that all requests by individual members for University documents and records, subject to review by Counsel for disclosability, shall be directed to the Secretary of the Board of Visitors or to the Secretary pro tem in the absence of the Secretary of the Board of Visitors.

This policy shall remain in effect for one year.

Adopted by the Board of Visitors on July 28, 2023.

GEORGE MASON UNIVERSITY

BOARD OF VISITORS

DOCUMENT AND RECORDS REQUEST POLICY

In order to facilitate the orderly transaction of business, and to make the most efficient use of administrative staff, it is the policy of this Board that all requests by individual members for University documents and records, subject to review by Counsel for disclosability, shall be directed to the Secretary of the Board of Visitors or to the Secretary pro tem in the absence of the Secretary of the Board of Visitors.

This policy shall remain in effect for one year.

Adopted by the Board of Visitors on July 28, 2023.

Michael J. Meese
Secretary
Board of Visitors

President's Report
Prepared for the Feb. 22, 2024 Board of Visitors Meeting

Fact Pack Information

Fact Pack materials begin after this report on page 400 of the meeting book.

Introduction

This document begins with some selected student, alumni, and faculty highlights, followed by accolades and rankings highlights. In accordance with the five major priorities of the strategic plan, this document then outlines our collective progress in each of the five areas listed below.

1. **Deliver a distinctive and inclusive student experience that fosters lifelong engagement.**
   Cultivate a high-quality experience that embodies the Mason values and promotes student success, well-being, collaboration, and a lasting connection.

2. **Expand the impact of Mason's research, scholarship, and creative enterprise.**
   Bolster the infrastructure and systems that support research and collaboration.

3. **Expand partnerships for economic and social impact.**
   Strengthen partnerships, alumni relations, and community building and engagement informed by Mason's research, creative arts and pedagogical expertise.

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

5. **Invest in faculty and staff success.**
   Ensure appropriate resources, processes, and technologies are in place that better support the faculty and staff experience.

The document then concludes with presidential activities and speaking engagements.

Student and Alumni Highlights:

- **Postdoc researcher Marissa Howard was awarded a $200,000 grant from the National Cancer Institute to further her work, which entails "eavesdropping" on cell communications that provide molecular information that could revolutionize treatments for cancer and other maladies.**
- **Honors College students Anthony Perry and Daniel Horvath, operating under the team name of CyberCrustaceans, defeated five finalist teams to win the $20,000 top prize at the Bring Down Counterfeiting Hackathon 2023, a nationally advertised competition that began in September.**

- **Archana Vardhan, pursuing a master of public health degree, was one of 20 students nationwide selected for a summer fellowship through the Association of Maternal and Child Health Programs. Her research focuses on the mental and physical health of mothers of color.**
- **Kyle Delin, a student in the MS in athletic training program in the School of Kinesiology, worked toward his practicum with Radio City Rockettes' Athletic Training department under Madison Square Garden Entertainment and helped with the Rockettes' Radio City Christmas Spectacular.**
- **Six graduate students from the Department of Global and Community Health and Department of Health Administration and Policy presented a four-pronged solution to address health care and homelessness among Washington, D.C., area women at the D.C. Public Health Case Challenge.**
- **Washingtonian has named Nicole Lynn Lewis, Master's in Public Policy '06, one of its Washingtonians of the Year. Lewis is the founder and CEO of Generation Hope, a nonprofit that assists student parents through mentorship and financial support.**
- **Virginia Business named Kristen Cavallo, MBA '93, 2023 Virginia Business Person of the Year. She spent 6 years as CEO of The Martin Agency advertising firm and has been the global CEO for international marketing communications network MullenLowe Group since November 2022.**

Faculty Highlights:

- **Criminology, Law, and Society professor Evan Marie Lowder is among 12 state educators to be formally recognized by the State Council of Higher Education with a 2024 Outstanding Faculty Award. SCHEV has named her a "Rising Star," a designation for faculty with two to six years of full-time experience.**
- **Farhang Alem, interim director of the Biomedical Research Laboratory, and biology professor Aarthi Narayanan will receive more than $12 million from the National Institutes of Health to support development of the BRL, advancing the university's research capabilities for infectious diseases.**
- **A team led by Distinguished University Professor J.P. Singh has a $1.4 million grant from the Department of Defense to examine how countries are implementing their national artificial intelligence infrastructure strategies.**
- **Leah Nichols, executive director of Mason's Institute for a Sustainable Earth, is the principal investigator on a $6 million grant from the National Science Foundation to translate research into practice to support the creation of climate-resilient communities across Virginia.**
- **Biology professor Daniel Hanley and team developed a new camera system that allows ecologists and filmmakers to produce videos that accurately replicate the colors that different animals see in natural settings.**

- **Kelley Regan, a special education professor, was awarded two new Virginia Department of Education grants to facilitate a pipeline of well-qualified special education teachers in the commonwealth.**
- **Kuo Tian, a geotechnical engineering professor, received a grant from the U.S. Department of Agriculture to look at solid waste management service in rural locations, focusing on the potential health threats to groundwater in those areas.**
- **Linda Apple Monson, director of the Reva and Sid Dewberry Family School of Music, was inducted into the Steinway Teacher Hall of Fame, an honor that celebrates the dedication and passion of the outstanding piano educators of North America.**
- **A paper co-authored by Mariia Petryk, a professor of information systems, is the first to examine whether the intensity of developer engagement with a cryptocurrency is related to its quality.**
- **Mechanical engineering professor Jeff Moran, post-doc Amit Kumar Singh, and high school lab assistant Tarini Basireddy have created CoffeeBots, coffee grounds that can bind to three types of pollutants from seawater before being removed via magnets.**
- **College of Public Health professor Debora Goldberg led a recent study that found that inefficiencies of electronic health records systems and high levels of documentation contribute to clinician burnout.**
- **Paula Sorrell, associate vice president, Office of Research Innovation and Economic Development, is listed as one of the top innovators on the Virginia Business 100 People list.**

Rankings/Accolades Highlights:

U.S. News Online Master's Rankings:
- **Special Education: No. 8 among publics, No. 8 nationally overall. Last year: 11, 11**
- **Education for Veterans: No. 14 among publics, No. 14 nationally. Last year: 17, 18.**
- **Curriculum and instruction: No. 17 among publics, No. 17 nationally: Last year: 12, 12.**
- **Education: No. 40 among publics, No. 45 nationally. Last year: 47, 52.**
- **Business (non-MBA): No. 44 among publics, No. 62 nationally. Last year: 45, 66.**
- **Online MBA for Veterans. 41 among publics, 50 overall nationally. (no ranking last year)**
- **MBA: No. 54 among publics, No. 74 nationally. Last year: 54, 73.**
- **Information technology: No. 35 among publics, No. 50 nationally. Last year: 36, 52.**
- **Engineering: No. 51 among publics, No. 67 nationally. Last year: 36, 44.**
- **Nursing: No. 34 among publics, No. 49 nationally. Last year: 46, 64.**
- **Nursing for Veterans: No. 11 among publics, No. 18 nationally.**

The latest figures released by the National Science Foundation show Mason's research funding in the top 25 nationally in the areas of:
- **Social sciences: 10th among all universities (best in the Washington, D.C., area) and seventh among public universities.**
- **Computer and informational science: 21st among all universities and 13th among public universities in federally funded research.**

- **Engineering moved up five places to 73rd nationally among all universities (rising 69 places since 2018), and advancing four spots to No. 52 among public institutions.**
- **Overall, Mason's research and development funding was 75th among public institutions and 60th among public institutions without medical schools.**
- **Part of University Life, Contemporary Student Services earned from the National Association of Student Personnel Administrators (NASPA) the Bronze Excellence Award for supporting success in "Commuter, Off Campus, Military-Affiliated, Non-Traditional, and Other" student populations.**
- **The National Security Administration redesignated Mason as a National Center of Academic Excellence, a distinction Mason has had since 1999.**
- **The Jimmy and Rosalynn Carter School for Peace and Conflict Resolution is ranked No. 1 nationally among public institutions for its overall performance, and No. 1 among all institutions for its online offerings, according to Authority.org.**

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

Spring - Last Day To Drop	Headcount			FTE			Credit Hours		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Total	37,469	37,940	38,524	27,837	28,396	29,035	400,216	408,179	418,032
VA	29,547	28,946	29,321	21,860	21,659	22,223	317,502	315,453	324,111
OOS	7,922	8,994	9,203	5,977	6,736	6,812	82,714	92,726	93,921

Spring - Last Day To Drop	Headcount			FTE			Credit Hours		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Undergrad	25,880	26,192	26,906	21,439	21,809	22,600	321,582	327,136	339,005
VA	22,296	22,342	22,941	18,162	18,280	18,928	272,429	274,199	283,917
OOS	3,584	3,850	3,965	3,277	3,529	3,673	49,153	52,937	55,088

Spring - Last Day To Drop	Headcount			FTE			Credit Hours		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Graduate	10,831	10,897	10,832	5,779	5,919	5,833	69,351	71,024	69,994
VA	6,965	6,297	6,089	3,468	3,146	3,079	41,615	37,756	36,945
OOS	3,866	4,600	4,743	2,311	2,772	2,754	27,736	33,268	33,049

Spring - Last Day To Drop	Headcount			FTE			Credit Hours		
	2022	2023	2024	2022	2023	2024	2022	2023	2024

Law	758	851	786	619	668	602	9,283	10,019	9,033
VA	286	307	291	231	233	217	3,458	3,498	3,249
OOS	472	544	495	388	435	386	5,825	6,521	5,784

ADVANCE:

- **The process is under way to begin the ADVANCE VA work with Brightpoint Community College and Virginia Peninsula Community College. Also, work is in progress to build a partnership with Richard Bland College.**

Mason Online:

- **The College of Public Health and Wiley have partnered to strategically promote their in-person and online programs. This would bring new master of public health concentrations online, as well as additional programs, including the doctor of nursing practice degree.**
- **Working to leverage the existing bachelor of individualized study program, which is transfer friendly and aligned to an adult demographic.**
    - **Average number of transfer credits: 71**
    - **97% of BIS graduates report they are well prepared for career**
    - **94% of BIS graduates report they are well prepared for further post-baccalaureate study (reinforced bachelor's to accelerated master's option)**

Mason Korea:

- **Plans are under way for the 10th anniversary in June and a search has begun to replace the campus dean who is returning to the English Department in CHSS as a faculty member.**

Early Identification Program:

- **Funding secured by SPARK, the education foundation for Prince William County Schools, will support an additional 20 Early Identification Program students starting this spring. There are now 153 EIP students in the PWCS system, and just under 800 in the overall program, with plans to expand further.**

Mason partners with Opportunity Scholars:

- **Mason and the like-minded Opportunity Scholars program signed a memorandum of understanding on Jan. 23 outlining plans to coordinate efforts and find ways to work together to help more primarily underrepresented students earn meaningful postsecondary credentials in a high-demand economic sector. The aim of the collaboration is to encourage long-term success and create economic mobility.**

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

FY23 Research Reported Figures

- **FY23 Total Sponsored Award Obligations up 49% from $171M to $255M**
- **FY23 Federally Sponsored Award Obligations up 66% from $136M to $225M**

- **FY23 F&A (Indirect) Recovery up 20% YoY from $23.8M to $28.6M**
- **FY22 NSF HERD Expenditures up 7.4% YoY from FY21 to $230M**

Colleges and Schools:

Antonin Scalia Law School

- **A new program, Table for Five, supports and enhances Scalia Law's culture of scholarship and research while providing opportunities for colleagues to exchange ideas and spend more time together. These informal lunch-hour sessions are held monthly and have been attended by faculty from across all fields of study within the school.**

Carter School for Peace and Conflict Resolution

- **Professors Karina Korostelina and Susan Allen received an exclusive $500,000 contract with the U.S. Department of State, "Research & Evaluation Innovation Fund: Contact Theory in Democracy, Human Rights & Governance Programs."**

College of Engineering and Computing

- **A joint proposal led by computer science professor Amarda Shehu and Costello College of Business professor Brett Josephson secured a nearly $5 million contract from the 9th Air Force Central Command. Among other aspects, the effort will help AFCENT improve how it counters hostile unmanned systems and how it uses digital twins to improve the resilience of critical supply chains. This large effort involves 17 faculty from across CEC plus dozens of graduate and undergraduate students.**
- **Professor Maryam Parsa was awarded $550,000 from the NSF on the "Design of Joint 3D Solid-State Learning Machines for Various Cognitive Use-Cases."**

College of Humanities and Social Sciences

- **Paleogenomics is a new and rapidly expanding area of research which obtains DNA from ancient or extinct organisms to reconstruct our knowledge of the past. In Spring 2024, a new, state-of-the art paleogenomics facility was opened on the Fairfax Campus, led by Rick W. A. Smith in the Department of Sociology and Anthropology. This lab represents one of only a few dozen such labs anywhere in the western hemisphere and establishes Mason as the first and only university in the mid-Atlantic with the capacity to reconstruct population history from the DNA of past people. The lab employs a community-based approach and partners directly with Indigenous peoples and their descendants across North America to understand the rise and decline of some of the largest cities and civilizations of the ancient world, and to reconstruct the population history of Indigenous groups over thousands of years to the present day. The lab provides state-of-the art scientific training to community partners and provides pathways for Mason undergraduates and graduates to gain expertise in the cutting-edge science of paleogenomics.**

- **Mason clinical psychology professor Tara Chaplin received a prestigious four-year, $500,000 Independent Research Scientist Development Award from the National Institutes of Health to study connections between parenting, emotions, and adolescent substance use. This grant will allow Chaplin to expand her expertise and conduct transformative studies to increase understanding of youth substance use. Her work exemplifies Mason's commitment to innovative research that advances knowledge and solutions for critical issues impacting society. Chaplin's K02 award builds on her success as a recipient of several NIH R01 awards , considered by many to be the gold standard of NIH awards.**

College of Public Health

- **An interdisciplinary bruise study gift of $21 million will fund research of nursing professor Katherine Scafide, health informatics professor Janusz Wojtusiak, and civil engineering professor David Lattanzi, with the goal of making user-centric solutions available to those who need them and pursue avenues for commercialization to enable large-scale dissemination and long-term sustainment. Research seeks to automate detection of bruises, especially those in people of color, using violet or blue LED light to detect and characterize bruises and their causes.**
- **The Department of Social Work received a $1.9 million grant from the Health Resources and Services Administration (HRSA) to develop and implement the Mason Community-Academic Partnerships in Behavioral Health (CAP-BH) Program. Master of Social Work students in the program can receive training in the following: dialectical behavior therapy, motivational interviewing, telehealth, cultural competency, yoga for trauma, internal family systems therapy, and virtual reality simulation training.**

College of Science

- **Mason received a $13.6 million grant from the Navy to study solar activity and space weather. Peter A. Becker, professor of physics and astronomy, is the principal investigator on the grant. Funded work focuses on prediction of large solar flares and coronal mass ejections, which can have a large impact on power grids and radio, internet, and satellite communication. The sun's activity can't be controlled, so we need advanced warning and mitigation strategies.**
- **Liping Di, director of Mason's Center for Spatial Information Science and Systems (CSISS), received a $5 million CropSmart Digital Twin Phase II award by NSF's Convergence Accelerator program.**

College of Visual and Performing Arts

- **In 2023, Mason joined the Alliance of Art Research Universities (a2ru) as an Institutional Member through a concerted effort by multiple colleges and the Office of Research, Innovation, and Economic Impact. This initiative uniquely positions Mason among other premier R1 institutions to support our emerging research culture in the arts.**

Costello College of Business

- **Student research projects supervised by finance professor Derek Horstmeyer have given rise to numerous articles published in The Wall Street Journal and CFA Institute's Enterprising Investor blog. Recent articles have addressed the post-Covid performance of global stock market indices, correlations between bitcoin prices and the S&P 500, and asset-class comparisons amid peaking interest rates.**

Schar School of Policy and Government

- **Professor Laurie Schintler received funding from the National Science Foundation for the project: "Perceptions of Efficiency and Bias in Peer Review: Algorithmic versus Human Decision Making." This project is a collaboration between the Schar School and Mason's Department of Sociology and Anthropology. Other investigators on the team include Schar professor Connie L. McNeely and James Witte, director of Mason's Institute for Immigration Research.**

Mason Korea

- **Faculty member Sohyun Park received Mason Korea's first National Research Foundation research grant in 2023, securing three years of funding for her project entitled "Development of Rural Land Use Change Spatial Prediction Model Considering Population Movement Dynamics"**

Provide the support structures needed to fuel growth

College of Engineering and Computing

- **In late 2023, the Mason Autonomy and Robotics Center, led by CEC professor and First American Bank Chair Missy Cummings, opened its showcase research facility in Research Hall on the Fairfax Campus. This 10,000+ square foot facility includes a two-story aviary, supporting labs, collaboration space, and offices for faculty and students. It is being used for both research and instruction on land and aerial robots and autonomous systems. Over the coming year, it will become a gathering place for faculty and students interested in research on robotics and autonomous systems.**

Costello College of Business

- **The CCB Research Paper Series on Social Science Research Network (SSRN) – the leading digital platform for disseminating early-stage research – contains 314 publications, with more than 100,000 total downloads.**

College of Visual and Performing Arts

- **CVPA continues to fund research and creative activity initiatives through internal structures, such as endowments, while supporting pre-award grant submissions. However, examining our research support structures has highlighted a dire need for additional staff**

and resources. It has resulted in a proposed partnership with the College of Education and Human Development to support coordination with the Office of Sponsored Programs and the entire external grant life cycle.

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

Antonin Scalia Law School

- **The impact of Scalia Law's faculty research is widely felt in the media, on Capitol Hill, and in academic conferences and colloquia. Since December 1, 2023, faculty have authored op-eds, testified before Congress, or been quoted in the national media 58 times on topics ranging from the Trump indictment and the war in the Mideast to global warming and the death penalty.**

College of Humanities and Social Sciences

- **Creative writing professor Tania James has been honored as one of 10 contenders for the National Book Award for Fiction for her novel, Loot. The novel is James' fourth work of fiction. Her previous works were all recognized as finalists for prizes or awards, or were named as best books by literary groups. This recognition indicates the literary merit and talent within Mason's creative writing faculty and expands Mason's national profile for fostering insightful contemporary literature and scholarship. The writing of Loot was partially supported by an award from the College of Humanities and Social Sciences' Faculty Research and Development Award Seed Funding program.**
- **CHSS strengthens Mason's international ties and influence with three professors selected as 2023-2024 Fulbright Scholars. Fulbright awards enable Mason faculty to share their expertise globally while building lasting partnerships. Through these highly competitive awards, Cher Weixia Chen, Nathaniel Greenberg, and T. Mills Kelly are pursuing research and teaching in Canada, Spain, and Germany. respectively.**

3. Expand partnerships for economic and social impact.

TTIP: The Tech Talent Investment Program (TTIP) is a partnership between Virginia and its universities to increase the number of highly skilled graduates in computing fields.

Fuse: As part of TTIP, Fuse at Mason Square will house a mix of university R&D and related education programs, as well as corporate innovation labs, incubators, accelerators, and co-working facilities, retail, a below-grade parking garage, and enhanced public spaces on Mason Square (formerly the Arlington Campus). The 345,000 square foot project will incorporate state-of-the-art smart and green building technologies as well as advanced cyberinfrastructure essential to advance the digital innovation goals of thousands of university, industry and community innovators who will use Fuse facilities.

TTIP Reported Figures

Through FY23, Mason has exceeded cumulative BS and MS computing degree production targets (3 SCHEV CIP Codes)

- **TTIP cumulative BS degrees through FY23 - 281% of BS MOU Target (309 vs. 110 cumulative grads)**
- **TTIP in-state cumulative BS degrees through FY23 (90.5% vs. 82% baseline)**
- **FY23 TTIP MS degrees - 192% of MS MOU Target (239 vs. 124 cumulative grads)**
- **TTIP MS in-state cumulative BS degrees through FY23 (37.5% vs. 58% baseline)**
- **Philanthropic match ($21.6 million secured out of $125 million required)**

TTIP (and TTIP-Adjacent) Highlights

College of Engineering and Computing

- **Amazon Web Services has worked collaboratively with Mason to develop a new data center engineering concentration, including equipment to support experiential learning in a laboratory setting. The new program will meet the accelerating demand for data center engineers.**

Office of Research Innovation and Economic Impact

Colleges and Schools

College of Engineering and Computing

- **As part of CEC's expansion into Mason Square, a 5,000 square foot data visualization lab was constructed in Van Metre Hall in 2023. Its first occupant is CEC's new Power Engineering Program, led by electrical and computer engineering professor and Dominion Energy Faculty Fellow Liling Huang. A growing number of workstations and related equipment reside in the lab for both research and instruction on advanced smart grids. With support from Dominion Energy, Amazon Web Services, and other companies and government sponsors, the power engineering program, which emphasizes sustainability in power generation and management, expects to expand dramatically over the next several years. This spring several computer science faculty and students working in augmented and virtual reality will become the next lab occupants.**

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

Colleges and Schools

Antonin Scalia Law School

- **For almost 50 years, the Law School's Law and Economics Center Judicial Education Program has helped train the nation's judges and justices in economics, finance, accounting, statistics, and scientific methodology. The program offers intellectually rigorous, balanced, and timely education programs in the belief that the fundamental principles of a free and just society depend on a knowledgeable and well-educated judiciary. To date, over 5,000 federal and state judges from all 50 states and the District of Columbia, including four current U.S. Supreme Court Justices, have participated in at least one of the LEC's judicial education programs.**

- **Over a dozen clinical and externship programs empower students to serve their communities. Under the supervision of teachers and practicing lawyers, students work on cases for veterans and members of the local population on a wide range of matters, including immigration, innovation, poverty law, and constitutional law. Others work as externs on Capitol Hill, in judges' chambers, and for government agencies. The school often provides financial support to students working in public-service externships throughout the country.**

College of Engineering and Computing

- **Mason is the newest of 13 member universities in the prestigious Draper Scholars Program. The Draper Labs have been a critical hub for innovation for 90 years. Draper has functioned for 50 years as an independent engineering innovation nonprofit and has established a reputation as the go-to experts in key business areas of strategic systems, space, national security, and biotechnology. The Mason Draper Scholars will receive full funding from Draper for their PhD or MS while working collaboratively with Draper subject matter experts and Mason faculty.**

College of Humanities and Social Sciences

- **A new facility that houses two CHSS centers, the Center for Community Mental Health (CCMH), led by Robyn Mehlenbeck, and the Center for Evidence-Based Behavioral Health (CEBBH), a CHSS Chartered Research Center, led by Christy Esposito-Smythers, was opened in the City of Fairfax to expand care and workforce training in the community. CCMH provides state-of-the-art, accessible, affordable, and culturally sensitive therapy and testing services to those in need, regardless of income. In parallel, the center provides advanced research and training for the next generation of behavioral health providers. CEBBH brings together Mason faculty with different areas of expertise to offer training and consultation to the community's behavioral health workforce in culturally responsive, research-based, behavioral health treatments. Both centers are building on prior significant impact within the community.**

College of Public Health

- **Sentara Healthcare and the School of Nursing launched the Sentara Scholars Scholarship to provide financial assistance to approximately 60 students from Virginia.**

College of Science

- **The Yu Yuen Kit Foundation pledged $3 million to establish the College's first endowed professorship within the Department of Physics & Astronomy, with preference given to areas of quantum science.**
- **On Oct. 24, the College of Science hosted the second annual Mason Space Day, drawing nearly 2,000 community members and K-12 students for a day of space-related activities and information. Speakers included former astronaut Charles F. Bolden and Michelle Thaller, assistant director of NASA Science, NASA Goddard Flight Center.**

- **Last summer, rising fourth- through ninth-graders interested in what exists beyond Earth's atmosphere experienced the role of a "mission specialist" and designed space missions with guidance from experts in the field at the Interstellar Dreams Space Center. Throughout each of the five week-long camps, participants learned about physics and astronomy, computer and Arduino programming, and visited Mason facilities like the satellite development lab and the Mason Observatory. During the week-long programs, campers also learned about space mission roles and engineering tasks—culminating in a "press conference" at the end of the week to a small audience of family and professionals. Participants shared their lunar space station design, motivations and mission.**

College of Visual and Performing Arts

- **The Artist-in-Residence program, launched in the 2019-20 academic year, brings world-class artists to Mason's campuses and engages the on-campus community as well as the wider regional community in classes, lectures, interactive demonstrations, and more during their partnerships with Mason, appearing at elementary and middle schools, City of Fairfax venues, and more.**
- **Since 2014, the Veterans and the Arts Initiative has served more than 14,000 military-connected people through workshops and special events at the Hylton Center and virtually. The initiative and its staff have participated in the Virginia Women Veterans Summit since 2018, when the Summit highlighted program director Niyati Dhokai's contributions by naming her their first-ever Changemaker of the Year. The initiative received six government contracts awarded in support of Creative Forces: NEA Military Healing Arts Network, an initiative of the National Endowment for the Arts in partnership with the U.S. Departments of Defense and Veterans Affairs and state and local arts agencies, with administrative support provided by Americans for the Arts and the Henry M. Jackson Foundation for the Advancement of Military Medicine. Collaborative partnerships that expanded the i nitiative's work and impact have included Mason's College of Education and Human Development, Mason's College of Public Health, and Prince William County Libraries.**

Costello College of Business

- **The Center for Innovation and Entrepreneurship launched an inclusive entrepreneurship training initiative, SOAR, in September. The Shrivastava Family Refugee and Immigrant Success through Entrepreneurship (RISE) program is the first of three programs the center will launch as part of the SOAR Initiative. RISE is focused on training, mentoring, and providing access to networking opportunities for aspiring entrepreneurs from refugee and immigrant backgrounds. This program is made possible through the generous support of Sumeet Shrivastava (MBA '94), and in partnership with Lutheran Social Services National Capital Area (LSSNCA) Resource Center. The first cohort of 31 participants completed their initial six-week training program in late October and are now working with mentors in the next phase of the program.**

Schar School of Policy and Government

- **The Schar School runs two cohort graduate programs with broad social impact. Now in its 21st year, the Northern Virginia Public Service Fellows program prepares mid-career professionals for leadership in local government, while forging cross-jurisdictional professional connections that encourage cooperation throughout Northern Virginia. Participants hail from Alexandria, Arlington, Fairfax, Fauquier, Herndon, Loudoun, Manassas, and Prince William.**
- **The Schar School's Marine Corps Congressional Fellows program is in its sixth year, offering Congressional Fellows the opportunity to earn a Master of Public Policy while completing their fellowship on Capitol Hill. This partnership with the U.S. Marine Corps extends Mason's reach nationwide after participants complete their tours at the Pentagon and continue in military leadership throughout the country.**

Development/Advancement:

Fundraising to date (as of 1/30/2024)

- **$411 million raised toward $1 billion overall campaign goal**
- **$52 million raised toward $100 million FY24 goal**
- **There have been several generous gifts and grants received by Mason's colleges and schools in recent months. At the end of the calendar year, the Yu Yuen Kit Foundation gave a gift of $3 million to the College of Science to establish the college's first endowed professorship within the Department of Physics and Astronomy, with preference given to areas of Quantum Science.**
- **The next President's Innovation Advisory Council full meeting will occur on April 24, focusing on Tech Talent Investment Program-focused philanthropic programming opportunities. The University Priorities team is working with Vice President for Research, Innovation, and Economic Impact Andre Marshall to build out student support programs that aim to recruit, retain, and graduate TTIP students.**
- **The University Priorities, Corporate and Foundation Relations, and Alumni Relations teams partnered to host Micron for an industry event at EagleBank Arena on Jan. 20. Delbert Parks, vice president of Frontend Manufacturing Operations, and the Mason Board of Trustees hosted the event. The event started with a private reception for Micron and was followed by a court recognition during the men's basketball game.**
- **Our next industry night is scheduled for March 2. We look forward to welcoming CGI back to EagleBank Arena. CGI took part in a similar event during the 2022-23 men's basketball season, and it was a positive opportunity to recognize a significant corporate partner of the university while welcoming "home" the many Mason alumni from CGI.**
- **In January, Alumni Relations hosted a reception in Las Vegas coinciding with the Consumer Electronics Show conference, one of the largest trade shows in the country. The tour also included a stop in Richmond during the Virginia General Assembly session. Mason administrators, Richmond-area alumni, and a number of alumni who are now Virginia legislators met up for a well-attended and enjoyable evening.**

- **The Mason Nation engagement tour continues to visit alumni and friends nationwide. Mason's leadership team representatives stopped in Atlanta, Jacksonville, Nashville, Knoxville, and Emmitsburg, Maryland in November and December. In February, the tour was scheduled to stop in Orlando, Florida, and a five-city tour of California is planned in May. The tour has been a valuable outreach to Mason's alumni network more geographically distant from our Virginia campuses. The Alumni Relations team appreciates the opportunity to maintain ties with these graduates who carry Mason's name and reputation across the United States.**
- **Planning is under way for the women's and Atlantic 10 men's basketball tournaments in the Richmond area and Brooklyn, respectively.**
- **Mark your calendars: Mason Vision Day is set for April 4 with a theme of "Champion What Matters Most to You at Mason."**

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

- **Mason has submitted its application to maintain its federal Minority Serving Institution (MSI) status designated by the U.S. Department of Education.**

5. Invest in faculty and staff success

Recruit and Retain Talent:

- **Successfully completed the next phase of the PageUp system transformation to manage, streamline, and enhance the recruitment process. Mason is three months into the transition from PeopleAdmin to PageUp. In-system automations will provide unit-specific metrics to the department for increased visibility and more strategic sourcing for future hires.**
- **Talent Acquisition continues to modernize and simplify the advertising approach in parallel with PageUp implementation. The process of advertising positions was simplified, resulting in same-day job postings to external sites from posting on https:/ / jobs.gmu.edu.**
    - **Advertising funding was centralized to take advantage of economies of scale and provide significant cost savings to the university.**
    - **As of Jan. 15, four major job boards most frequented by Mason have been automated for unlimited scraping of job postings, resulting in:**
        - **Reduced per unit cost of job ad to these boards**
        - **Reduced resources and time required to post to these boards**
        - **Maximized exposure by posting all relevant positions to these boards instead of only ones that requested it**
- **Mason's Critical Vacancy Review process remains in place for all hires. All postings require approval by senior leadership to confirm a critical need and lack of existing resources or bandwidth.**
    - **203 approved, critical jobs were posted, of which 53 were filled between July 18, 2023 and Jan. 19, 2024, which is a 26% fill rate.**
    - **Average time to fill during this six-month period was 68 days.**

Performance Management:

- **Annual review process launched for A/ P faculty and classified staff for April 1, 2023 – March 31, 2024 performance period.**
- **New performance management trainings include "Setting Performance Goals and Objectives."**
- **Customized evaluation forms were developed for certain units.**
- **The HR Performance Management team administered the staff annual evaluation for Mason Korea – it concludes at the end of February.**

Professional Development:

- **Increased training opportunities on change management, self-development, leadership, and communication skills are offered for spring 2024.**

Employee Engagement:

- **The Gallup Faculty and Staff Experience and Faculty Evaluation of Administrators surveys will be administered in Spring 2024.**
- **Outstanding Achievement Awards nominations are being accepted now for the April ceremony.**

Faculty Awards:

Antonin Scalia Law School

- **Professor Adam Mossoff testified Jan. 23 before the U.S. Senate Committee on the Judiciary, Subcommittee on Intellectual Property regarding "The Patent Eligibility Restoration Act—Restoring Clarity, Certainty, and Predictability to the U.S. Patent System."**

College of Education and Human Development

- **Kelley Regan, professor in the Special Education Program, along with Pam Baker, Margaret (Peggy) Weiss, and Kristen O'Brien, received two Virginia Department of Education grants for two initiatives:**
    - **The first grant was for Traineeships for Education of Special Education Personnel (Special Education-General Curriculum K-12) and will maintain and expand Mason's Cohort Outreach Program, which provides high-quality special education teacher training for employed Virginia teachers.**
    - **The second grant will support the School of Education's teaching internship course (EDSE 783) for provisionally licensed teachers in the cohorts.**
- **Laurence Chalip, recreation management professor and academic program co-coordinator; Anastasia Kitsantas, professor of educational psychology; and Jered Borup, professor and academic program co-coordinator in the Learning Technologies in Schools program, have**

been recognized as being among the top 2% most-cited scientists in their respective disciplines worldwide and are listed in a prestigious science-wide author database.

- **Kimberly Avila, professor in the Special Education program, was awarded a grant by the Virginia Department of Education in support of the Virginia Consortium for Teacher Preparation in Vision Impairment.**

College of Engineering and Computing

- **Kai Zeng, professor in the electrical and computer engineering department, and Vijay K. Shah, professor in the cyber security engineering department, are part of a team led by researchers from Michigan State University to test Open Radio Access Network components using artificial intelligence. The project was awarded $1.7 million by the National Telecommunications and Information Administration's Public Wireless Supply Chain Innovation Fund.**

College of Humanities and Social Sciences

- **Evan Lowder, professor of Criminology, Law, and Society, was honored with a 2024 Outstanding Faculty Award ("Rising Star") by the State Council of Higher Education for Virginia.**
- **Peter Boettke, Distinguished University Professor of economics and philosophy, was awarded the Southern Economic Association Distinguished Fellow Award.**
- **Alison Heinhold Melley, psychology professor, received a Content Creation grant from VIVA Open to develop an open educational resource for large-enrollment introductory psychology.**

College of Public Health

- **Bethany Cieslowski was named Chief Innovation Officer for Immersive Technologies. In the first role of its kind in the College, Cieslowski will lead technological innovation in teaching and learning across all the college's departments with a focus on virtual reality and simulation.**
- **Raedeh Basiri, professor in the Nutrition and Food Studies Department, was elected to serve on the American Society for Nutrition's Aging and Chronic Disease Research Interest Section as an at-large delegate.**

College of Science

- **Liping Di, professor and founding director of the Center for Spatial Information Science and Systems, received a $5 million grant from the National Science Foundation.**
- **Anton Lukyanenko, professor of mathematics, received the Simon's Collaboration Grant. The grant will fund the continued collaboration on number representations in exotic spaces, as well as some new directions that he's exploring with other researchers.**

- **Shobita Satyapal, physics and astronomy professor, received $208,200 from NASA to fund "The Diagnostic Potential of Coronal Line Emission in the Study of Active Galactic Nuclei: An Exploration with XMM-Newton."**
- **Emanuel Petricoin, co-director for the Center for Applied Proteomics and Molecular Medicine, and Julia Wulfkuhle, CAPMM research professor, received funding for: "The I SPY 2.2 TRIAL: Evolving to Imaging and Molecular Biomarker Response Directed Adaptive Sequential Treatment to Optimize Breast Cancer Outcomes."**

College of Visual and Performing Arts

- **Linda Apple Monson, international Steinway Artist and director of the Reva and Sid Dewberry Family School of Music, was inducted into the 2023 Steinway Teacher Hall of Fame. This distinguished honor celebrates the dedication and passion of the outstanding piano educators of North America.**

Costello College of Business

- **CCB received SCHEV approval to offer a new graduate certificate in Human Capital and Human Resource Management starting in Fall 2024. The certificate will be administered through CCB and is a 12-credit program. One adjunct faculty member currently teaching in the College of Humanities and Social Sciences will teach a required course.**

Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

- **Professor Arthur Romano and the Truth Telling Project were awarded a grant from the National Endowment for the Humanities' Cultural & Community Resilience program for their work "Truth Telling About Collective Resilience with Diasporic Communities: Navigating Displacement, Erasure, and the Impacts of COVID-19."**
- **Mason, led by the Carter School, is one of seven universities partnering with the U.S. Department of State's Bureau of Conflict and Stabilization Operations as an Academic Center of Conflict Anticipation and Prevention. Developed under the supervision of Dean Alpaslan Özerdem and faculty members Susan Allen and Karina Korostelina, this partnership will allow Carter School students to contribute to international peacebuilding efforts with actionable research and provide valuable insight as to how the State Department considers approaches to conflict prevention or mitigation in regions around the world.**

Schar School of Policy and Government

- **A team of Mason researchers, led by Distinguished University Professor J.P. Singh, has received a $1.4 million grant from the Department of Defense to examine the way countries are implementing their national artificial intelligence (AI) infrastructure strategies.**
- **Schar Dean Mark J. Rozell and professor Jeremy Mayer received the 2024 V. O Key Award from the Southern Political Science Association. The award recognizes the best book on Southern politics published over the previous two years. The award is for the second book on Southern politics by the authors. The third book, The Changing Political South: How**

Minorities and Women are Transforming the Region, came out this month.

- **Jo-Marie Burt, professor of political science and Latin American studies, received a NEH Fellowship for 2024-2025 to complete the writing of her book on transitional justice in Guatemala.**
- **John Earle, University Professor, director of the Center for Micro-Economic Policy Research, and director of the PhD program in public policy, received the 2023 Bergson Prize from the Association for Comparative Economic Studies for a paper he co-wrote, "Productivity Dispersion, Misallocation, and Reallocation Frictions: Theory and Evidence from Policy Reforms."**
- **William Rosenberger, Distinguished University Professor in statistics, has been named the 41st Fisher Memorial Lecturer. He will present "From Fisher to CARA: The Evolution of Randomization and Randomization-Based Inference" on March 1 at Cambridge University, with international broadcast coverage.**

Enterprise Risk Assessment:

Background

While Mason's ERM program started in 2015, it was focused for two and a half years on responding to and managing risks associated with the global public health emergency. Mason's response to the pandemic shaped a new vision for how Mason manages enterprise risks.

Purpose

The purpose of the ERM program is to:

- **Identify enterprise-level risks to institutional viability and achievement of strategic objectives.**
- **Plan, facilitate, and oversee the implementation of the approved enterprise risk management process, including facilitating risk assessments and advising risk owners in their identification and implementation of responses to manage and monitor such risks.**
- **Ensuring significant enterprise-level 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.**

Updated Risk-related Organizational Structure

The current global and national environment of complex issues and increased volatility has led to a greater feeling of uncertainty for nations, organizations, and leaders. One facet in Mason's strategy for managing this uncertainty includes restarting holistic ERM efforts post-pandemic and doing so with a highly integrated, updated organizational structure where related functions report through a newly appointed Chief Risk Officer (CRO). The CRO reports directly to the President and matrix reports to the Executive Vice President of Finance and Administration for safety and resilience functions. It should be noted that to ensure connectivity and risk awareness

the CRO also works closely with and routinely meets with the Provost and the Chief of Staff, as well as strategic, financial, reputational, and operational leaders, analysts, and decision-makers.

Enterprise Risk Assessment

An updated risk assessment is under way and is being conducted through an iterative process with President's Council, subject matter experts in the areas of strategic planning, operations, finance, audit, compliance, and branding, and Senior Leadership. While this assessment has not yet been finalized, the draft enterprise risk heat map (figure 1) and priorities (figure 2) are shown below.

Next Steps

The risk assessment will be finalized in the coming weeks upon which time mitigation strategies and action plans commensurate with risk level will be developed/ finalized for enterprise risks. These plans will continue to be refined and implemented as appropriate until the risk is reduced to an acceptable level. This work will include a financial analysis which will be performed to ensure limited resources are appropriated prudently for action plans that require additional funding. Concurrently, the environment will be continually scanned for internal and external emerging risks to ensure risk response efforts are focused in the most critical areas. Written reports on the status of high-priority enterprise-level risks and the related risk response will be routinely provided to the Board.

Figure 1. Enterprise Risk Heat Map

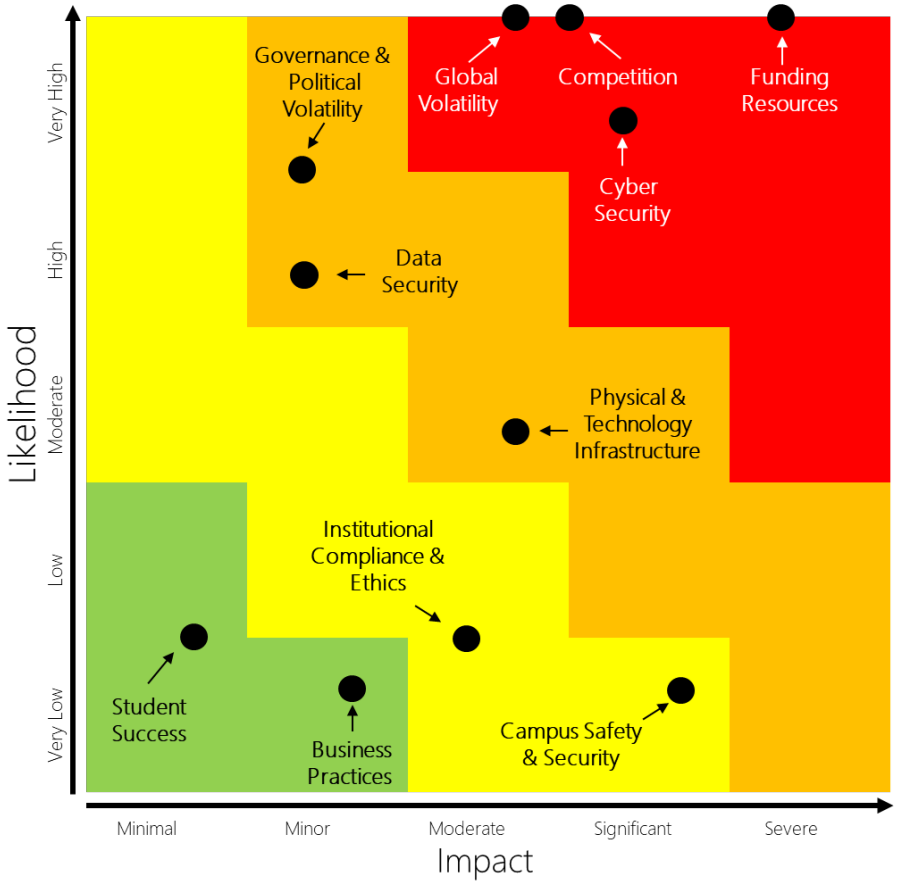
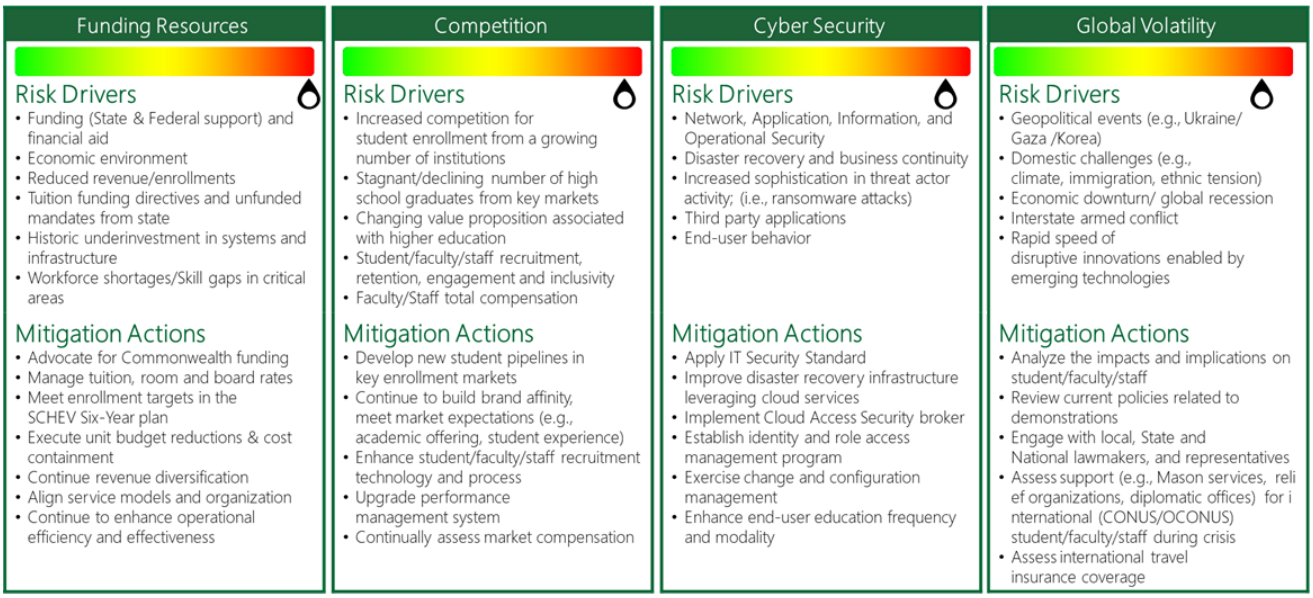


Figure 2. High Priority Enterprise Risks



<u>Federal Government Relations Update:</u>

- **Mason Earmark Requests: Mason currently has five earmarks for $4,198,000 pending in FY24 appropriations bills. The earmarks focus on educating and training the health care workforce; establishing an interdisciplinary space center; using AI to reduce emergency response times; helping small businesses understand and use AI; and developing techniques to reduce crime on Metro. The appropriations bills that contain one or more of the earmarks are the House Commerce-Justice-Science, the Senate Financial Services and the Senate Labor-HHS-Education measures. These bills must become law for the earmark funding to be released.**
- **Congressional Visits: Dedicated two days in April for visits to Capitol Hill to meet with the Virginia Congressional delegation. Will share the latest Mason success stories and make specific requests in support of Mason's education and research missions.**
- **Higher Education Legislation: The House Education and the Workforce Committee passed H.R. 6951, the College Cost Reduction Act, with the goal of lowering college costs for students and families. The bill, however, achieves this goal through a number of controversial provisions such as a complex risk-sharing provision, a maximum price guarantee, loan limits with caps based on a national median, elimination of PLUS loan programs and others that could have a negative impact on Mason. The original bill would have eliminated the Supplemental Educational Opportunity Grant program, but the program was ultimately restored through an amendment. Mason has worked through the**

associations for improvements in the bill.

- **Negotiated Rulemaking: The Department of Education (ED) published issue papers and a list of negotiators for the Institutional Quality and Program Integrity negotiated rulemaking session, which is ongoing. The issue papers include proposals on accreditation, state authorization, online learning, cash management, and TRIO. Mason is reviewing the papers for possible comment. ED's purpose is aimed at overturning some of the previous administration's regulations and to institute the current administration's ideas to hold institutions accountable and create more consumer-friendly policies.**

State Government Relations Update:

- **Mathy House November Legislative Reception: Hosted several legislators representing Mason's campus and surrounding areas on November 28 for a reception at the Mathy House. Discussion focused on university priorities for the upcoming legislative session in Richmond, and ways that legislators can engage with the campus community throughout the year.**
- **Governor Youngkin Hosts Campus Free Speech Summit and Meeting with Council of Presidents: Along with the Council of Presidents, met with Governor Glenn Youngkin at the University of Virginia on November 29, and participated in the Governor's Campus Free Speech Summit. Representatives from Mason's University Life and DEI teams attended the summit and worked to create action plans, affirming the university's commitment to ensuring free speech on campus.**
- **December Legislative Meetings: Met with several legislators throughout December, including incoming members in districts surrounding the Fairfax Campus to discuss Mason's legislative and budget priories along with opportunities to collaborate during the 2024 General Assembly Session.**
- **Hunt Institute Education Summit: The Hunt Institute hosted the annual education summit for House and Senate Education Committee members in Richmond in early December. I joined the panel on higher education pathways alongside Dr. David Dore, Chancellor of the Virginia Community College System; Dr. Joel Herbst, Assistant Dean and Superintendent at Florida Atlantic University, and moderatorValerie Keating, Senior Director of State Partnerships at the College Board. I had the opportunity to engage with the chairs and members of the House and Senate Education Committees ahead of the General Assembly session as they developed their legislative agenda.**
- **Governor's Budget Release: Governor Youngkin delivered his proposed biennium budget in an address to the General Assembly on Wednesday, December 20. Mason would receive an additional $12M in one-time maintenance reserve funding to address aggregate critical deferred maintenance across all campuses. Each institution would receive funding to allow for new campus security initiatives specifically in partnership with the Virginia Fusion Center in an effort to improve coordination across all institutions. Additionally, the Governor proposed a 1% salary increase and an annual 1% bonus for each year of the biennium. There were no proposed increases to the base operating budget, financial aid, or funding for previous state mandates like the Virginia Military Survivors Dependents Education Program (VMSDEP) which is projected to account for over $10M in tuition waivers in FY24.**

- **New Member Meet and Greet: Ahead of the 2024 General Assembly legislative session, the Virginia Business Higher Education Council (VBHEC) hosted a new member reception for the Council of Presidents, providing an opportunity for new members to connect directly with the presidents of each of the institutions of higher education and their legislative liaisons in Richmond.**
- **2024 General Assembly Convenes: On Wednesday, January 10, the 2024 Regular Session of the General Assembly convened in Richmond. The 2024 Session is marked by a historic number of new members after the 2023 elections and impacts from redistricting. Mason's legislative priorities include ensuring investment in Mason's base operating budget, closing state funding disparities between Mason and peer institutions, investments in capital projects, and support for the Mason-managed Small Business Development Centers across the Commonwealth. Mason joins the other four-year institutions in requesting funding for the Virginia Military Survivors Dependents Education Program (VMSDEP), which provides tuition waivers and currently does not receive state support. Mason is monitoring a broad range of additional issues impacting the university including student support and mental health services, campus safety, academic freedom, pathway partnerships, and ensuring employment opportunities for our graduates, especially in high-demand fields.**
- **Swearing-in Ceremony for House of Delegates, Address from Governor Glenn Youngkin: Attended the historic House of Delegates swearing-in ceremony for the 2024 General Assembly Legislative Session on Wednesday, January 10. Attended the annual address to the legislators by Governor Youngkin, and joined both the current and former Speaker of the House of Delegates for celebration events.**

eaker Don Scott and President Washington

Governor Glenn Youngkin Addressing the House of Delegates

- **January Legislative Meetings in Richmond: Spent several days in Richmond during January connecting with House and Senate Leadership and members of the Senate Finance Committee and the House Appropriations Committee to advance Mason's legislative and budget agenda. Met with 20 legislators in a one-on-one setting, including the Chairman of the House Appropriations Committee, the Chair of Senate Finance, and the Speaker of the House of Delegates. Also met with Secretary of Education, Aimee Guidera, to discuss additional collaborations and initiatives of interest to the Governor.**

- **January Council of Presidents Meeting: The Council of Presidents met on January 29 to receive a briefing from legislative liaisons on the 2024 General Assembly session to date, to strategize efforts to advance unified budget amendments, and to discuss efforts to engage and educate new members of the legislature on policy and budget priorities.**
- **Mason Alumni and Legislative Reception: On Tuesday, January 30, Mason hosted the annual Alumni and Legislative Reception in Richmond drawing over 100 attendees to celebrate Mason's local alumni community, Mason alumni in the legislature, and supporters of the university.**

- **Looking Forward**
  - **February 26: COP Meeting**
  - **February 28: February Legislative Engagement Meetings**
  - **March 18-19: SCHEV hosted at Mason**
  - **March 25: COP**
  - **March 26: Meeting with Governor Youngkin and COP**

<u>President's Other External Activities & Speaking Engagements:</u>

- **Participated in meetings of the Atlantic 10 Presidents Council.**
- **Engaged in professional development by participating in the New Director Program hosted by Spencer Stuart.**
- **Provided remarks on postsecondary career pathways at the Virginia Education Summit hosted by The Hunt Institute.**
- **With a delegation from Mason, attended the Washington Business Journal's 2023 CEO of the Year Awards during which Schar School namesake, Dwight Schar, was honored with the Washington Business Journal's Lifetime Achievement Award.**
- **Served as a panelist on the topic of sustainable U.S. manufacturing at the Council on Competitiveness Forum.**
- **Served as a judge at the Tech Duels AI vs. Augmented Intelligence debate.**
- **Gave a presentation at the event Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations: Current Context and Challenges hosted by the National Academies of Sciences, Engineering, and Medicine.**
- **Participated in the Virginia Council of Presidents (COP) meetings, as well as General Professional Advisory Committee SCHEV sessions.**

- **Served as an expert panelist for the Arlington County Board of Supervisors on the Arlington 2050 Initiative.**
- **Provided a presentation and engaged in a Q&A with community members of the Sigma Pi Phi fraternity.**

Select President's Internal/Campus-Related Activities & Speaking Engagements:

- **With WGMU Studios, recorded episodes of the podcast Access to Excellence:**
    - **An episode where the topics of forensic science and forensic anthropology were discussed with Mary Ellen O'Toole, professor and director of the forensic science program in the College of Science.**
    - **A special Black and African American History Month episode featuring Reverend Jeffrey Johnson of Mount Calvary Baptist Church and Dr. Vernon Walton of The First Baptist Church of Vienna.**
- **Provided remarks at the celebration for the naming of the Donald G. Costello College of Business.**
- **At the Mason Black Alumni Chapter 20th anniversary celebration, delivered congratulatory remarks.**
- **Celebrated with Mason faculty and staff at holiday festivities held on the Fairfax and Mason Square campuses.**
- **Hosted area business leaders, government officials, and members of the greater Mason community at a winter reception at the Mathy House.**
- **Recognized Mason's Employees of the Month for December, January, and February: Paul Nooney, Craig Zaccaro, and Richard Jackson, respectively.**
- **Honored the many contributions of retiring Executive Director for State Government Relations Mark Smith to both Mason and the Commonwealth during his retirement celebration.**
- **Welcomed employees from Micron at the men's basketball game for Micron Day.**
- **Provided remarks at the Alumni Homecoming reception at Buchanan Hall prior to the men's basketball victory over Rhode Island.**
- **Attended the Black History Month Kick-Off Reception hosted by the Department of African and African American Studies.**
- **Attended the First Pitch Dinner hosted by Intercollegiate Athletics to support the Mason baseball team.**
- **Hosted luncheon sessions of the President's Student Advisory Group, where topics of importance to Mason students were discussed.**
- **Engaged with students of the fall cohort of the President's Leadership Seminar and also held the final session at the Mathy House.**
- **With Vice President for University Life Rose Pascarell held a general student town hall to engage with the student body.**
- **Hosted students from Mason's Black Male Student Initiative for a dinner at the Mathy House to discuss topics of importance.**
- **Participated in the annual Mason Lobbies Day, engaging with members of the General Assembly with student, faculty, and staff participants in Richmond, on Capitol Hill.**

President's Mason-Relevant Board Service:

- **Northern Virginia Technology Council**

- **Consortium of Universities of the Washington Metropolitan Area**
- **NOVA Chamber of Commerce**
- **Virginia Business Higher Education Council**
- **VA250 African American Advisory Council (new as of January 2024)**

President's External Board Service:
- **HBCU-UP Advisory Board**
- **S&P Global**
- **Internet2**
- **WGL**

Select Upcoming Events:
- **A10 Women's Basketball Tournament: March 6-10**
- **A10 Men's Basketball Tournament: March 12-17**
- **Board of Visitors Meeting (Public Comment Session & Continuing Education): April 2, 2024**
- **Board of Visitors Meeting: May 2.**
- **Commencement: Thursday, May 9.**

Includes addendum of updated pages from October 2023

George Mason University

Institution-specific Fact Pack

MAY 2023

Institutional fact pack: table of contents

This deck includes updated pages in an addendum, including data from more recent years and several additional pages on completion outcomes, revenue, and cost effectiveness

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Deep Dive | George Mason University background information

Overview

Founding year: 1957

Location: Fairfax

Size and setting: Four-Year, Large, Primarily Nonresidential

Mission: To be an innovative and inclusive academic community committed to creating a more just, free, and prosperous world

Research Institution: Undergraduate and Graduate

Carnegie classification: Doctoral Universities: Very High Research Activity

Program offering:
110 Certificates
81 Bachelor's degrees
88 Master's degrees
39 Doctorates degrees

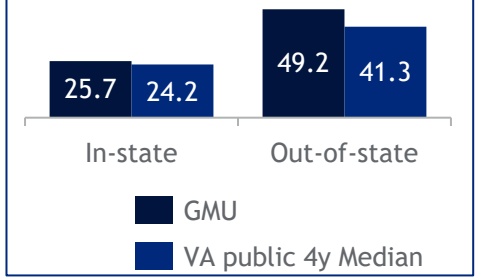
Local Context & Economy

Geography: Suburban

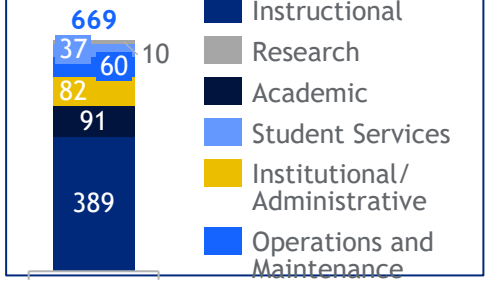
	Local	State-wide
Median HH income	$118.5K	$80.6K
Unemployment rate	2.4%	3.2%
Poverty rate	10.1%	10.2%

High-level Financials

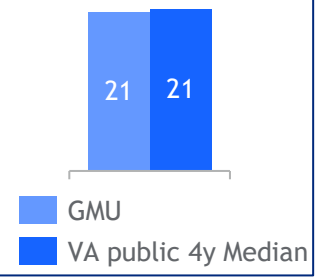
2021-22 Undergrad Student Charges[1] ($K)



2021-22 Total E&G Expenditures ($M)

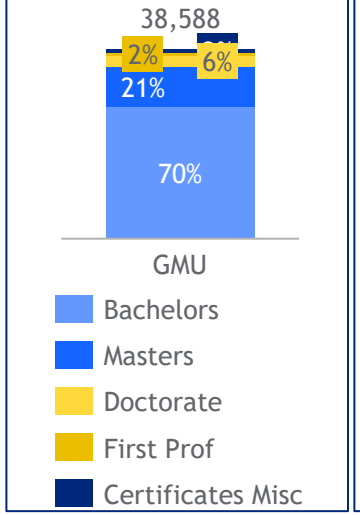


21-22 E&G Expenses per student FTE ($K)

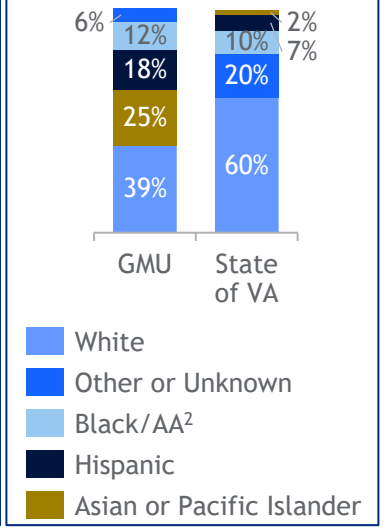


Student Population (Headcount)

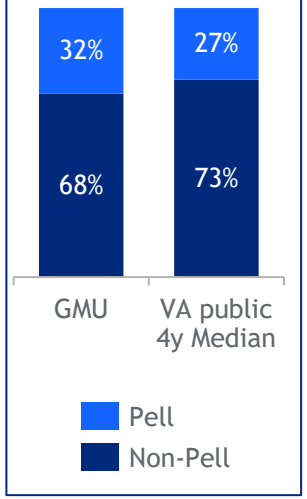
By Degree Level (2022-23)



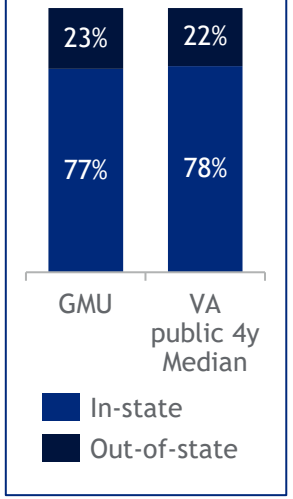
By Race/Ethnicity (2021-22)[2]



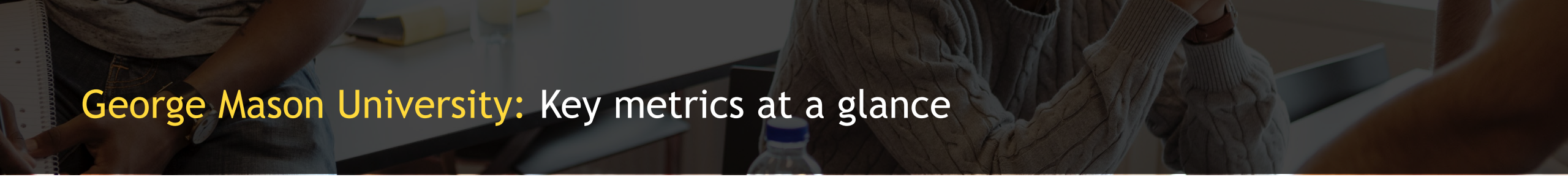
By Pell Recipient Status (2021-22)



By Resident Status (22-23)[3]



1. Full-time general UG student charges including tuition, mandatory fees, and average room & board 2. Undergraduate headcount, excludes international students and unknown / unreported. 3. Based on total UG headcount.



George Mason University: Key metrics at a glance

Enrollment volume & composition

Current enrollment: 39K students in Fall 2021-2022

- 25% lower-income UG students in Fall 2021 (10 percentage point increase from Fall 2011)
- 91% acceptance rate in Fall 2022 (+3.75% CAGR since Fall 2012)
- 22% yield in Fall 2022 (-2.72% CAGR since Fall 2012)

+2.2% Annual growth in enrollment over 10 years

Program alignment & performance

Current 6-year graduation rate: 69% for freshman cohort of Fall 2016

- 4.4 year avg time-to-degree for first-time in college students who graduated in 2022 (0 change since 2013)

+6pp Increase in 6-yr grad rate over 11 years

Current median wage of BA/MA graduates 3-years post-graduation: $59K/$73K (vs. $35K for those with only a high school degree or equivalent)

- 3% difference in median wages for Pell graduates and non-Pell graduates

+3.9% Growth in wages of BA graduates over 9 years

Financial effectiveness & sustainability

Current cost of attendance: $30.7K in 2021-22

- $5.8K annual borrowing per student FTE (2.4% annual reduction since 2011)

+2.5% Annual growth in student attendance cost over 10 years

Current revenue mix: GF is 27% of E&G revenue ($188M) in 2021-22; 5.8% annual growth since 2011-12

- $505M of Non-GF E&G total in 2021-22 (73% of total revenue); 5.6% annual growth since 2011-12
- 15% discount rate in 2021-22 (4 percentage point increase since 2013-14)

+0pp Growth in share of rev. from Gen. Fund over 10 years

Current per student FTE expenditure (E&G and Auxiliary): $26K in 2021-22

- $832M total expenditure in 2021-22 (+3.7% annual growth since 2014-15; +2.6% since 2018-19)
- 3.2 composite financial index ratio in 2021-22 vs. 3.0 benchmark (increase of 1.76 since 2015-16)

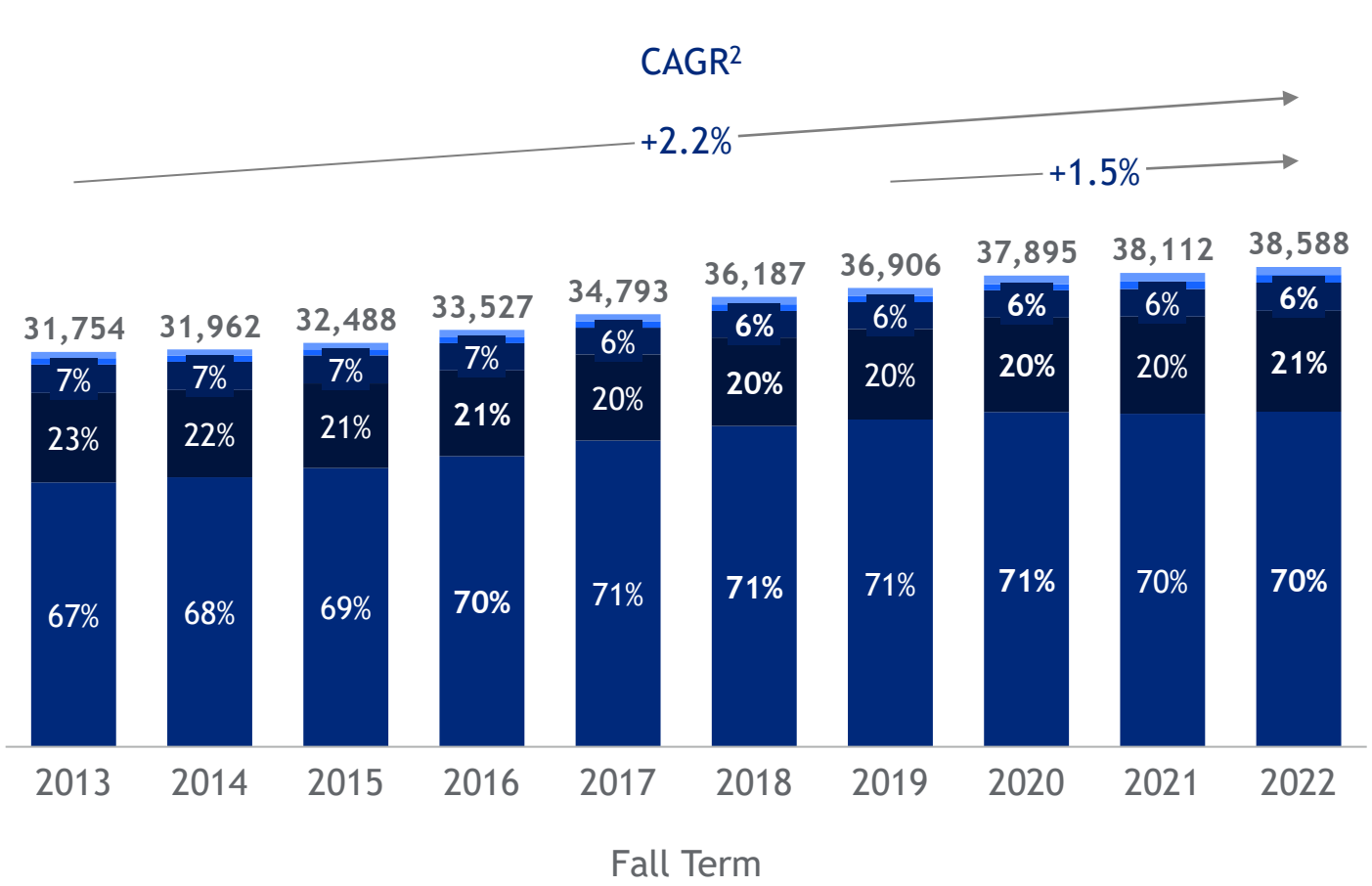
2.2% Annual growth in per-student FTE expenditure over 10 years

Enrollment

George Mason University

Chart (A): How is overall enrollment trending over time?

Total Fall Enrollment Headcount by Degree Level



Degree level	Annual growth[2] (2013-22)	Total growth (2013-22)
Certificates Misc[1]	N/A	N/A
First Professional	1.8%	16.9%
Doctorate	-0.03%	-0.3%
Masters	1.4%	12.8%
Bachelors	2.7%	26.7%
Overall	2.2%	21.5%

1. Sum of less than one-year certificates, one plus year certificates, post bachelors certificates, and post masters certificates. Does not include “students not program placed,” which is included in the Excel backup 2. "Annual growth" calculated as compound annual growth rate (CAGR)

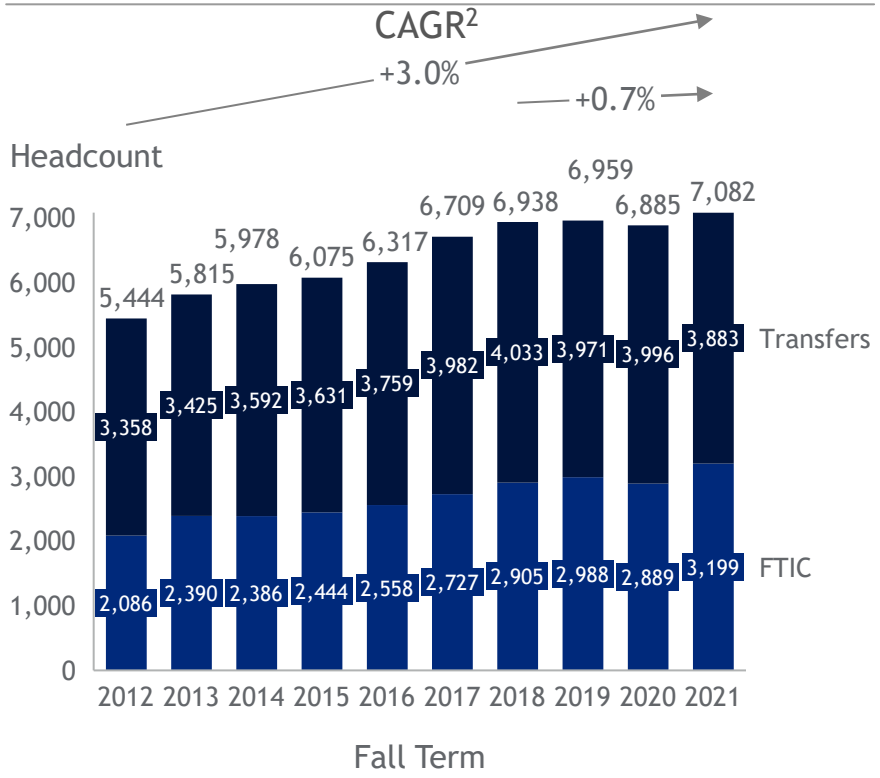
Note: Some categories are not visible on some bars because they are less than 1% of yearly enrollment.

Source: Data from State Council of Higher Education for Virginia (SCHEV) Research Center Enrollment Report E33: Fall Enrollment by Degree Level

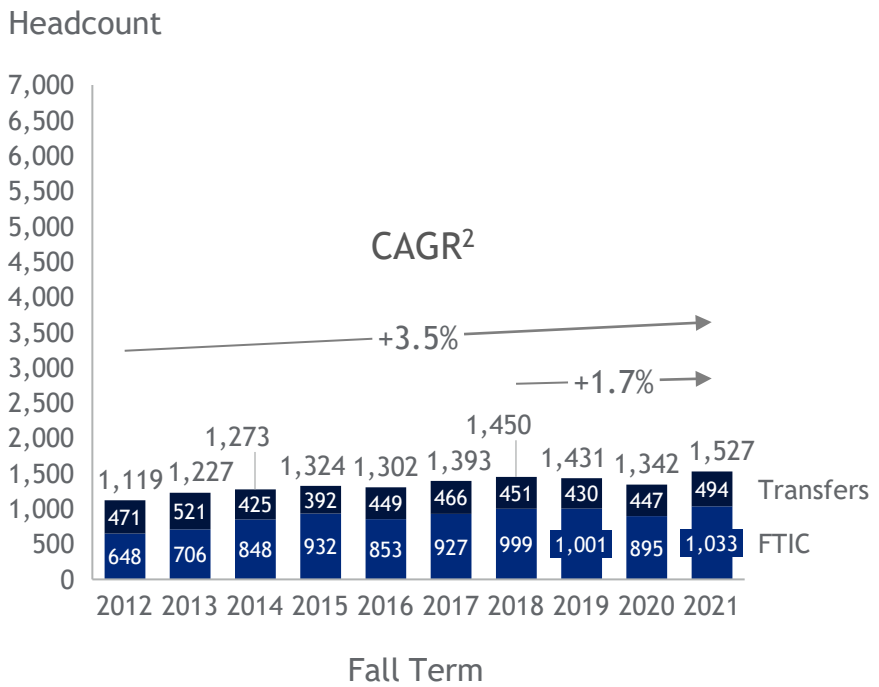
George Mason University

Chart (B): How are new in-state and out-of-state undergraduate enrollment headcount trending over time?

In-state new FTIC[1] (Freshmen) and transfers



Out of state new FTIC[1] (Freshmen) and transfers



Sub cohort	Annual growth[2] (2013-21)
In-state FTIC	4.9%
Out-of-state FTIC	5.3%
In-state Transfers	1.6%
Out-of-state Transfers	0.5%

Note: Figures based on SCHEV Annual Admissions Report. Includes spring and fall headcounts.

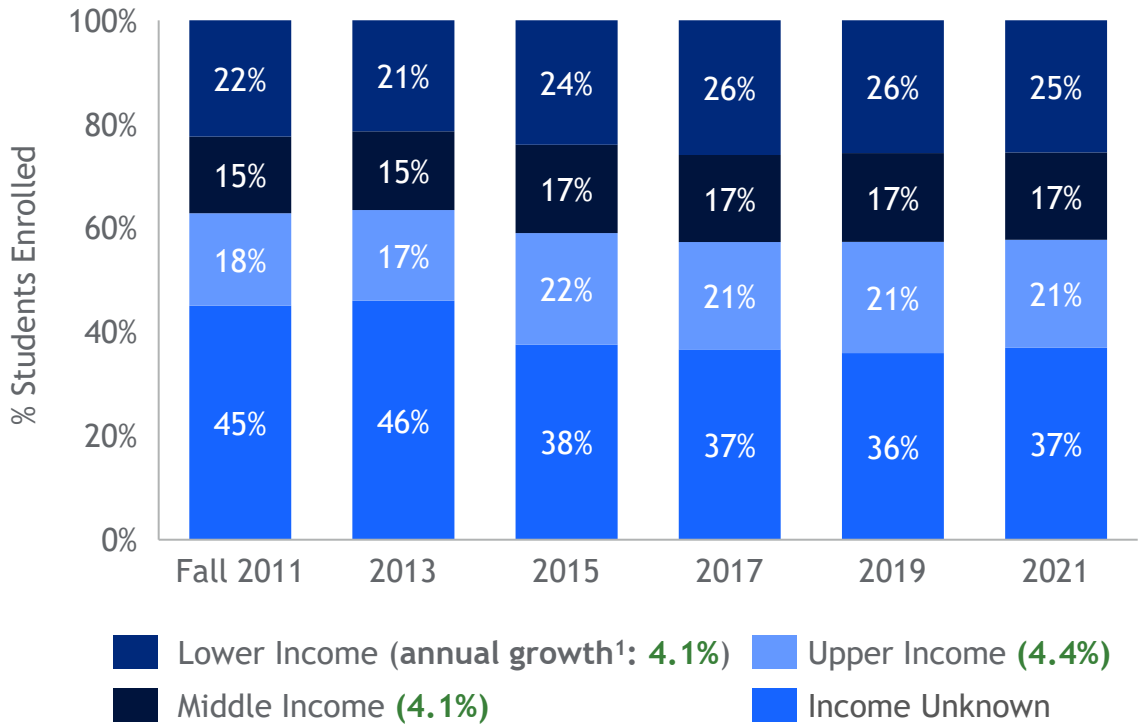
1. First time in college students 2. "Annual growth" calculated as compound annual growth rate (CAGR)
Note: 2022 excluded due to limited data availability of transfer student headcount. Year marks start year of report.
Source: Data from State Council of Higher Education for Virginia Research Center Enrollment report B08: Annual Admission report

George Mason University

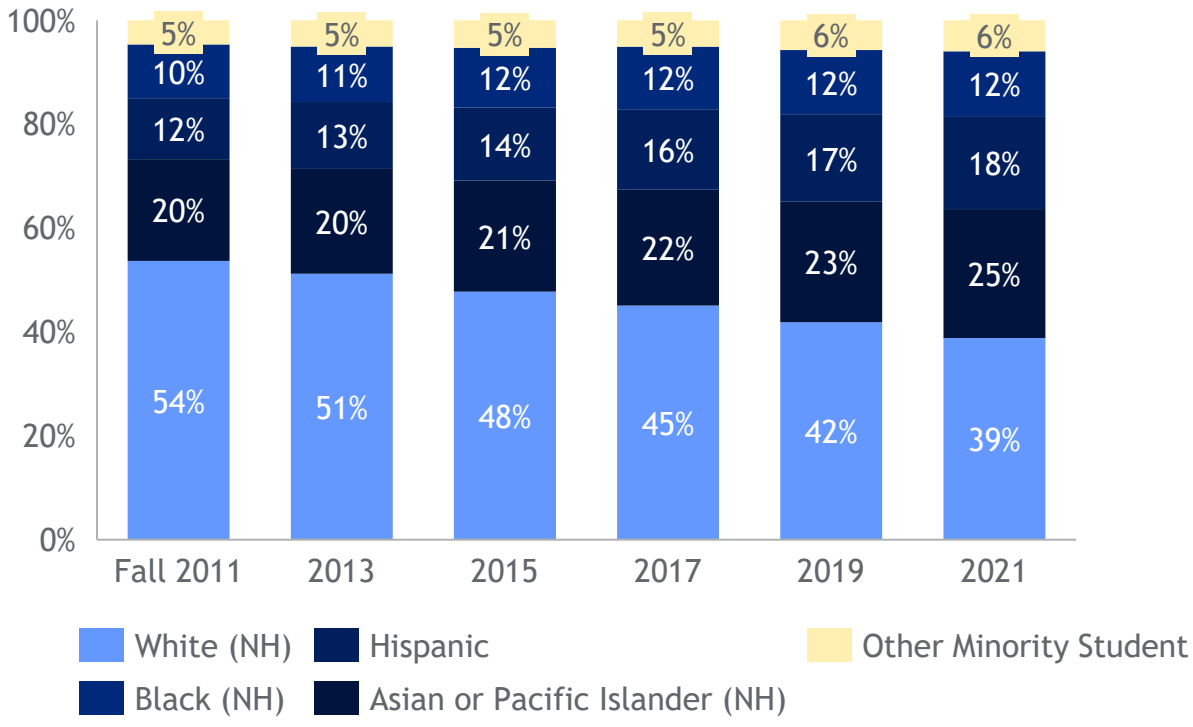
Chart (C): How is the student body mix changing over time?

Undergraduate Enrollment Headcount by income & race/ethnicity

By income level[2]



By race/ethnicity[3]



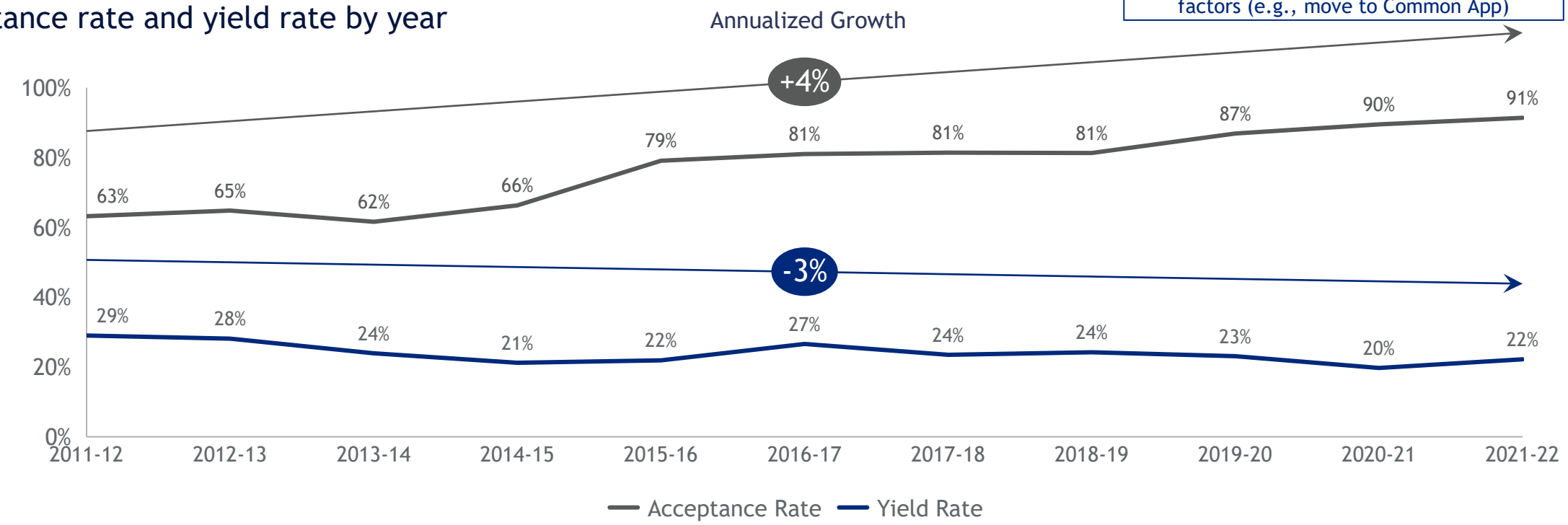
1. "Annual growth" calculated as 10-year compound annual growth rate (CAGR) on headcount numbers 2. Income range (i.e., lower, middle and upper) is defined by the federal poverty level (FPL) "Lower Income Range" ; 0 to 200% of FPL "Middle Income Range"; 201 to 400% of FPL "Upper Income Range" - 401% of FPL and above. 3. Foreign Students & Unknown/Unreported figures omitted from the data.
Source: SCHEV Undergraduate enrollment report E58: Enrollment by income range category and Report E22: Fall Headcount Trends in Race Ethnicity; Financial data from FAFSA, typically representing prior year, as reported on in SCHEV's annual financial file

George Mason University

Chart (D): What changes are happening across the recruitment funnel for first time college students?

Note: Large sudden change in applications/ acceptances may be due to exogenous factors (e.g., move to Common App)

Acceptance rate and yield rate by year



Applied	14,745	14,998	21,081	22,980	19,491	15,856	19,149	19,822	19,848	21,463	20,887
Accepted	9,321	9,714	12,979	15,230	15,409	12,845	15,578	16,108	17,239	19,220	19,083
Enrolled	2,707	2,734	3,096	3,234	3,376	3,411	3,654	3,904	3,989	3,784	4,232

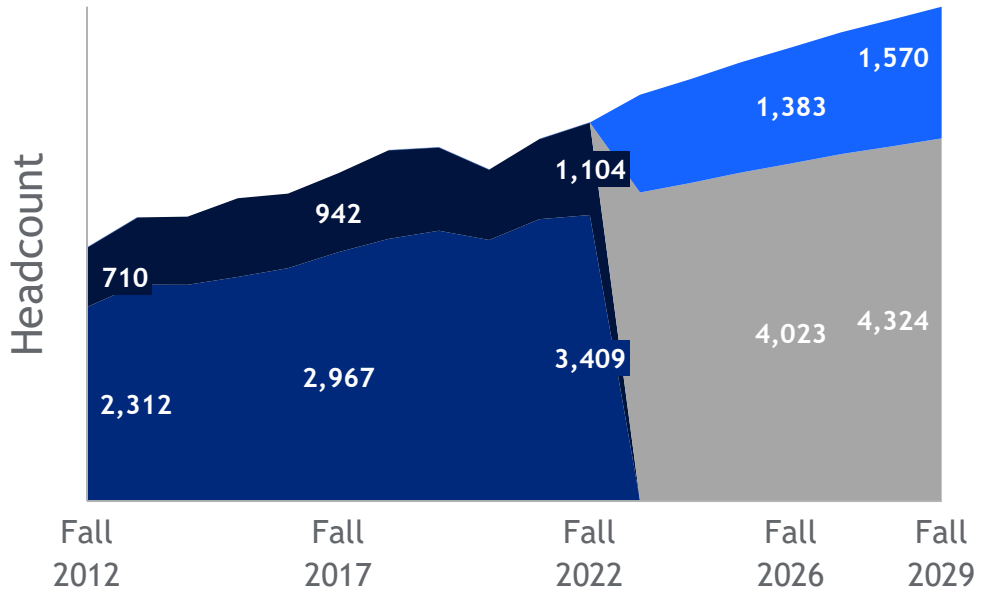
1. First time in college students
Source: Data from State Council of Higher Education for Virginia Research Center Admissions Report B08

George Mason University

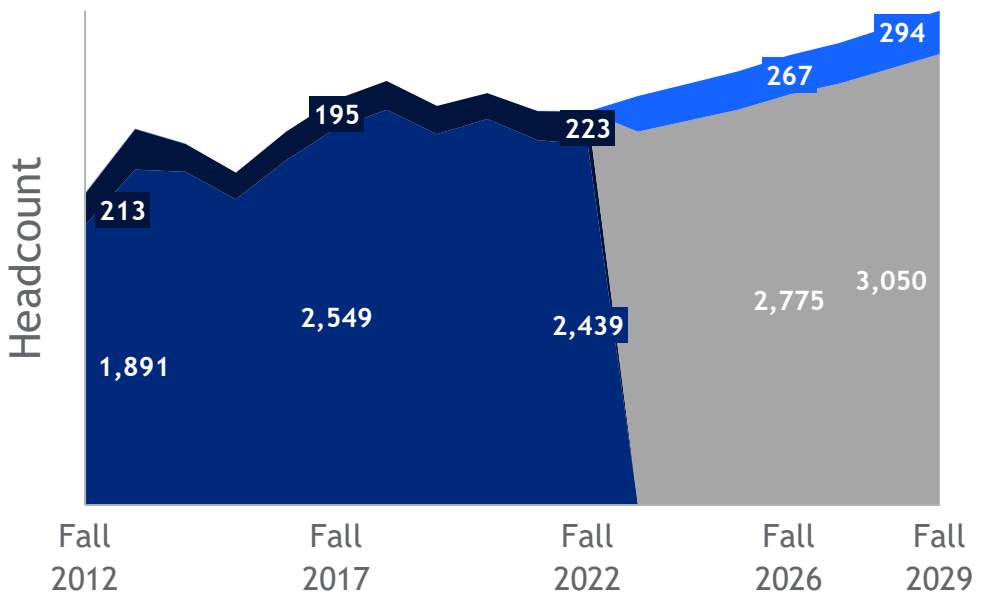
Chart (E): How do enrollment projections compare to historical trends?

New Enrollment Headcount, New FTIC and Transfer students by origin (projections as of 2023)

New FTIC[1] (Freshmen)



Transfer students



In-state | Out-of-state | In-state projected | Out-of-state projected

1. First time in college students

Source: Data from State Council of Higher Education for Virginia Research Center report E02: Fall Headcount Enrollment; SCHEV Enrollment Projection Summary

Program alignment & performance

Program alignment & performance: key considerations

Objective for this section:

- Provide directional insight into how institutions are improving in how they support their unique student population to graduate ready to enter the workforce
- Provide a starting point for institutions to highlight their own proven successes within their unique context

Considerations:

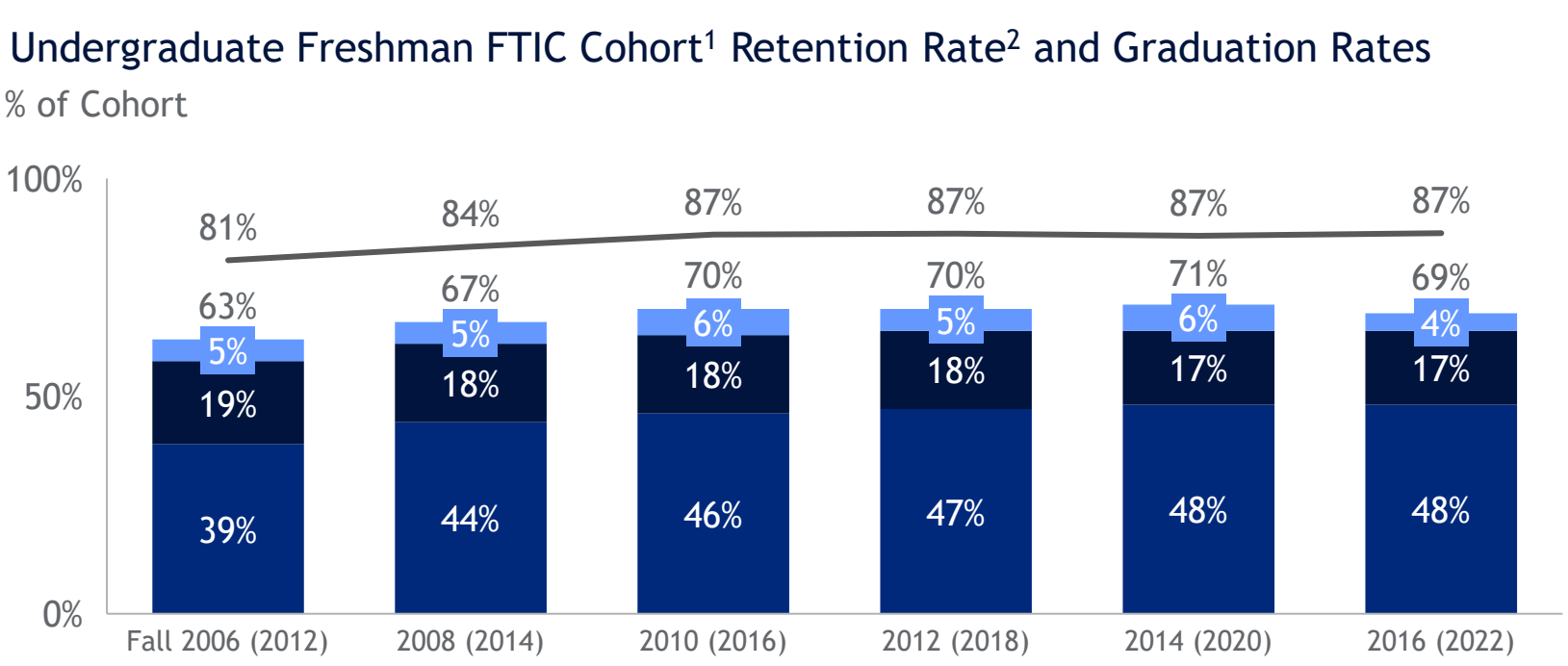
- Outcomes should be viewed in context of an institution's unique mission, student mix, and local conditions; as such, institutions may have different definitions of success
- Workforce outcomes are influenced by a variety of factors beyond the remit of post-secondary institutions (e.g., local labor market trends, macro-economic environment, individual circumstances, etc.)
- Longitudinal data on post-completion outcomes and workforce alignment may have gaps and limitations
- Institutions have varying programmatic strengths and should be encouraged to build on areas of distinctiveness vs. aiming to be "everything for everybody"

Completion outcomes

George Mason University

Chart (A): How are retention and graduation rates trending over time?

Undergraduate Freshman FTIC Cohort[1] Retention Rate[2] and Graduation Rates



Rate	Annual growth[3] (2006-16)
Grad within 6 years	0.91%
Grad within 5 years	1.15%
Grad within 4 years	2.10%
Retention	0.61%

Time to degree for 6-Year grad year:

FTIC: Median	4.00	4.00	4.00	4.00	4.00
FTIC: Mean	4.65	4.55	4.44	4.46	4.44
Transfer: Median	5.00	5.50	5.50	5.50	5.50
Transfer: Mean	6.21	6.22	6.34	6.39	6.31

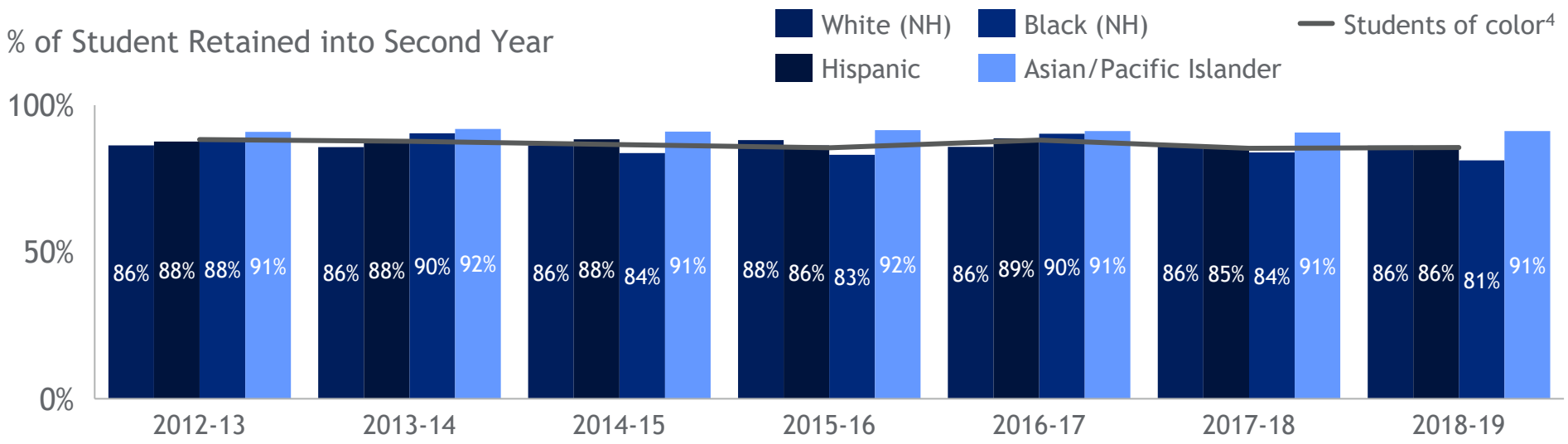
1. First time in college and full-time freshmen cohorts 2. Percent of first-year students retained for following second-year fall term 3. "Annual growth" calculated as compound annual growth rate (CAGR).
Source: SCHEV Retention and Graduation report GRS04B: Cohort Graduation Rates, Four-Year Institutions (First-time, Full-time Freshmen Cohorts) by Year; SCHEV time to degree data

George Mason University

Chart (B): How are retention rates of students of color trending vs. white students?

First-year retention rate[1] of FTIC[2] students by race/ethnicity for undergraduate students

Rate	Annual growth[3] (2012-18)
White (NH)	-0.02%
Hispanic	-0.36%
Black (NH)	-1.37%
Students of color[4]	-0.57%
Asian/ Pacific Islander	+0.05%



Race/ethnicity % of total undergraduate population in Fall term:							
White (NH)	53%	51%	50%	48%	47%	45%	43%
Hispanic	12%	13%	13%	14%	15%	16%	16%
Black (NH)	10%	11%	11%	12%	12%	12%	12%
Asian / Pacific Islander	20%	20%	21%	21%	22%	22%	22%
Multi race	5%	5%	5%	5%	5%	5%	5%

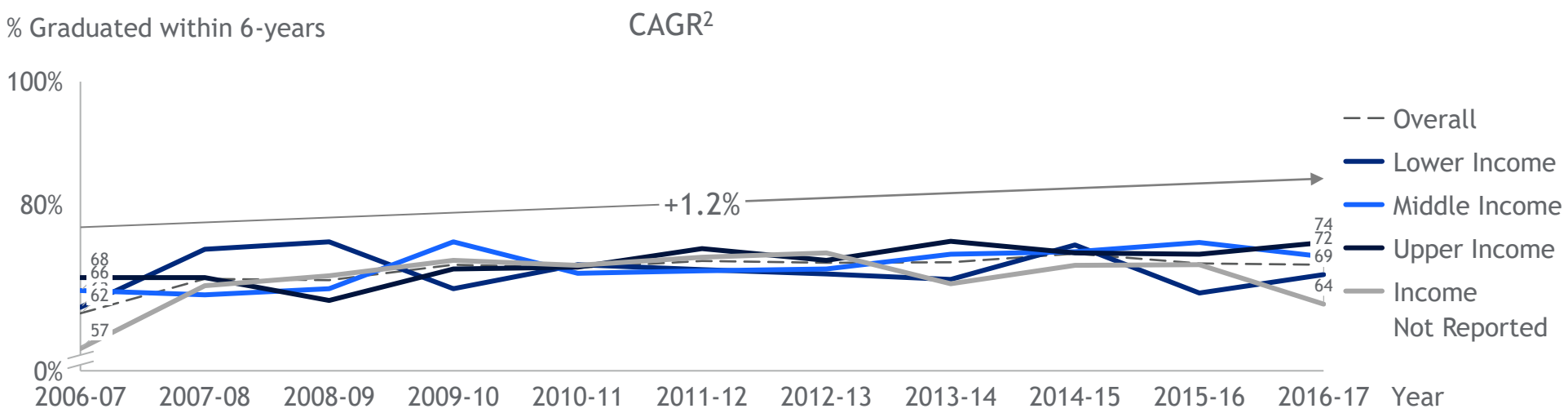
1. Rate of first-year students retained into second year 2.First time in college full time students 3. "Annual growth" calculated as compound annual growth rate (CAGR).
4. Retention rate for students of color at George Mason University
Note: Graph excludes race/ethnicity unknown and excludes Native American due to comprising less than 5% of student population each year
Source: SCHEV Retention and Graduation report Sub-Cohort Retention and Completion Rate Trends; RT01: Retention Report (First-time, Full-time Students; E22 Fall Term Enrollment by Race/ethnicity

George Mason University

Chart (C): How do graduation rates differ by income level?

6-Year Graduation Rate of FTIC[1] Undergraduate Students by Income Level

Rate	Annual growth[2] (2006-16)
Overall	1.20%
High income	0.81%
Middle income	0.80%
Lower income	0.81%
Income Not Reported	1.20%



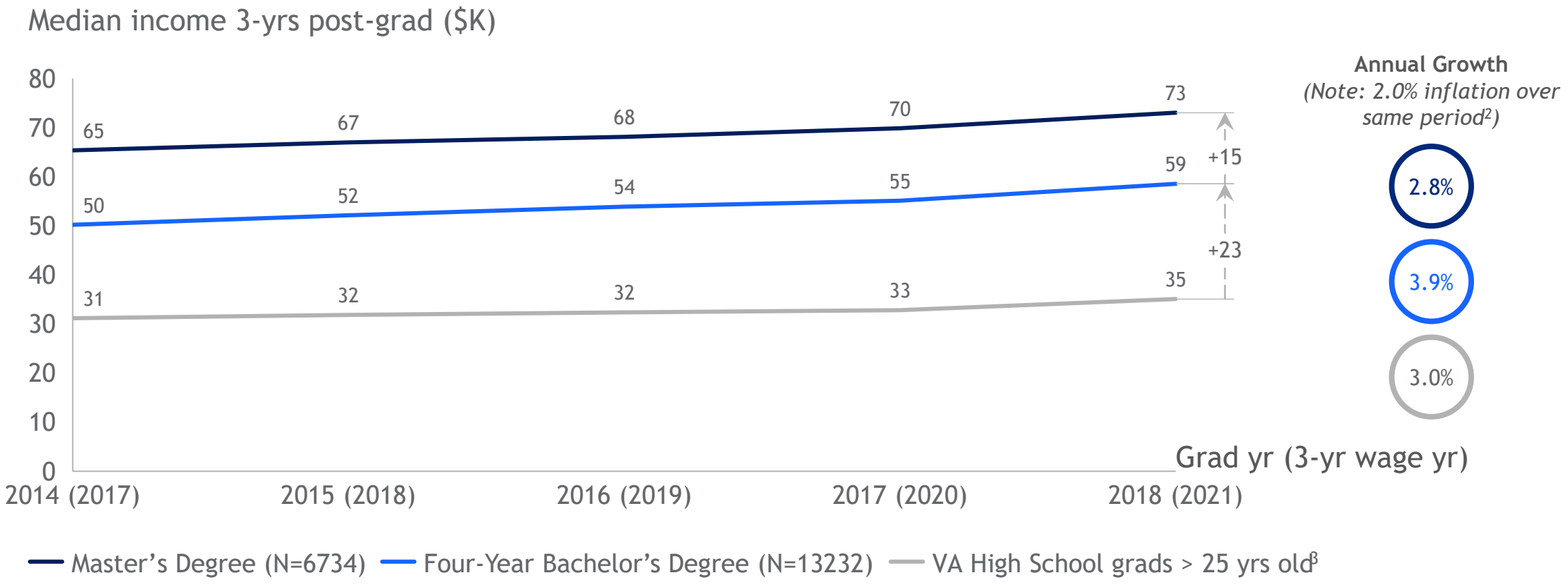
% of total undergraduates:	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
High income	21%	21%	21%	21%	21%	22%	22%	22%	17%	18%	18%
Middle income	17%	17%	17%	17%	17%	17%	17%	17%	15%	15%	15%
Lower income	25%	26%	26%	25%	26%	24%	24%	23%	21%	22%	22%
Income unknown	37%	36%	36%	36%	37%	37%	38%	38%	46%	45%	45%

1. First time in college, full-time students 2. "Annual growth" calculated as compound annual growth rate (CAGR)
Note; Income categories do not exclude Pell recipients. Income represents family/student income at entry. Includes full-time students, enrolling for the first time in fall, spring, or summer. Income levels based on reported family income on FAFSA and family size (lower income = 200% poverty level and below; middle income = 201-400% of poverty level; high income = 401% poverty level and above)
Source: SCHEV Retention and Graduation report Sub-Cohort Retention and Completion Rate Trends; GR-SC01: Six-Year Graduation Rate Trends, by Economic Sub cohorts (Low, Middle, High)

Post-completion outcomes

George Mason University

Graph (A): How much excess wages are generated by higher-ed degrees[1] vs. high school degrees?



1. Only included degrees with >10% of enrollment to ensure large enough N 2. CPI 2017-2021 for Washington-Arlington-Alexandria, DC-VA-MD-WV 3. Wages for Virginians ages 25+ with no more than a high school diploma or equivalent, wages defined as wages, salary, Armed Forces pay, commissions, tips, piece-rate payments, and cash bonuses earned before deductions were made for taxes, bonds, pensions, union dues, etc....and net income from self-employment."; 2020 includes 5-year estimates due to COVID-data disruption

Note: Years represent median wage 3 years post grad in VA of students who graduated in the year combined and students who graduated in the 4 previous years with wages adjusted for inflation to the most recent year of wages, in order to allow for reporting at the program-level; only includes wage data from VA from employers covered under state unemployment insurance; Only included programs with >10% of enrollment to ensure large enough N

Source: SCHEV data extraction, April 2023; Bureau of Labor Statistics; US Census Bureau

George Mason University

Graph (B): How do wages for the largest programs[1] compare to other schools?

	Difference in median wage grad vs. all 4-yr public & private reporting inst.[2]	Diff. in wage growth vs. all 4-yr public inst.	Median inc. Mason grads	% of Mason grads[3]	Sample size (N)	Capture rate (N /grads)
4-year Bachelor's						
Psychology, General	9	-3 pp	$43K	4%	990	55%
Criminal Justice/Police Science	0	0 pp	$54K	3%	887	57%
Information Technology	2	-1 pp	$87K	3%	977	69%
Biology/Biological Sciences, General	13	-2 pp	$44K	3%	596	44%
Accounting	7	-2 pp	$71K	3%	806	60%
Rhetoric and Composition	10	-1 pp	$53K	3%	577	49%
Registered Nursing/Registered Nurse	6	1 pp	$72K	2%	641	66%
Management Sciences and Quantitative Methods, Other	0	0 pp	$79K	2%	614	64%
International Relations and Affairs	-7	-4 pp	$49K	2%	355	37%
Finance, General	-1	-3 pp	$71K	2%	477	50%
Liberal Arts and Sciences, General Studies and Humanities, Other	4	3 pp	$55K	2%	567	61%
Business Administration and Management, General	13	1 pp	$64K	2%	502	55%
Political Science and Government, Other	1	1 pp	$54K	2%	310	36%
Economics, General	-7	-4 pp	$61K	2%	310	38%
Community Health and Preventive Medicine	0	0 pp	$46K	2%	411	52%
Computer and Information Sciences, General	9	-5 pp	$100K	1%	396	64%
English Language and Literature, General	7	-1 pp	$51K	1%	329	57%
Law (First Prof. Degree)	10	0 pp	$48K	2%	230	30%
Master's						
Curriculum and Instruction	7	-2 pp	$65K	4%	1%	1%
Special Education and Teaching, General	14	2 pp	$67K	2%	746	70%
Business Administration and Management, General	39	10 pp	$113K	2%	278	39%
Public Policy Analysis, General	9	4 pp	$84K	1%	158	26%

Wage growth and absolute wages below peers

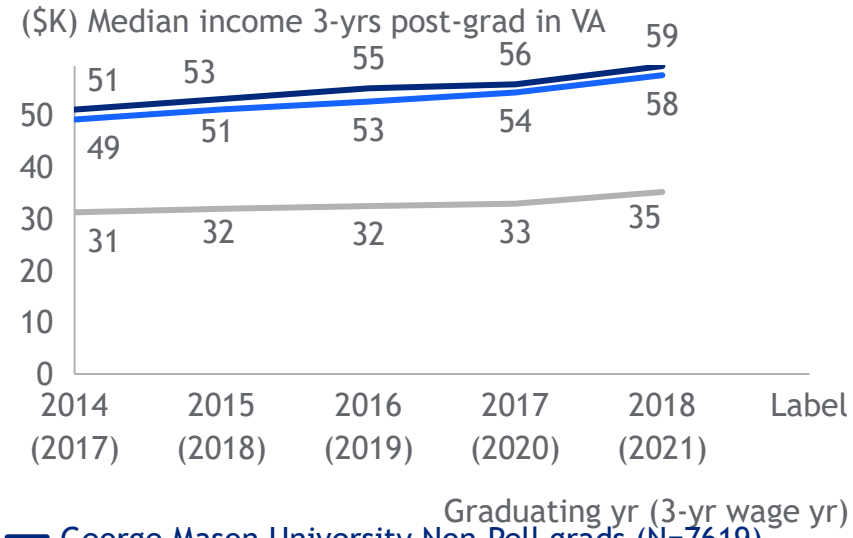
1. Largest programs based on number of 2018 graduates with sample size (N) at least 100 up to 20 programs; excludes "Multi-Interdisciplinary studies, other"
2. Median wage of class of '18 and 5 preceding classes 3 yrs post-grad 3. 2017-2018 Graduating Year
Source: SCHEV data extract, 4/'23

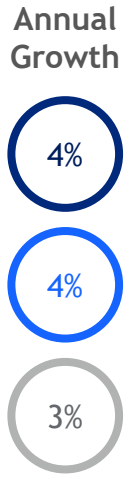
Negative diff. | Positive diff. | 0 percentage point diff.

George Mason University

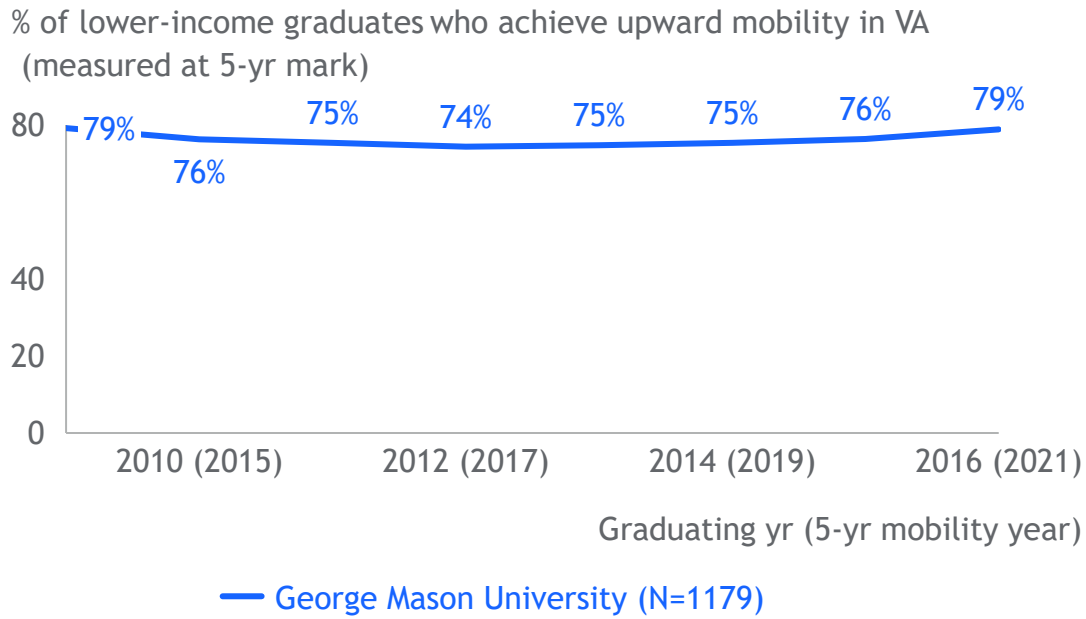
Graph (C): How are median wages and upward mobility trending for lower-income students?

Median income for Pell and Non-Pell students





Upward mobility for lower-income undergrads[2]



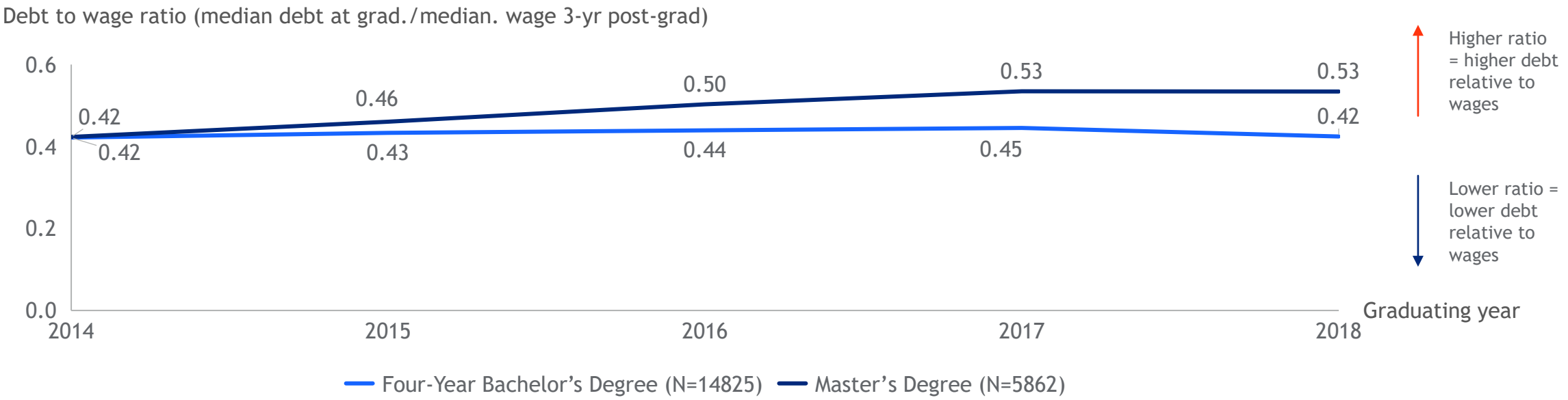
1. Wages for Virginians ages 25+ with no more than a high school diploma or equivalent, wages defined as wages, salary, Armed Forces pay, commissions, tips, piece-rate payments, and cash bonuses earned before deductions were made for taxes, bonds, pensions, union dues, etc....and net income from self-employment."; 2020 includes 5-year estimates due to COVID-data disruption 2. Upward mobility defined as earnings greater than 200% of the federal poverty level (5-yrs post-grad) for the average family size for a 25-29 yr old + estimated annual student loan payment; lower-income undergraduates defined as those coming from households at 0-200% of the federal poverty level (income data drawn from FAFSA)

Note: Years represent median wage 3 years post grad in VA of students who graduated in the year combined and students who graduated in the 4 previous years with wages adjusted for inflation to the most recent year of wages, in order to allow for reporting at the program-level; only includes wage data from VA from employers covered under state unemployment insurance

Source: SCHEV data calculation and extract, April 2023; US Census Bureau

George Mason University

Graph (D): How much debt do students take on relative to their future earnings?



	2014	2015	2016	2017	2018
Four-Year Bachelor's Degree median debt	$22.8K	$24.4K	$25.7K	$26.5K	$26.7K
Master's Median Debt	$28.4K	$29.8K	$31.7K	$31.4K	$31.5K

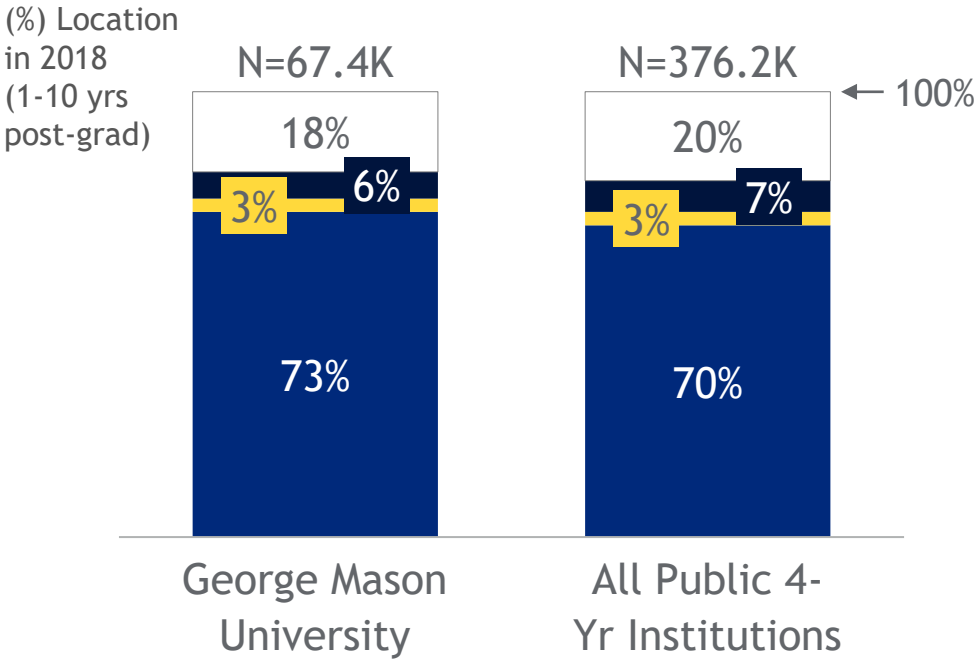
Note: Years represent median wage 3 years post grad in VA of students who graduated in the year combined and students who graduated in the 4 previous years with wages adjusted for inflation to the most recent year of wages, in order to allow for reporting at the program-level; only includes wage data from VA from employers covered under state unemployment insurance; Debt represents median cumulative debt at graduation
Source: SCHEV data extraction, April 2023

Workforce alignment

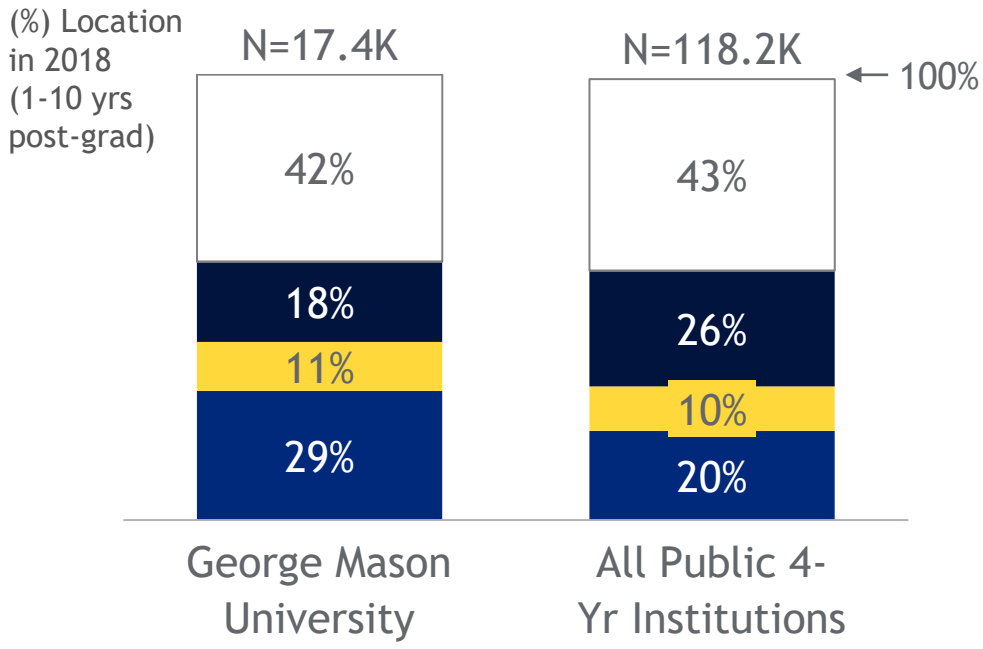
George Mason University

Chart (A): Are graduates remaining in Virginia after school?

In-State Graduates (all levels)



Out-of-State Graduates (all levels)



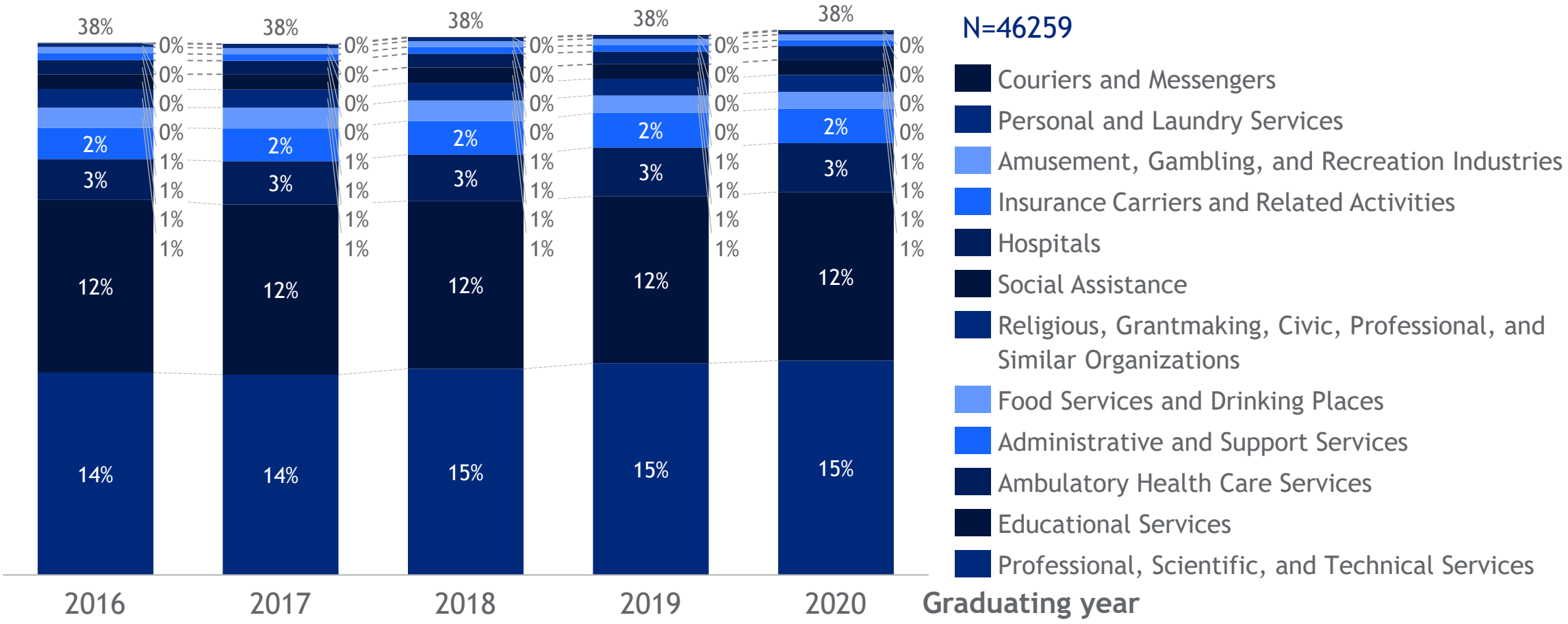
Unknown | Rest of US | Border States[1] | In Virginia

Note: Graduates include students from all degree programs and levels from graduating classes of 2007-08-2017-18
1. Border States Include North Carolina, Tennessee, Kentucky, West Virginia, Maryland and Washington, D.C.
Source: SCHEV Graduate Mobility Website

George Mason University

Chart (B): Are graduates entering industries with the highest job growth in VA?

% of graduates working in top 12 high growth industries 1 year post graduation (inclusive of all degree levels)

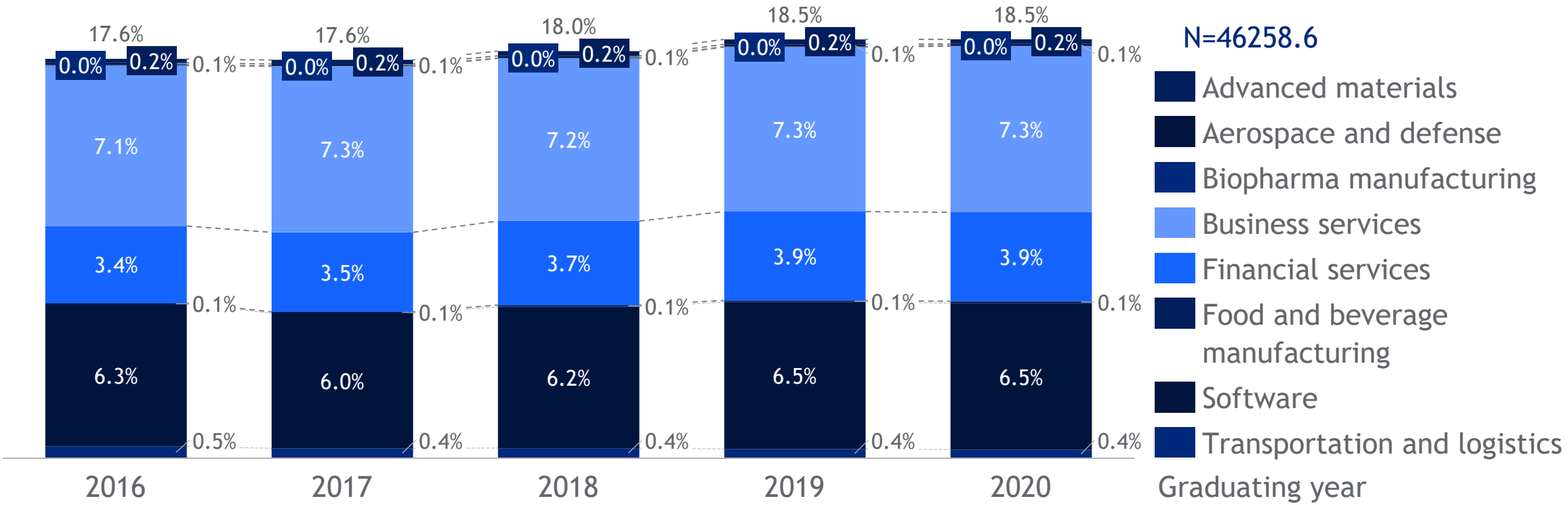


Note: Excludes State, Local, and Federal Government
Source: SCHEV graduate data; VOEE data on highest growth industries

George Mason University

Chart (C): Are graduates entering VEDP-designated high-priority tradable industries?

% of graduates working in VEDP priority industries[1] 1 year post graduation (inclusive of all degree levels)



1. Priority industries defined as industries with high potential job growth and alignment to Virginia's strengths that will position Virginia as an unparalleled business location

Source: SCHEV and VEDP

Occupational alignment: key considerations

Objective for this section:

- Provide directional insight into how institutional degree conferrals align to high-growth occupations in the Commonwealth of Virginia

Approach:

- A tailored set of degree programs at 2 & 4-yr levels matching each occupation was chosen based on CIP codes and the most common degree programs across the state (full list in backup)

Considerations:

- Occupational alignment data is still nascent; VOEE's "Education and Workforce Alignment" dashboard is pending public release for institutional use.
- The mapping of programs of study to high-growth occupations may have gaps and limitations, as there is no clear 1:1 mapping between degree programs and occupational requirements.
- Some occupations (e.g., business operations specialists) may not capture all projected workforce supply-demand gaps.

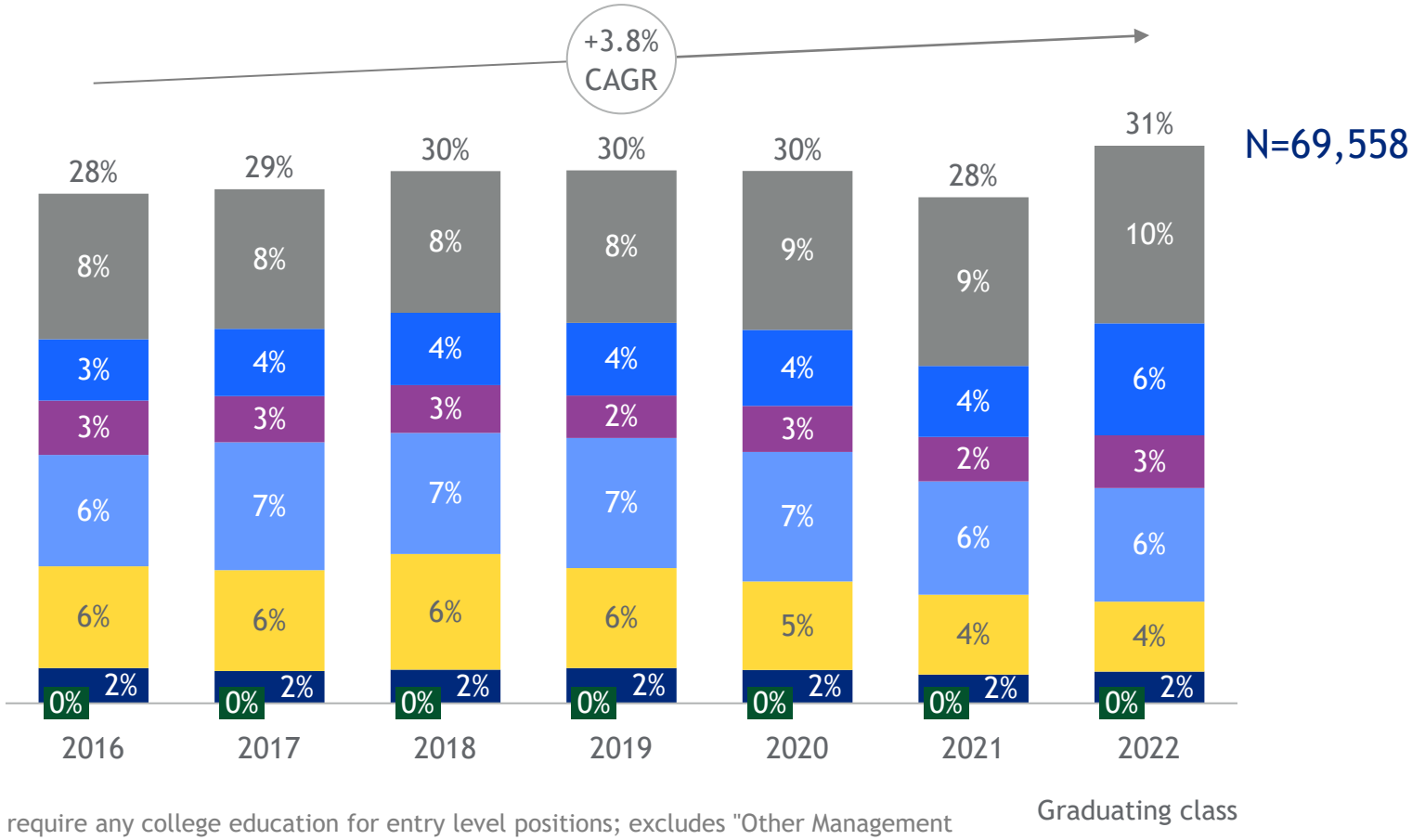
George Mason University

Chart (D): Are students graduating from programs that are aligned to occupations that are expected to see high growth in the next 5 years?

Occupations

- Computer Occupations
- Business Operations Specialists
- Healthcare Diagnosing or Treating Practitioners
- Preschool, Elementary, Middle, Secondary, and Special Education Teachers
- Financial Specialists
- Counselors, Social Workers, and Other Community and Social Service Specialists
- Skilled Trades

Share of students graduating from programs aligned to high-growth occupations



Note: Excludes high growth occupations that typically do not require any college education for entry level positions; excludes "Other Management Occupations" due to lack of consistent "core" associated programs
Source: VOEE occupation growth estimates, SCHEV degree conferral estimates

Backup | High-growth occupation – degree program mapping (1/4)

Computer Occupations	CIP Code
Computer and Information Sciences, General	110101
Information Technology	110103
Computer Science	110701
Mathematics and Computer Science	300801
Computer and Information Systems Security/Auditing/Information Assurance.	111003
Computer and Information Sciences and Support Services, Other	119999
Computer Engineering, General	140901

Business Operations Specialists	CIP Code
Business Administration, Management and Operations, Other	520299
Business Operations Support and Secretarial Services, Other	520499
Business Administration and Management, General	520201
Business/Commerce, General	520101
Business Analytics.	307102
International Business/Trade/Commerce	521101
Small Business Administration/Management	520703

Healthcare Diagnosing or Treating Practitioners	CIP Code
Allied Health Diagnostic, Intervention, and Treatment Professions, Other	510999
Health Information/Medical Records Technology/Technician	510707
Registered Nursing/Registered Nurse	513801

Healthcare Diagnosing or Treating Practitioners	CIP Code
Emergency Medical Technology/Technician (EMT Paramedic)	510904
Licensed Practical/Vocational Nurse Training	513901
Respiratory Care Therapy/Therapist	510908
Health Services/Allied Health/Health Sciences, General	510000
Medical/Clinical Assistant	510801
Nursing Practice	513818
Nursing Science	513808
Psychiatric/Mental Health Nurse/Nursing	513810
Adult Health Nurse/Nursing	513803
Family Practice Nurse/Nursing	513805
Medicine	511201
Nurse Anesthetist	513804
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other	513899
Geriatric Nurse/Nursing	513821
Maternal/Child Health and Neonatal Nurse/Nursing	513806
Pre-Medicine/Pre-Medical Studies	511102
Clinical/Medical Laboratory Technician	511004
Dental Hygiene/Hygienist	510602
Dental Laboratory Technology/Technician	510603
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	510910

Backup | High-growth occupation – degree program mapping (2/4)

Healthcare Diagnosing or Treating Practitioners	CIP Code
Medical Office Assistant/Specialist	510710
Medical Radiologic Technology/Science - Radiation Therapist	510907
Occupational Therapist Assistant	510803
Opticianry/Ophthalmic Dispensing Optician	511801
Physical Therapy Assistant.	510806
Radiologic Technology/Science - Radiographer	510911
Surgical Technology/Technologist	510909
Physician Assistant	510912

Preschool, Elementary, Middle, Secondary, and Special Education Teachers	CIP Code
Elementary Education and Teaching	131202
Secondary Education and Teaching	131205
Teacher Education and Professional Development, Specific Levels and Methods, Other	131299
Administration of Special Education	130402
Art Teacher Education	131302
Education, General	130101
Education/Teaching of Individuals with Autism	131013
Education/Teaching of Individuals with Vision Impairments Including Blindness	131009
Educational Leadership and Administration, General	130401
Foreign Language Teacher Education	131306

Preschool, Elementary, Middle, Secondary, and Special Education Teachers	CIP Code
Health Teacher Education	131307
Physical Education Teaching and Coaching	131314
Reading Teacher Education	131315
Special Education and Teaching, General.	131001
Early Childhood Education and Teaching	131210
Education/Teaching of Individuals in Early Childhood Special Education Programs	131015
Education/Teaching of the Gifted and Talented	131004
Educational Assessment, Testing, and Measurement	130604
Education, Other	139999
Education/Teaching of Individuals in Secondary Special Education Programs	131019
Education/Teaching of Individuals with Multiple Disabilities	131007
Educational Administration and Supervision, Other	130499
English/Language Arts Teacher Education	131305
French Language Teacher Education	131325
History Teacher Education	131328
Junior High/Intermediate/Middle School Education and Teaching	131203
Kindergarten/Preschool Education and Teaching	131209
Mathematics Teacher Education	131311
Science Teacher Education/General Science Teacher Education	131316
Social Studies Teacher Education	131318
Special Education and Teaching, Other	131099

Backup | High-growth occupation – degree program mapping (3/4)

Preschool, Elementary, Middle, Secondary, and Special Education Teachers	CIP Code
Teacher Assistant/Aide	131501
Teacher Education, Multiple Levels	131206
Biology Teacher Education	131322
Online Teaching for K-12 Teachers	139998
Geography Teacher Education	131332
Physics Teacher Education	131329
Technology Teacher Education/Industrial Arts Teacher Education	131309

Financial Specialists	CIP Code
Accounting and Related Services, Other	520399
Finance, General	520801
Accounting	520301
Accounting and Finance	520304
Accounting and Business/Management	520305
Finance and Financial Management Services, Other	520899
Actuarial Science	521304

Counselors, Social Workers, and Other Community and Social Service Specialists	CIP Code
Mental and Social Health Services and Allied Professions, Other	511599
Social Work	440701

Counselors, Social Workers, and Other Community and Social Service Specialists	CIP Code
Counselor Education/School Counseling and Guidance Services	131101
Clinical Pastoral Counseling/Patient Counseling	511506
Community Health Services/Liaison/Counseling	511504
Counseling Psychology	422803
Mental Health Counseling/Counselor	511508
Substance Abuse/Addiction Counseling	511501
Vocational Rehabilitation Counseling/Counselor	512310
Clinical, Counseling and Applied Psychology, Other	422899
Genetic Counseling/Counselor	511509
Psychiatric/Mental Health Services Technician	511502

Skilled Trades	CIP Code
Aircraft Powerplant Technology/Technician	470608
Airframe Mechanics and Aircraft Maintenance Technology/Technician	470607
Automobile/Automotive Mechanics Technology/Technician	470604
Construction Trades, General	460000
Diesel Mechanics Technology/Technician	470605
Electrician	460302
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	470201

Backup | High-growth occupation – degree program mapping (4/4)

Skilled Trades	CIP Code
Industrial Electronics Technology/Technician	470105
Mechanics and Repairers, General	470000
Precision Metal Working, Other	480599
Welding Technology/Welder	480508
Electrical, Electronic, and Communications Engineering Technology/Technician.	150303

Financial effectiveness & sustainability

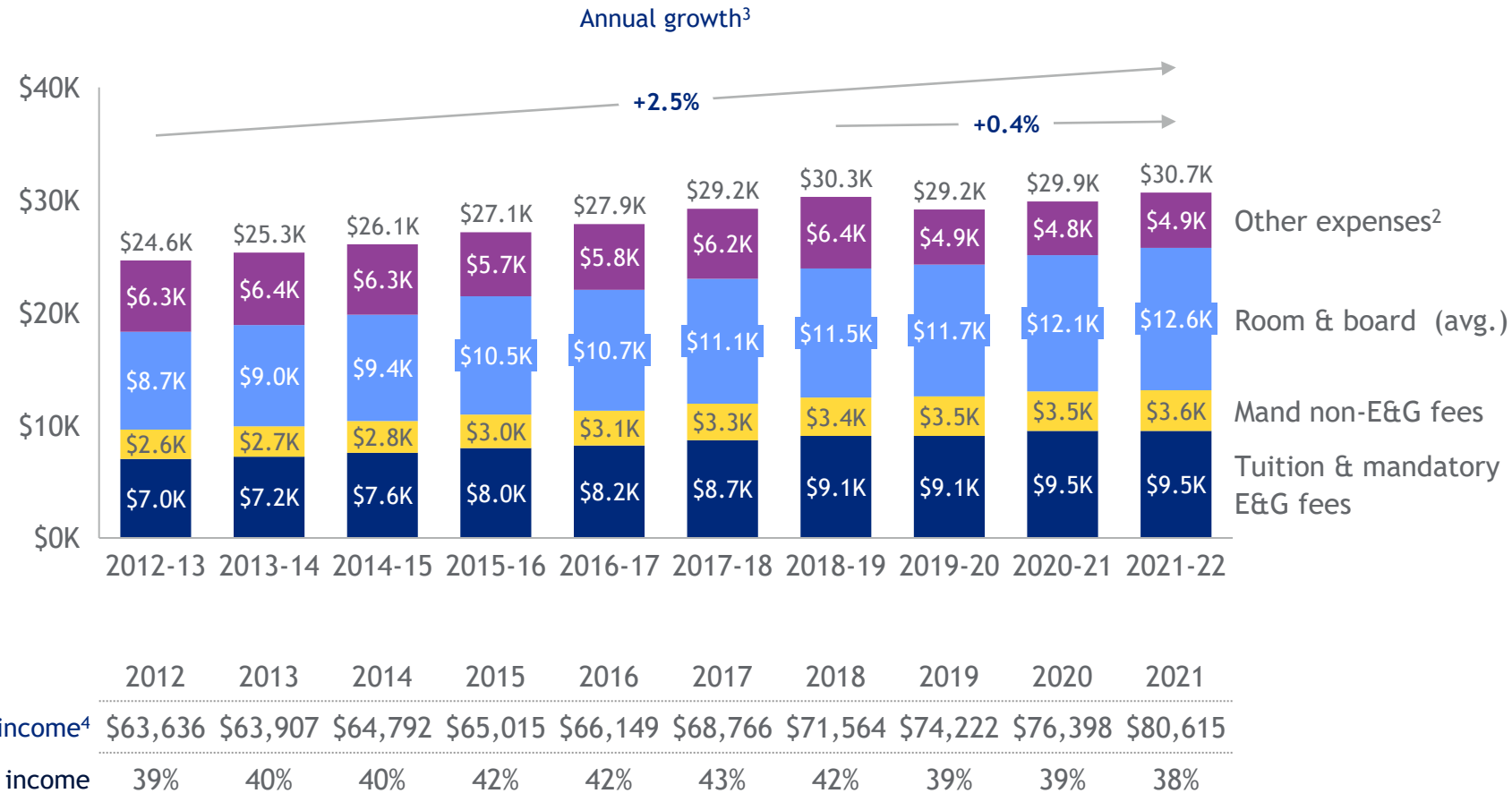
Affordability

George Mason University

Chart (A): How has the total cost of attendance been changing over time?

Rate	Annual growth[3] (2012-21)	Total growth (2012-21)
COA[1]	2.5%	24%
Tuition & mandatory E&G fees	3.4%	36%
Mandatory non-E&G fees	3.7%	38%
Room & board (avg.)	4.3%	45%
Other expenses[2]	-2.8%	-22%
Inflation (HEPI)[5]	2.4%	24%
Inflation (CPI)[5]	1.9%	18%

Breakdown of total cost of attendance (COA)[1] for in-state undergraduates [2012-2021]



	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
VA median household income[4]	$63,636	$63,907	$64,792	$65,015	$66,149	$68,766	$71,564	$74,222	$76,398	$80,615
COA proportion of household income	39%	40%	40%	42%	42%	43%	42%	39%	39%	38%

1. COA = calculated cost of attending the institution; includes transportation, room/board, tuition/fees, supplies, books and other expenses 2. Other expenses include transportation, supplies, books, and other expenses 3. "Annual growth" calculated as compound annual growth rate 4. Inflation-adjusted 5. Determined as growth in HEPI/CPI
Source: Data from SCHEV Research Center Tuition & Fees Report TF01: Student Charges by Student Level and Residency Status; IPEDS; U.S. Census Bureau, American Community Survey 5-yr estimates

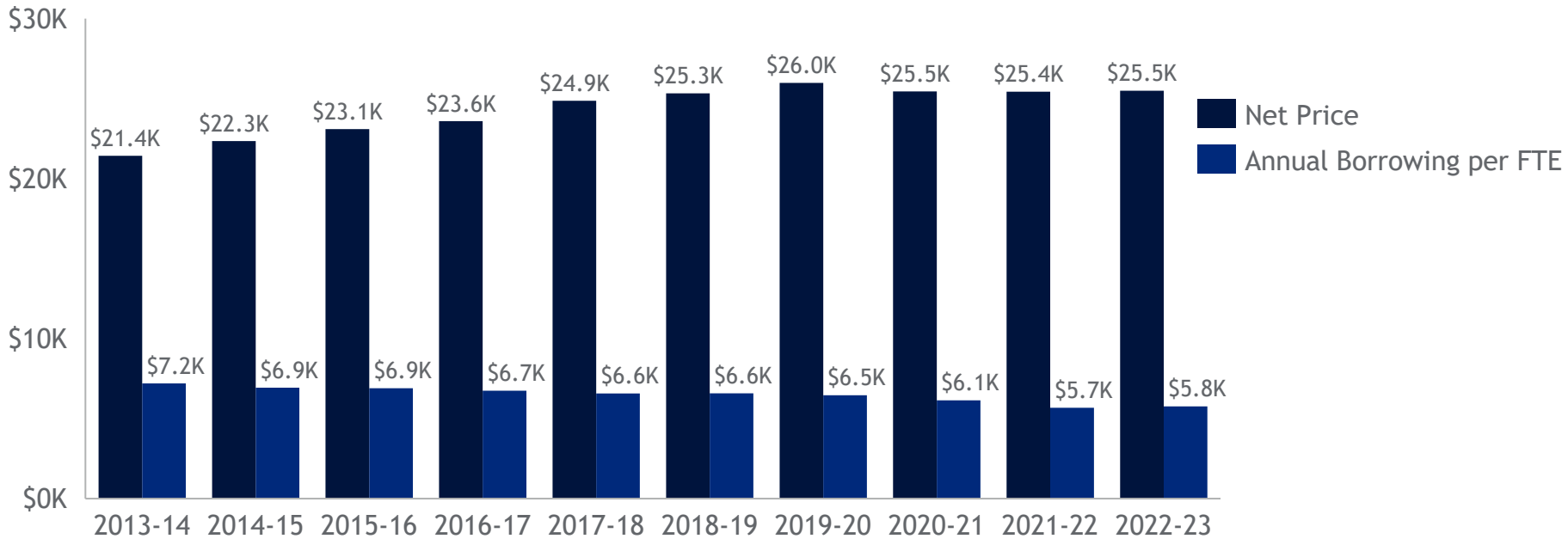
George Mason University

Chart (B): How much debt do students need to take on to cover net price?

Net price[1] vs. annual borrowing per total full time equivalents (FTE)[2] [2013-2022]

Rate	Annual growth[3] (2013-22)
Net price[1]	1.9%
Annual borrowing per FTE	-2.4%

	Annual
Inflation (HEPI)[4]	2.8%
Inflation (CPI)[4]	2.6%



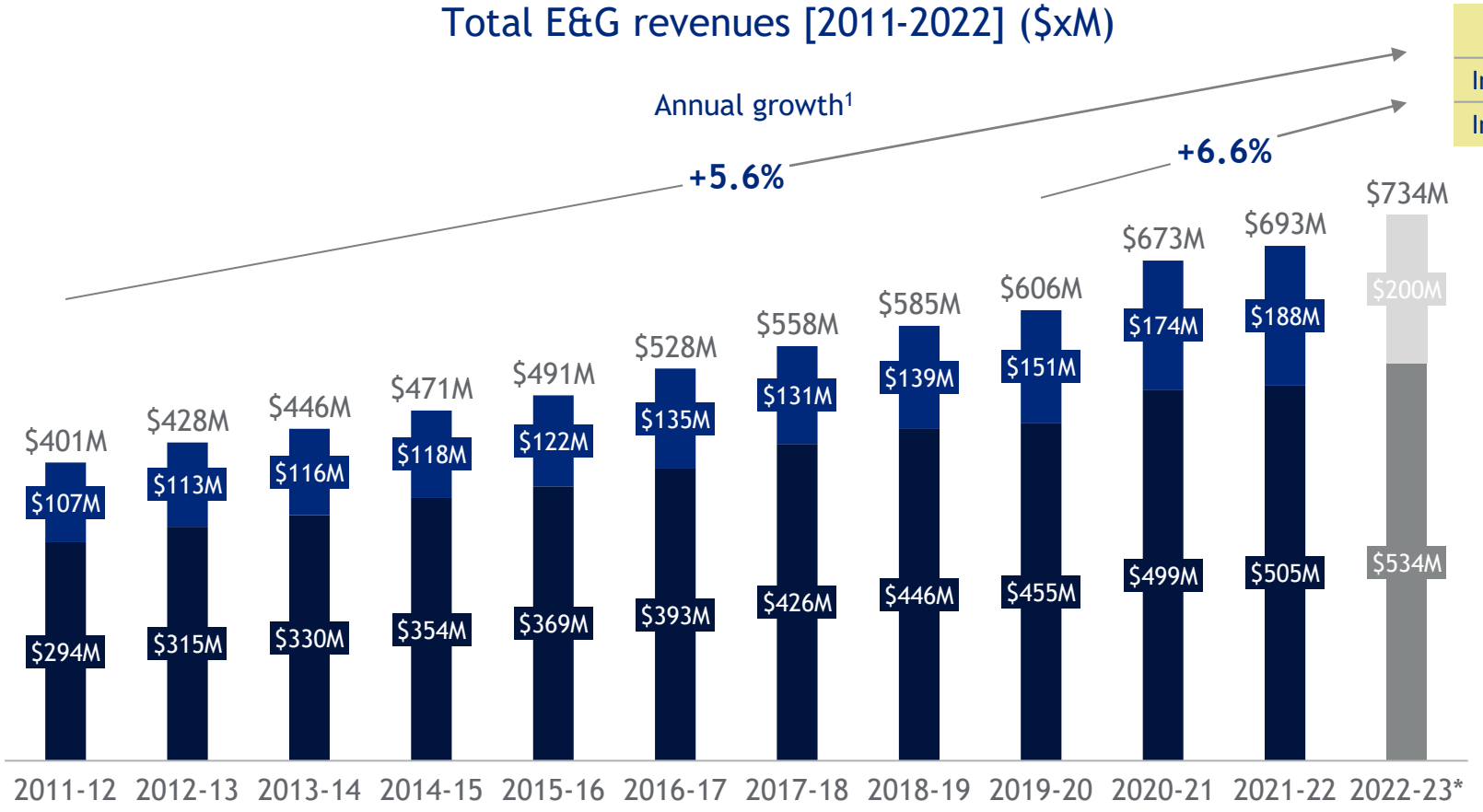
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total annual borrowing	$192M	$190M	$191M	$191M	$193M	$201M	$204M	$198M	$187M	$186M
Annualized FTE (in-state + out-of-state)	26,621	27,337	27,749	28,261	29,377	30,500	31,649	32,156	32,951	32,344
% of students who borrowed[5]	40%	39%	40%	40%	40%	40%	40%	38%	35%	33%

1. Net price = total cost of attendance – financial aid (average) 2. Determined as total annual borrowing (e.g., private Perkins, Stafford, Plus loans) divided by annualized FTE 3. "Annual growth" calculated as compound annual growth rate (CAGR) 4. Determined as annual growth in Higher Education Price Index over period 5. Determined as the number of students with loans divided by total reported enrollment; excludes non-degree, unclassified, and certificate programs; only includes associate, bachelor's, master's, first professional, and doctor's degree programs
Source: Data from SCHEV Research Center Financial Aid Report FA19C: Trends in Annual Borrowing Per Annualized Student FTE

Revenue

George Mason University

Chart (A): How much do E&G revenues rely on state general funds?



	Annual	Total
Inflation (HEPI)[2]	2.7%	34%
Inflation (CPI)[2]	2.8%	35%

	Annual growth[1]	Total growth[1]
GF	5.8%	86%
NGF	5.6%	82%

* projected

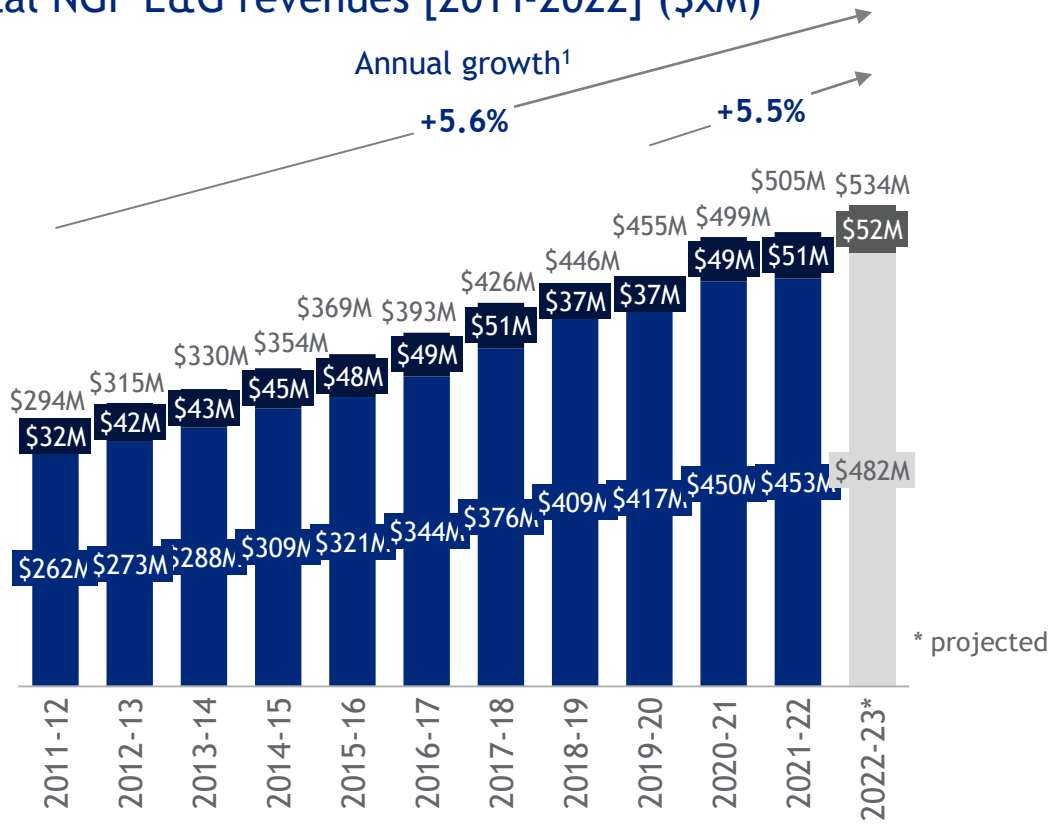
GF % of total	27%	26%	26%	25%	25%	26%	24%	24%	25%	26%	27%	27%

1. "Annual growth" calculated as compound annual growth rate (CAGR) 2. Determined as growth in HEPI/CPI
Notes: GF=general funds; NGF=non-general funds; total E&G revenues = E&G GF appropriations + total E&G NGF revenue (as reported by institutions)
Source: SCHEV

George Mason University

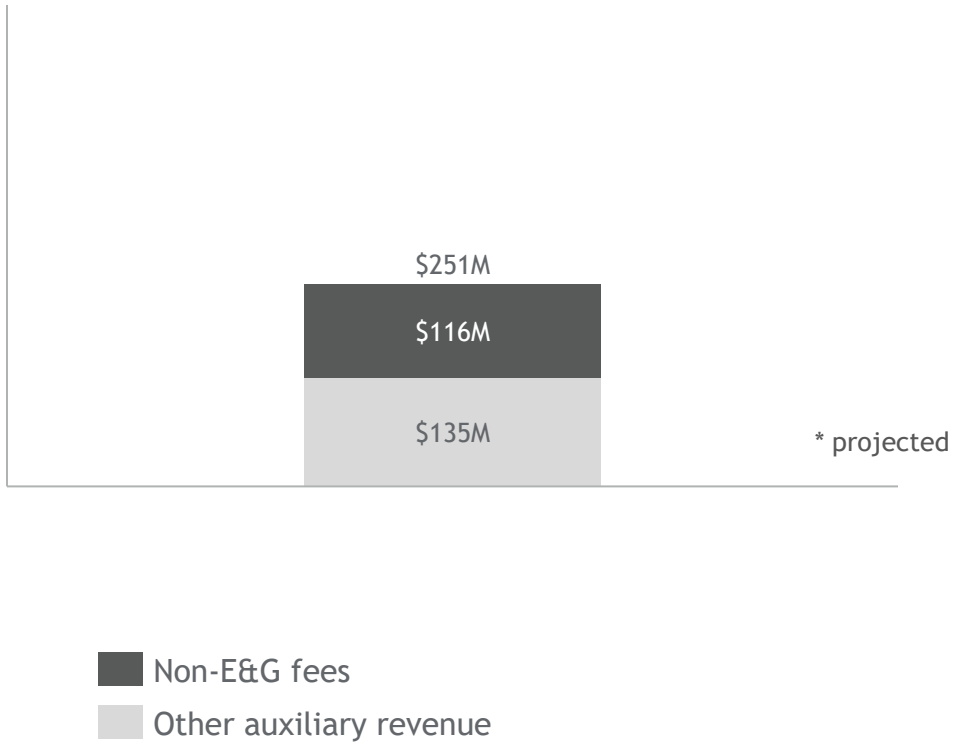
Chart (B): How quickly have NGF sources of revenue been changing?

Total NGF E&G revenues [2011-2022] ($xM)



	Annual
Inflation (HEPI)[3]	2.7%
Inflation (CPI)[3]	2.8%

Total NGF auxiliary revenues [2022-23] ($xM)



Notes: NGF=non-general funds; projected revenues for FY2023 year included; total auxiliary revenue available from FY21
Source: SCHEV

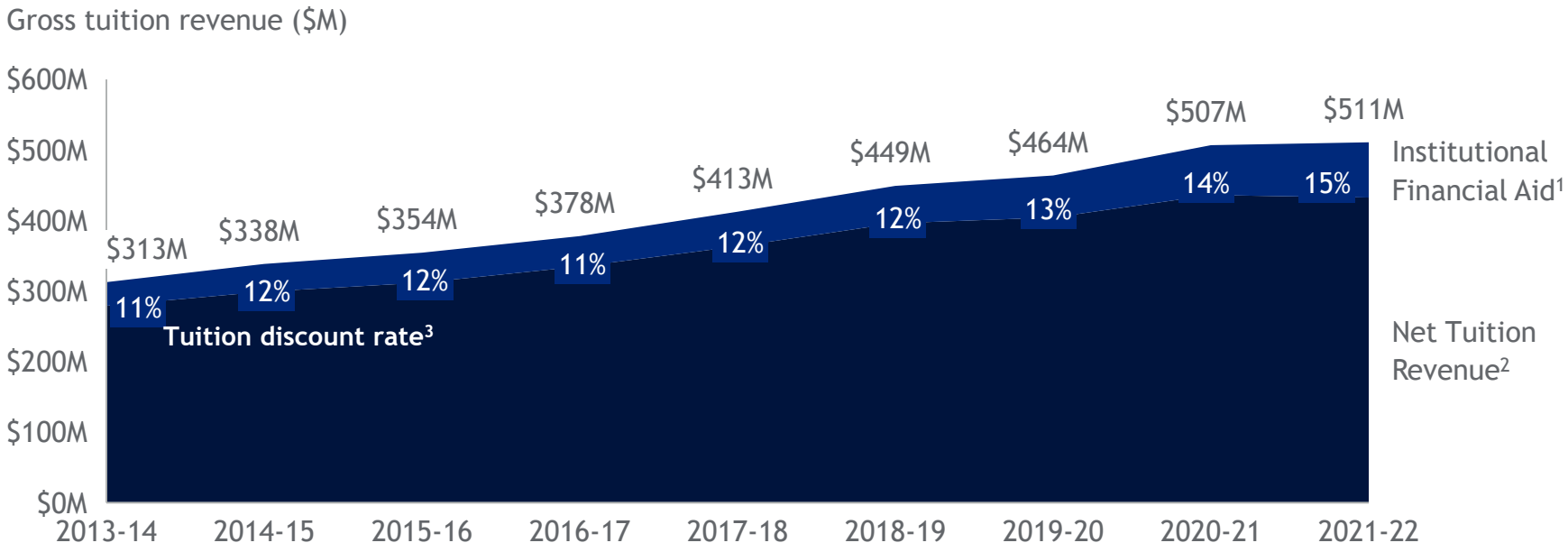
New page with updated methodology included in addendum

George Mason University

Chart (C): How is institutional financial aid (e.g., discounts/waivers) offsetting institutional tuition revenue over time?

Institutional financial aid (e.g., tuition discounts/waivers)[1] vs. net tuition revenue[2] [2013-21]

Category	Annual growth[4] (2013-21)
Gross tuition revenue	6.3%
Institutional financial aid[1]	11.1%
Net tuition revenue[2]	5.6%
Inflation (HEPI)[5]	2.8%
Inflation (CPI)[5]	2.7%



	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Institutional financial aid	$34M	$39M	$42M	$43M	$49M	$53M	$60M	$71M	$78M
Net tuition revenue (NGF)	$279M	$299M	$312M	$335M	$363M	$396M	$404M	$436M	$433M
State-funded financial aid (GF)	$17M	$17M	$19M	$22M	$23M	$27M	$31M	$31M	$38M

1. Institution financial aid = SCHEV S1/S2 collections; includes tuition discounts/waivers (foregone revenue) and non-general fund tuition revenues applied toward financial aid (redirected revenue) 2. Net tuition revenue = gross tuition revenue – total institutional financial aid 3. Tuition discount rate = total institutional aid (tuition discounts/waivers) / gross tuition revenue 4. "Annual growth" calculated as compound annual growth rate (CAGR) 5. Determined as annual growth in HEPI/CPI over period
Source: SCHEV

Cost effectiveness

Expenditures by category

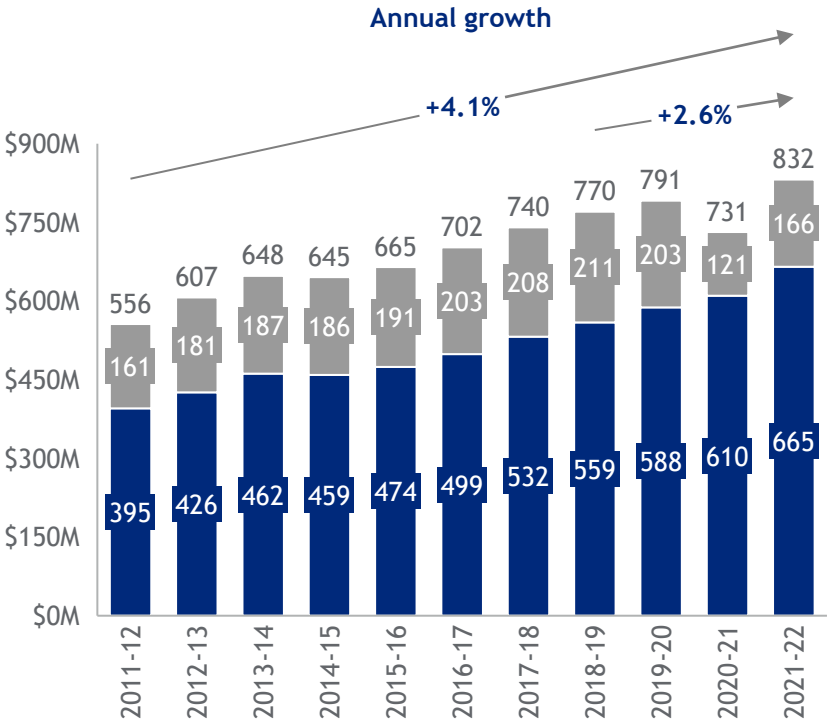
George Mason University

Chart (A): How are E&G and Auxiliary expenditures (overall and per student) changing over time?

E&G and Auxiliary expenditures and expenditures by student FTE over time

	Annual	Total
Inflation (HEPI)[1]	2.7%	30%
Inflation (CPI)[1]	2.5%	28%

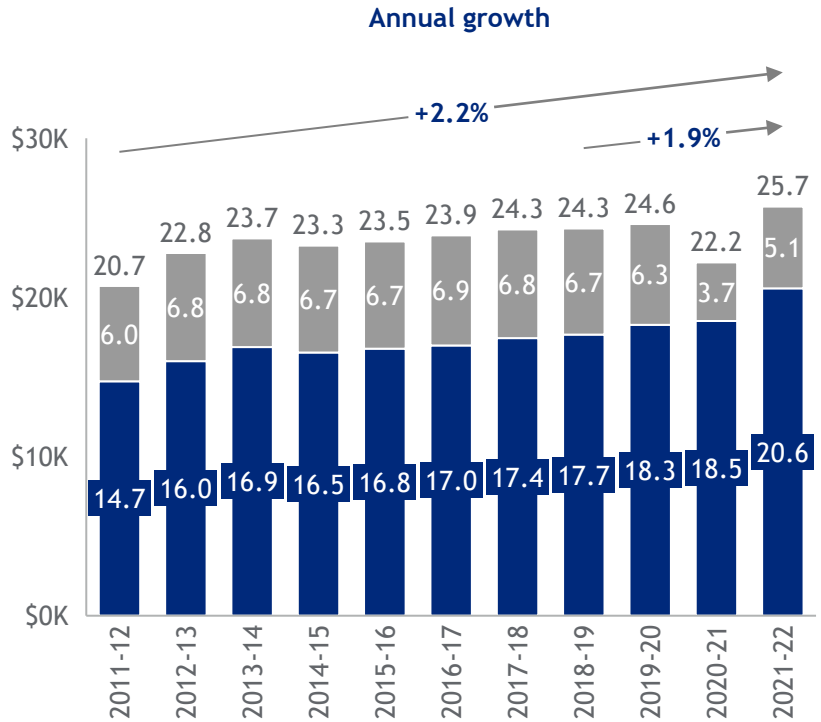
E&G and Auxiliary expenditure [2011-2021] ($xM)



Annual growth: 0.3% Total growth: 3%

Annual growth: 5.3% Total growth: 68%

Expenditure per student FTE [2011-2021] ($xK)



Annual growth: -1.5% Total growth: -14%

Annual growth: 3.4% Total growth: 40%

Auxiliary E&G

1. Determined as growth in HEPI/CPI over period

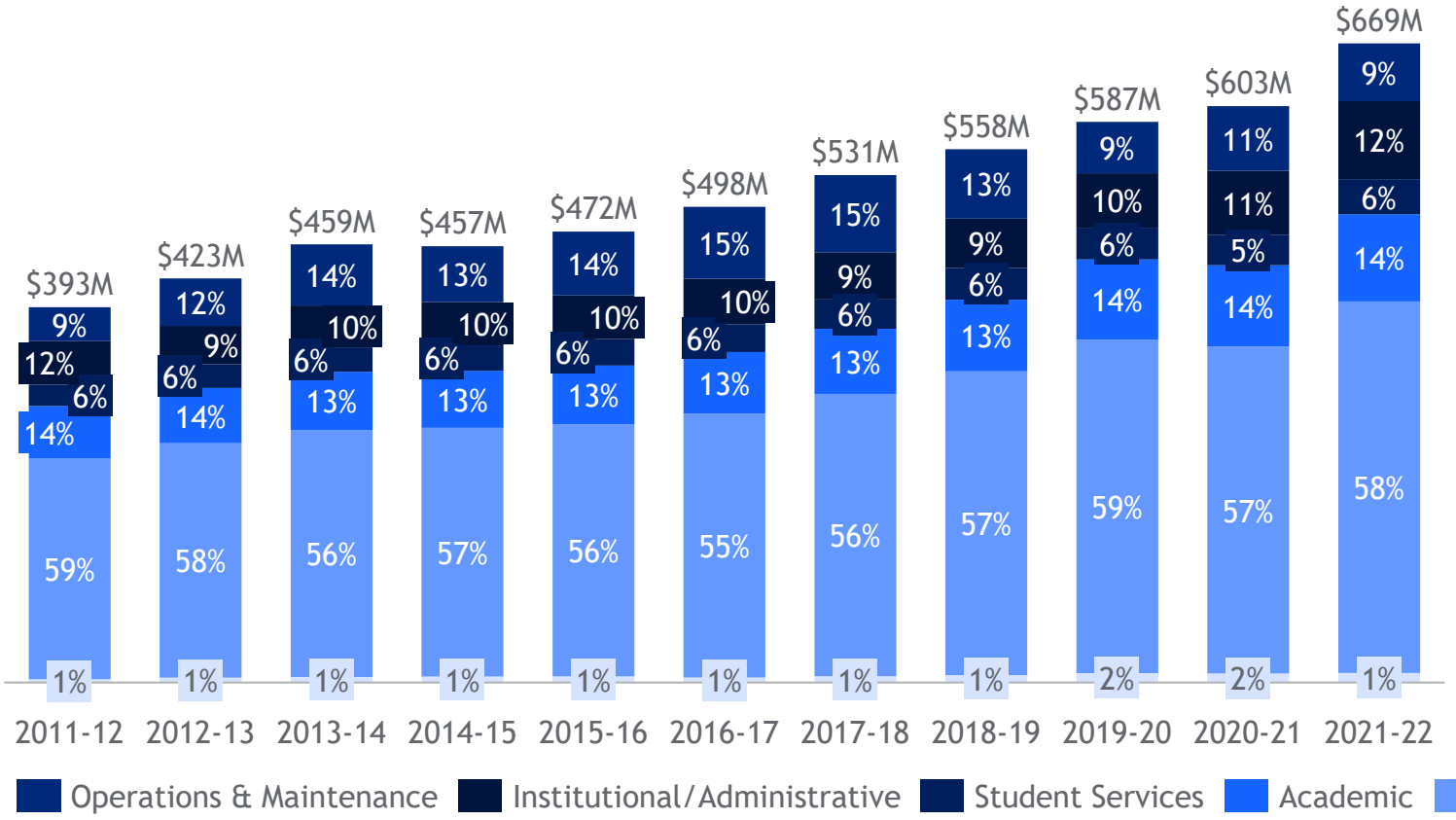
Note: Excludes student financial assistance and financial assistance for E&G services (program codes 108 and 110) and program code 199 ("admin/support services"). During the COVID-19 pandemic, institutions incurred one-time expenses such as testing, quarantine housing, and upgrades for distance learning, as well as suppressed personnel expenditures like travel, professional development, and hiring. Including these COVID-related expenses may skew comparisons across those years.

Source: Cardinal Expendwise expenditure data; SCHEV report E5 FTE data

George Mason University

Chart (B): How are E&G expenditures changing over time?

Proportional breakdown of E&G expenditures by category [2011-2021]



	Annual	Total
Inflation (HEPI)[2]	2.7%	30%
Inflation (CPI)[2]	2.5%	28%

Growth rates (2011-2021)

	Annual	Total
Instructional	5.3%	68%
Research	10.9%	180%
Academic	5.3%	67%
Student Services	5.1%	65%
Institutional/Administrative	6.0%	79%
Operations & Maintenance	5.4%	70%

1. "Annual growth" calculated as compound annual growth rate (CAGR). 2. Determined as growth in HEPI/CPI over period
Note: Excludes student financial assistance and financial assistance for E&G services (program codes 108 and 110) and public services due to small expenditures; excludes program code 199 ("admin/support services") and program code 809 ("auxiliary enterprises")
Source: Cardinal Expendwise data

Personnel numbers & costs

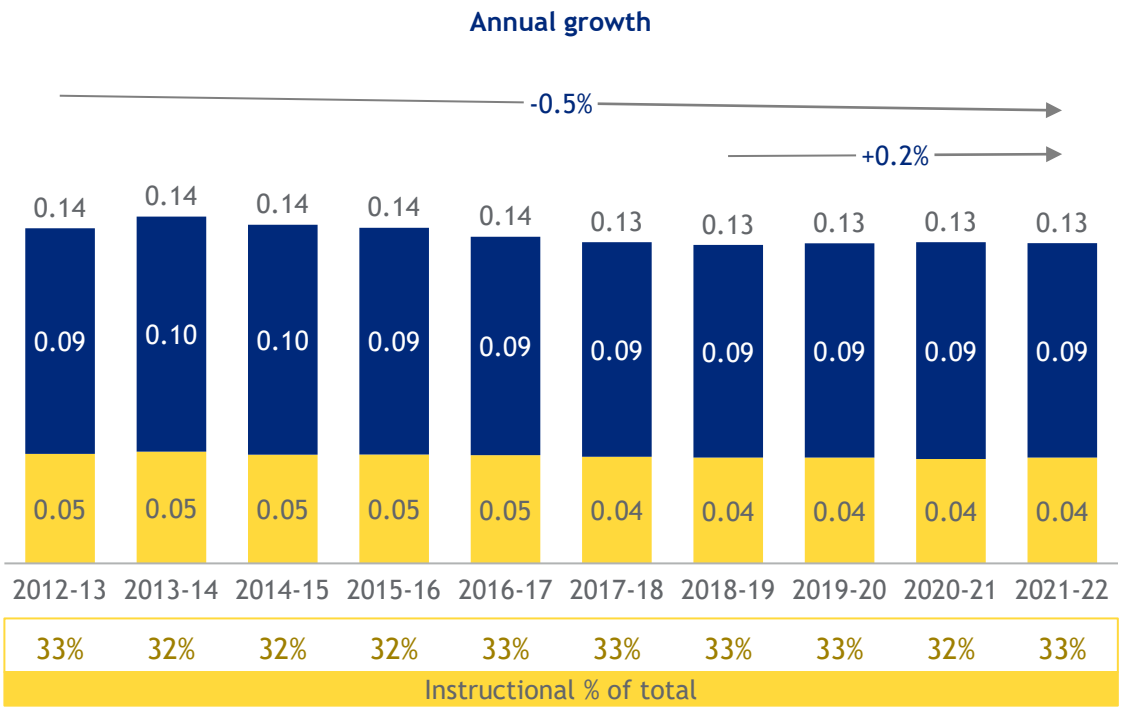
George Mason University

Chart (C): How has personnel increased on a per-student basis?

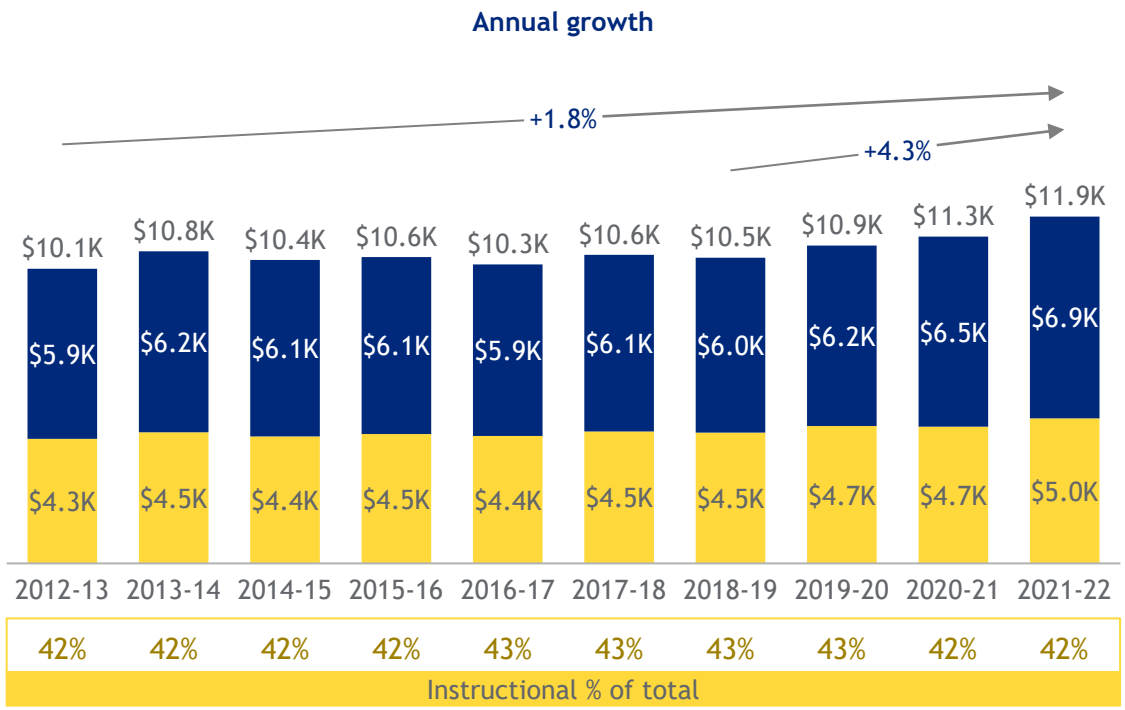
Breakdown of personnel by # and $ on a per-student basis [2013-2022]

	Annual	Total
Inflation (HEPI)[1]	2.8%	28%
Inflation (CPI)[1]	2.6%	26%

By # of employees per student FTE



By salary outlay $$ per student FTE



Non-instructional Instructional

1. Determined as growth in HEPI/CPI over period
Note: full-time personnel only; includes personnel from all sources of funding; William & Mary includes VIMS and VT/VSU include extension campuses
Source: IPEDS

Fastest-growing expenditures (E&G + Auxiliary)

Full Cardinal category listing in appendix

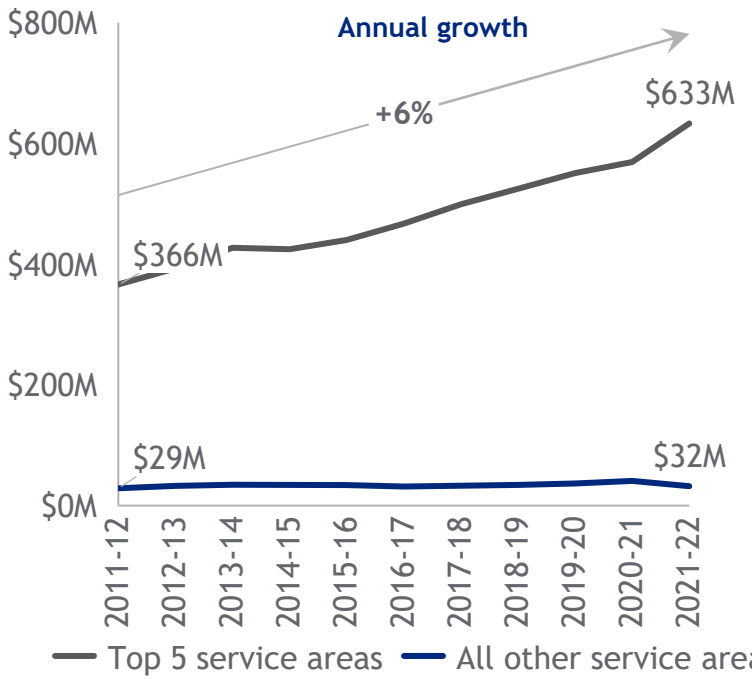
George Mason University

Chart (D): Which of the biggest expenditure categories are growing fastest?

Growth in E&G program expenditures (by service areas) [2011-2021]

	Annual	Total
Inflation (HEPI)[2]	2.7%	30%
Inflation (CPI)[2]	2.5%	28%

Top 5 E&G service areas over time



Top 10 service areas[1]	$ of spend (2021-22)	% of spend (2021-22)	Annual growth rate[3]
General Academic Instruction	$389M	58%	5.3%
Higher Education Institutional Support	$81M	12%	6.1%
All Other Subprograms	$66M	10%	7.8%
Operation and Maintenance Of Plant	$60M	9%	5.4%
Higher Education Student Services	$37M	6%	5.1%
Libraries	$25M	4%	0.8%
Individual Or Project Research	$10M	2%	10.9%
Educational and General Programs	<$1M	<1%	1.9%
Higher Education Public Services	-$4M	-1%	n/a

1. May be less than 10 depending on institutional use of Cardinal accounting service areas 2. Determined as growth in HEPI/CPI over period. 3. "Annual growth" calculated as compound annual growth rate (CAGR).
Note: Excludes student financial assistance and financial assistance for E&G services (program codes 108 and 110); includes program code 199 ("admin/support services") and program code 809 ("auxiliary enterprises"); personnel spending determined by personal services, non-personnel spending all other major objects
Source: Cardinal Expendwise

Full Cardinal category listing in appendix

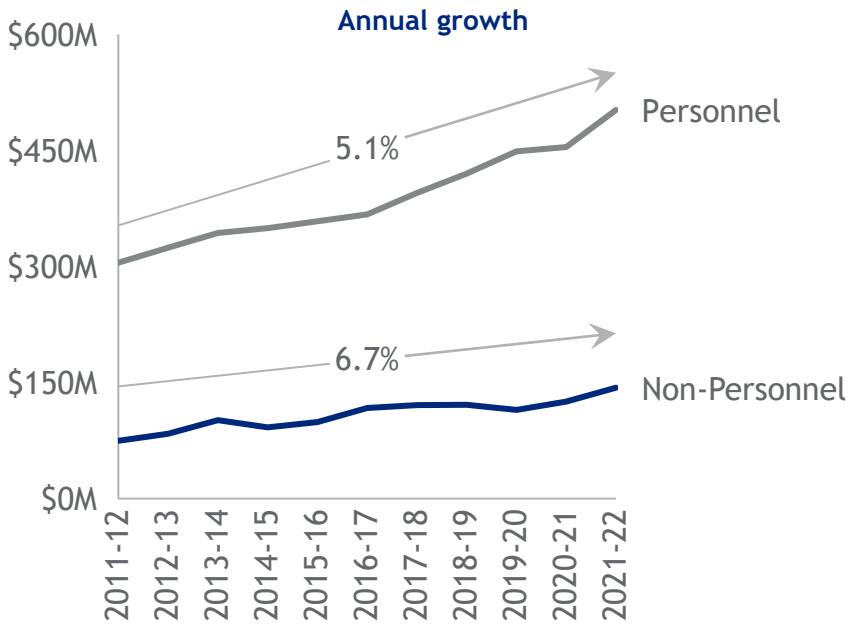
George Mason University

Chart (E): Is expenditure growth driven by personnel or non-personnel costs?

Growth in expenditures, personnel vs. non-personnel [2011-2021]

	Annual	Total
Inflation (HEPI)[2]	2.7%	30%
Inflation (CPI)[2]	2.5%	28%

Spending for top 5 service areas



	Top 5 service areas (E&G only)	$ of spend (2021-22)	% of spend (2021-22)	Annual growth rate[1]
Personnel	General Academic Instruction	$310M	48%	4.7%
	Higher Education Institutional Support	$72M	11%	4.2%
	All Other Subprograms	$65M	10%	7.5%
	Operation and Maintenance Of Plant	$28M	4%	7.1%
	Higher Education Student Services	$29M	4%	5.3%
Non-personnel	General Academic Instruction	$79M	12%	8.1%
	Operation and Maintenance Of Plant	$32M	5%	4.2%
	Libraries	$13M	2%	-0.3%
	Higher Education Institutional Support	$9M	1%	n/a
	Higher Education Student Services	$9M	1%	4.6%

1. "Annual growth" calculated as compound annual growth rate (CAGR). 2. Determined as growth in HEPI/CPI over period
Note: Excludes student financial assistance and financial assistance for E&G services (program codes 108 and 110); includes program code 199 ("admin/support services") and program code 809 ("auxiliary enterprises"); personnel spending determined by personal services, non-personnel spending all other major objects; growth rates n/a if no growth rate able to be determined (e.g., inefficient data)
Source: Cardinal

Fastest-growing expenditures

Full Cardinal category listing in appendix

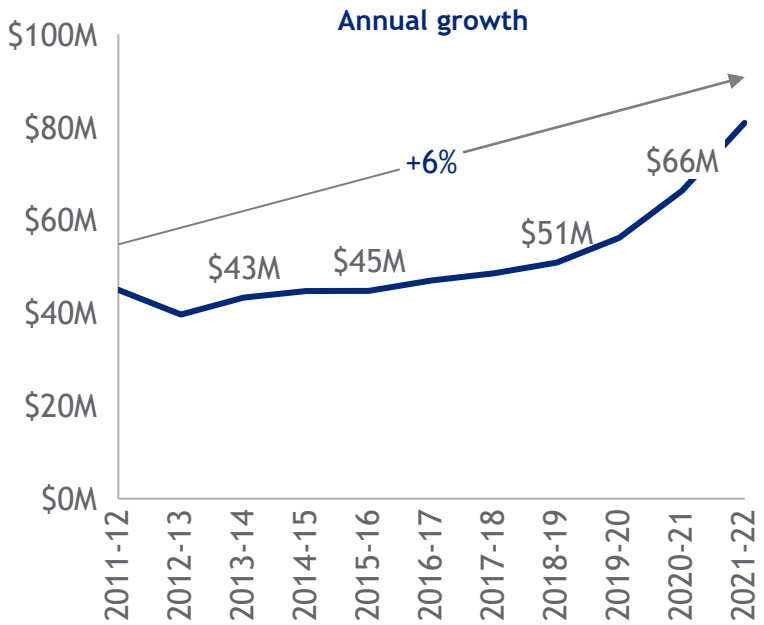
George Mason University

Chart (F): Which types of administrative spend are growing fastest?

Growth in institutional support spend objects [2011-2021]

	Annual	Total
Inflation (HEPI)[2]	2.7%	30%
Inflation (CPI)[2]	2.5%	28%

Total institutional support spend over time



Top 5 spend objects	$ of spend (2021-22)	% of spend (2021-22)	Annual growth rate[1]
Salaries	$50M	62%	3.6%
Employee Benefits	$18M	23%	6.4%
Support Services	$7M	8%	5.7%
Management and Informational Services	$6M	7%	13.5%
Medical and Laboratory Supplies	$3M	4%	101.0%

1. "Annual growth" calculated as compound annual growth rate (CAGR). 2. Determined as growth in HEPI/CPI over period
Note: Only program code 106 (institutional support)
Source: Cardinal

Financial health

George Mason University

Chart (G): Is institutional financial health a concern? (exclude components[1])

Fiscal Health Ratios per Auditor of Public Accounts Higher Education Comparative Report, excluding component units[1] [2015-2020]

Primary Reserve Ratio

Is there sufficient short-term reserve to quickly satisfy obligations?

Viability Ratio

Is there sufficient expendable net position to cover long-term debt?

Return on Net Position Ratio

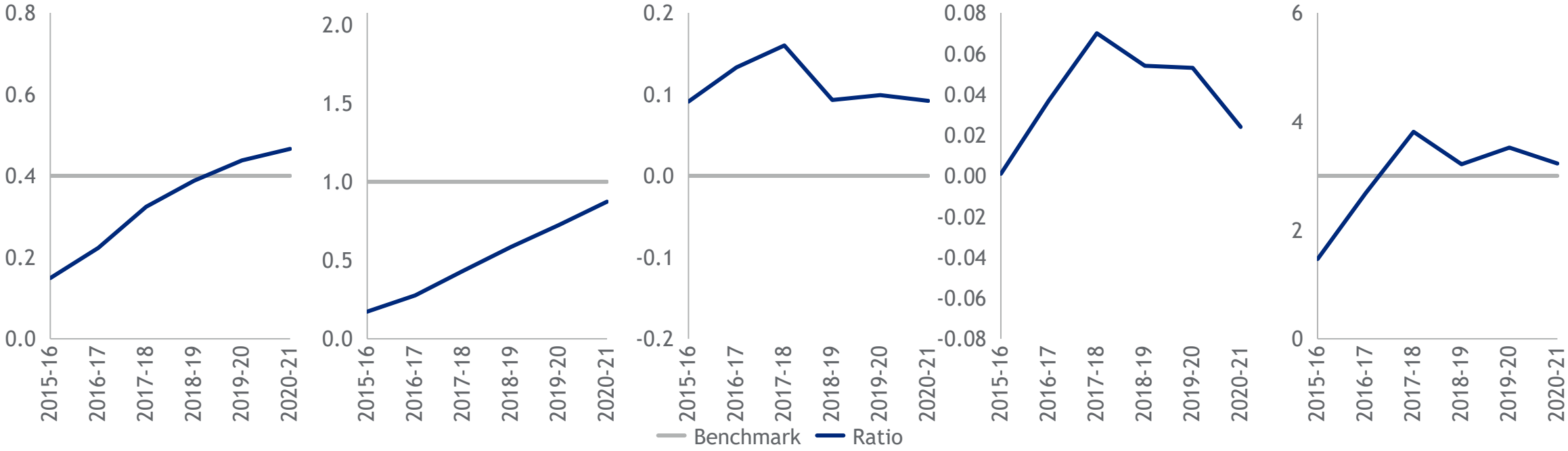
Is the institution achieving positive economic return on its invested resources?

Net Operating Revenues Ratio

Is the institution operating within its available resources?

Composite Financial Index Ratio

What is the overall financial health of institution through aggregating 4 other ratios?

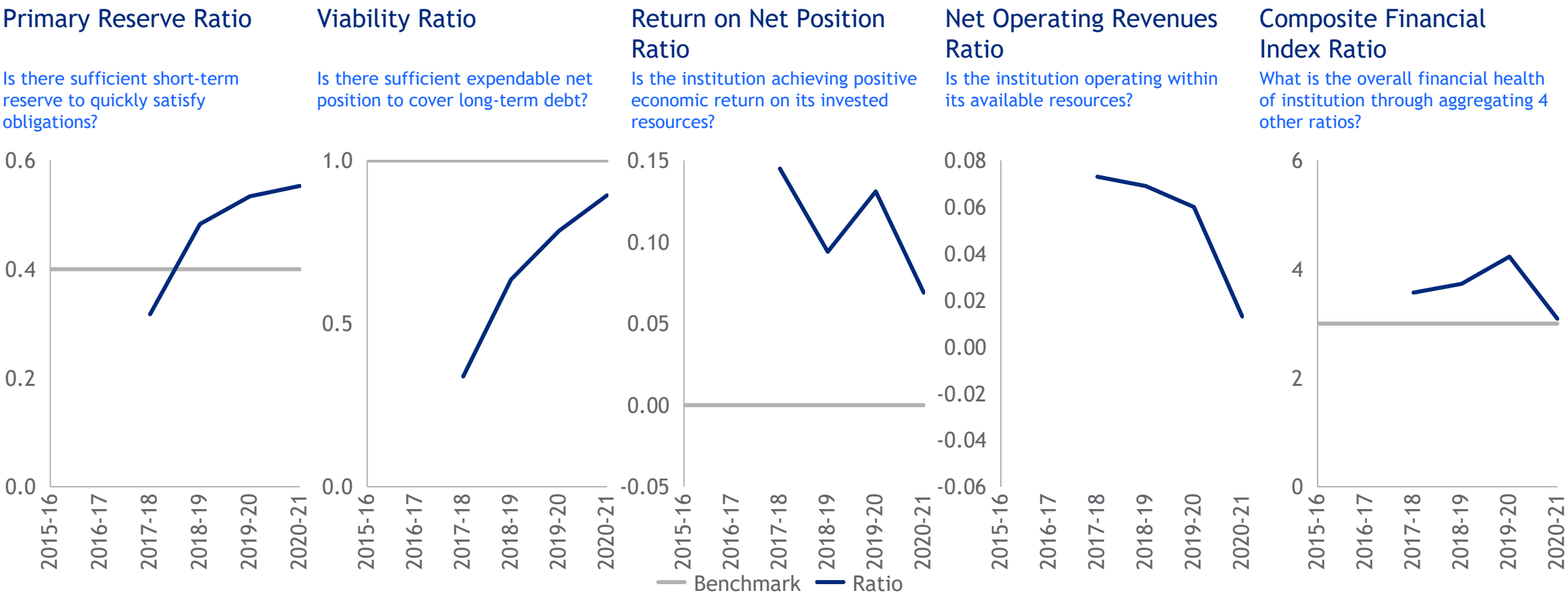


1. Component units are legally separate organizations for which the institutional leaders are financially accountable and are significant to institution finances
Note: Net operating revenues ratio has no fixed benchmark; however, institutions should attempt to achieve positive income before consideration of capital and other revenues
Source: SCHEV; Auditor of Public Accounts Higher Education Comparative Report for FY 2020 (link)

George Mason University

Chart (H): Is institutional financial health a concern? (include components[1])

Fiscal Health Ratios per Auditor of Public Accounts Higher Education Comparative Report, including component units[1] [2015-2020]



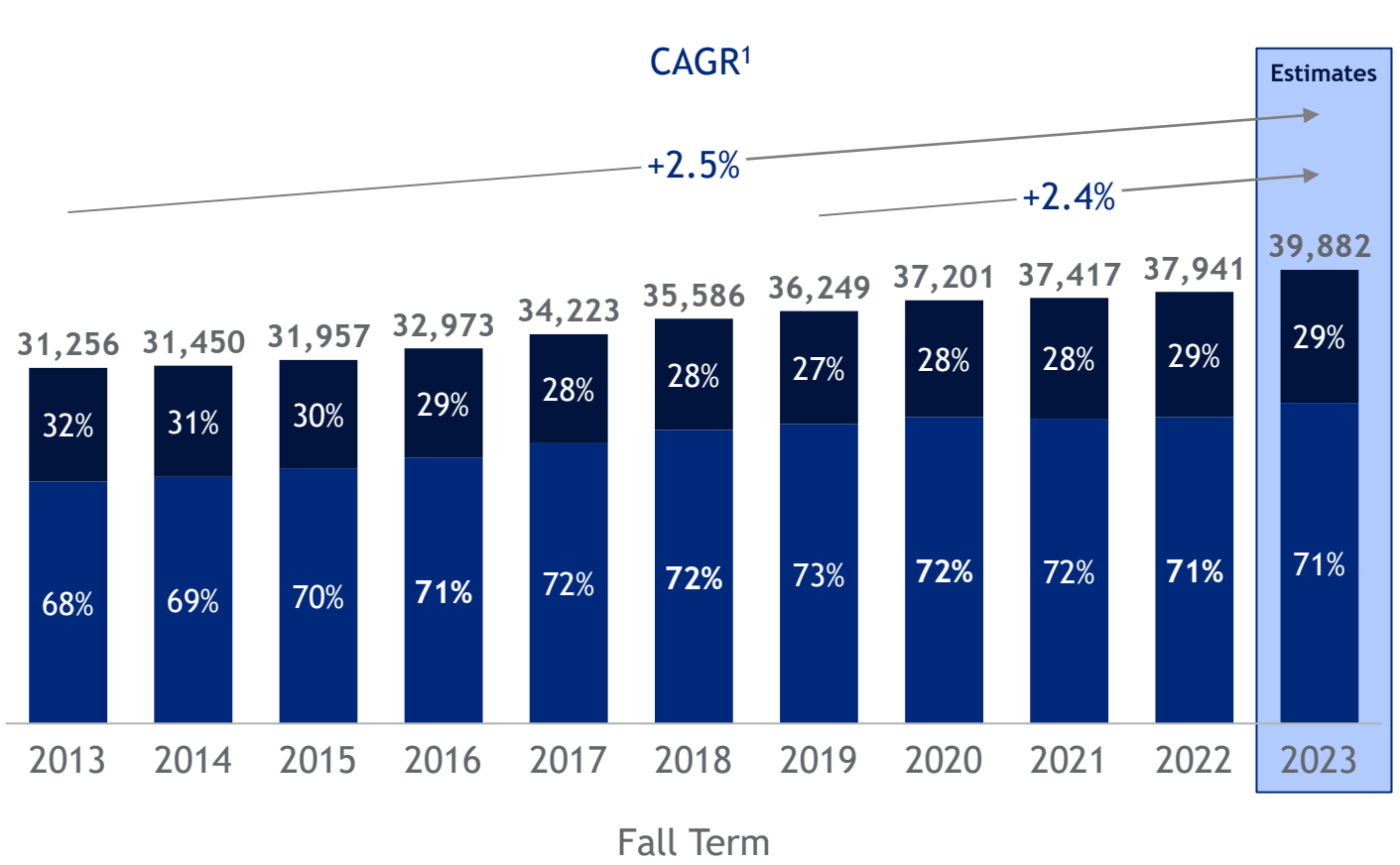
1. Component units are legally separate organizations for which the institutional leaders are financially accountable
Note: Ratios for 2015 and 2016 w/ component units not available; net operating revenues ratio has no fixed benchmark - however, institutions should attempt to achieve positive income before consideration of capital and other revenues
Source: SCHEV; Auditor of Public Accounts Higher Education Comparative Report for FY 2020 (link)

Post-Plan Submission Addendum

George Mason University

Chart (A): How is overall enrollment trending over time?

Total Fall Enrollment Headcount by Degree Level



Degree level	Annual growth[1] (2013-23)	Total growth (2013-23)
Graduate	1.6%	17%
Undergraduate	2.9%	32%
Overall	2.5%	28%

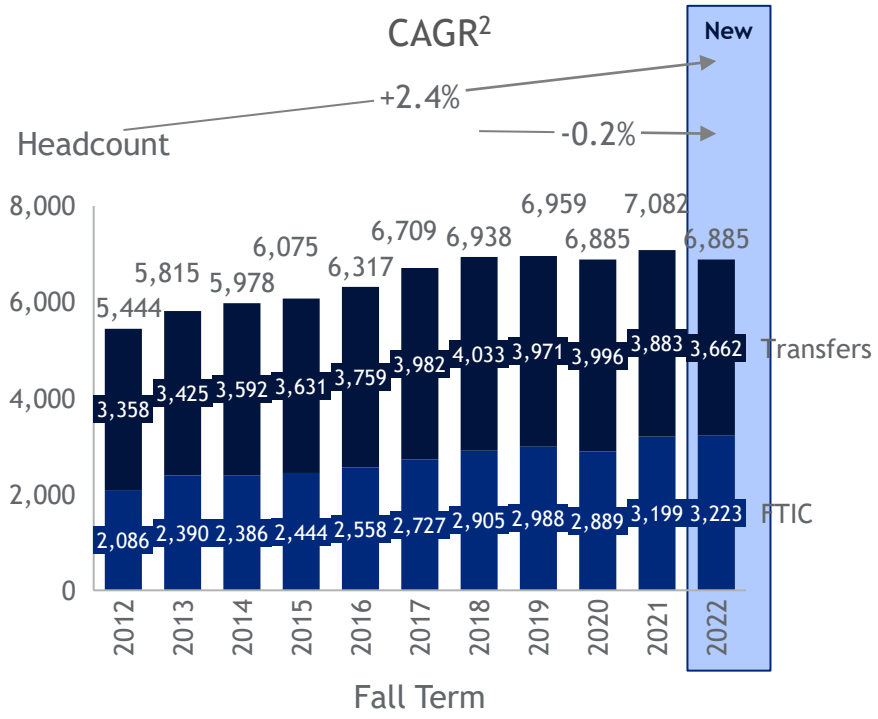
Excludes certificates as estimates were not available at time of analysis

1. "Annual growth" calculated as compound annual growth rate (CAGR)
Note: Some categories are not visible on some bars because they are less than 1% of yearly enrollment.
Source: Data from State Council of Higher Education for Virginia (SCHEV) Research Center Enrollment Report E33: Fall Enrollment by Degree Level
2023 enrollment numbers are estimates from SCHEV Early Enrollment Estimates report as of September, 2023

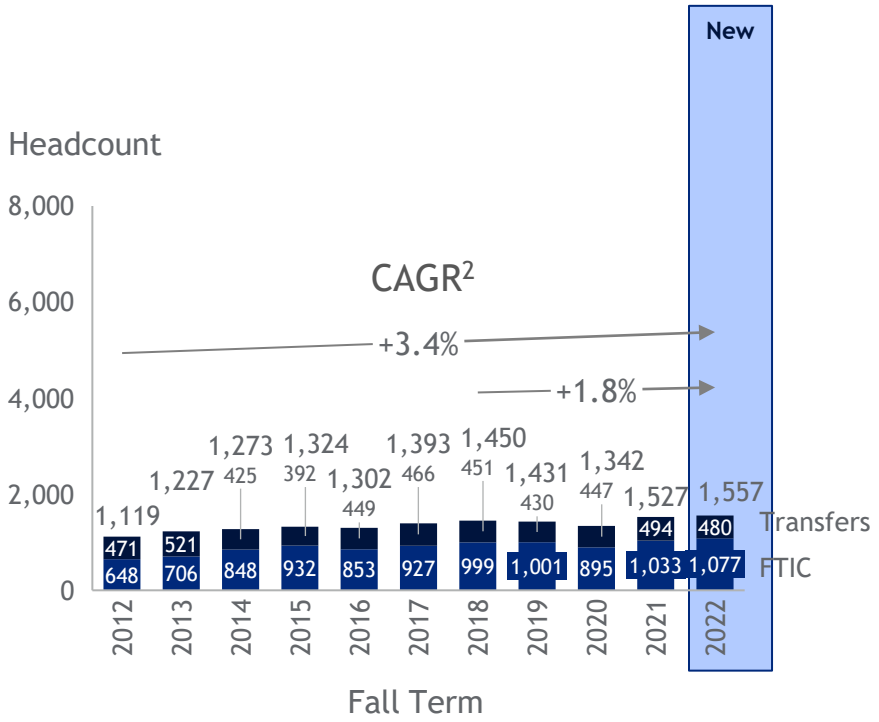
George Mason University

Chart (B): How are new in-state and out-of-state undergraduate enrollment headcount trending over time?

In-state new FTIC[1] (Freshmen) and transfers



Out of state new FTIC[1] (Freshmen) and transfers



Sub cohort	Annual growth[2] (2012-22)
In-state FTIC	4.4%
Out-of-state FTIC	5.2%
In-state Transfers	0.9%
Out-of-state Transfers	0.2%

Note: Figures based on SCHEV Annual Admissions Report. Includes spring and fall headcounts.

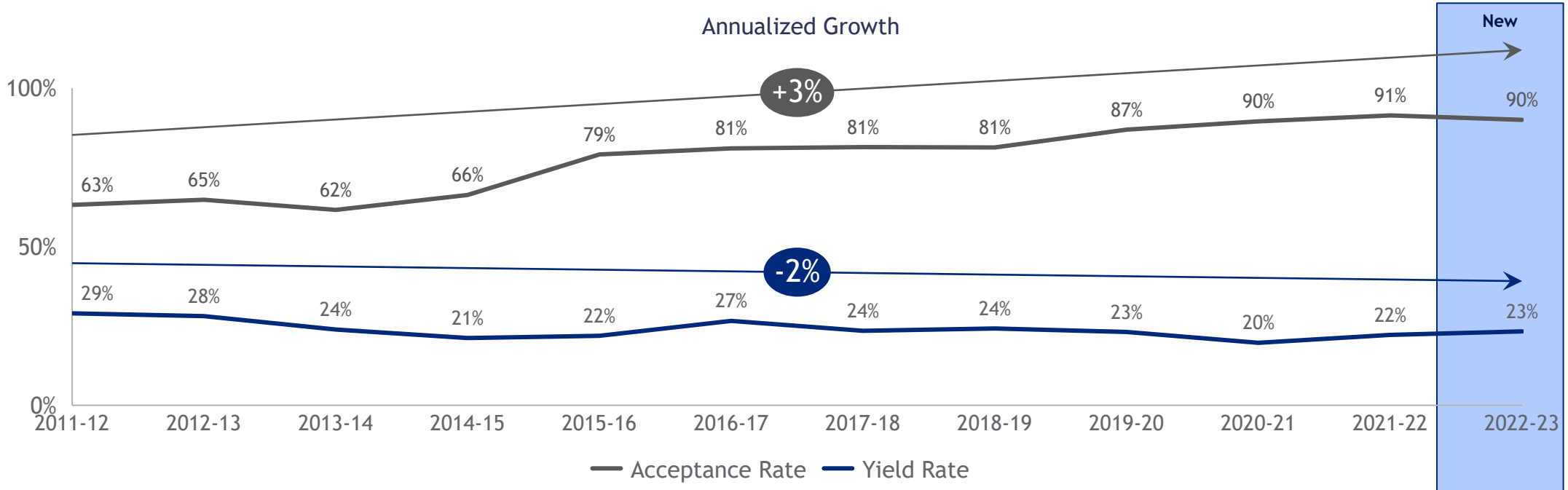
1. First time in college students 2. "Annual growth" calculated as compound annual growth rate (CAGR)
Source: Data from State Council of Higher Education for Virginia Research Center Enrollment report B08: Annual Admission report

George Mason University

Chart (D): What changes are happening across the recruitment funnel for first time college students?

Note: Large sudden change in applications/ acceptances may be due to exogenous factors (e.g., move to Common App)

Acceptance rate and yield rate by year



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Applied	14,745	14,998	21,081	22,980	19,491	15,856	19,149	19,822	19,848	21,463	20,887	20,528
Accepted	9,321	9,714	12,979	15,230	15,409	12,845	15,578	16,108	17,239	19,220	19,083	18,474
Enrolled	2,707	2,734	3,096	3,234	3,376	3,411	3,654	3,904	3,989	3,784	4,232	4,300

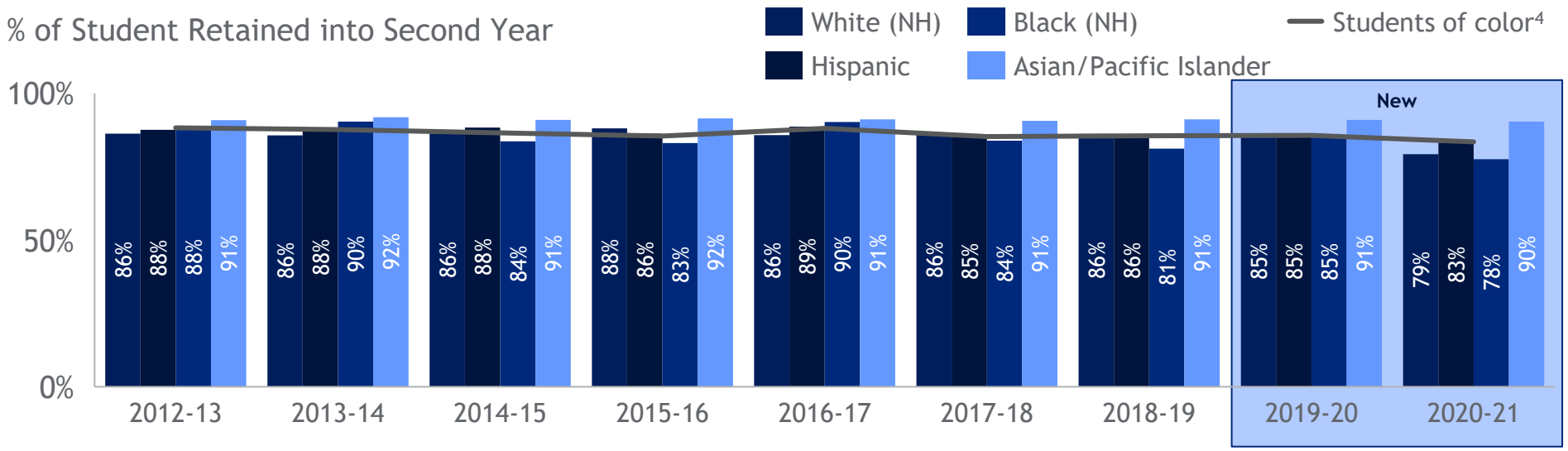
1. First time in college students
Source: Data from State Council of Higher Education for Virginia Research Center Admissions Report B08

George Mason University

Chart (B): How are retention rates of students of color trending vs. white students?

First-year retention rate[1] of FTIC[2] students by race/ethnicity for undergraduate students

Rate	Annual growth[3] (2012-20)
White (NH)	-1.05 ppt
Hispanic	-0.46 ppt
Black (NH)	-1.59 ppt
Students of color[4]	-0.70 ppt
Asian/ Pacific Islander	-0.07 ppt



Race/ethnicity % of total undergraduate population in Fall term:									
White (NH)	53%	51%	50%	48%	47%	45%	43%	42%	40%
Hispanic	12%	13%	13%	14%	15%	16%	16%	17%	18%
Black (NH)	10%	11%	11%	12%	12%	12%	12%	12%	12%
Asian / Pacific Islander	20%	20%	21%	21%	22%	22%	22%	23%	24%
Multi race	5%	5%	5%	5%	5%	5%	5%	6%	6%

1. Rate of first-year students retained into second year 2. First time in college full time students 3. "Annual growth" calculated as compound annual growth rate (CAGR). 4. Retention rate for students of color at George Mason University

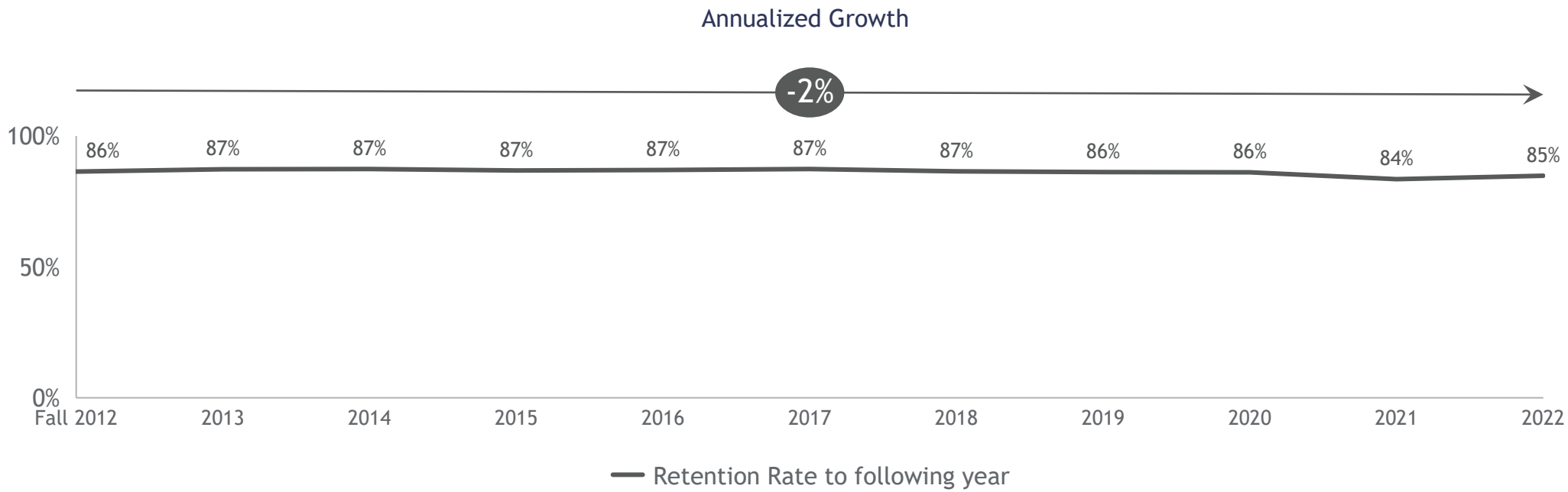
Note: Graph excludes race/ethnicity unknown and excludes Native American due to comprising less than 5% of student population each year

Source: SCHEV Retention and Graduation report Sub-Cohort Retention and Completion Rate Trends; RT01: Retention Report (First-time, Full-time Students; E22 Fall Term Enrollment by Race/ethnicity

George Mason University

Chart (D): How is retention of FTIC freshman changing over time?

Undergraduate Freshman FTIC Cohort[1] Retention Rate[2]



Cohort	2,696	2,770	3,090	3,080	3,227	3,247	3,482	3,705	3,751	3,502	3,908
Retained	2,328	2,417	2,700	2,674	2,808	2,837	3,012	3,195	3,229	2,924	3,315

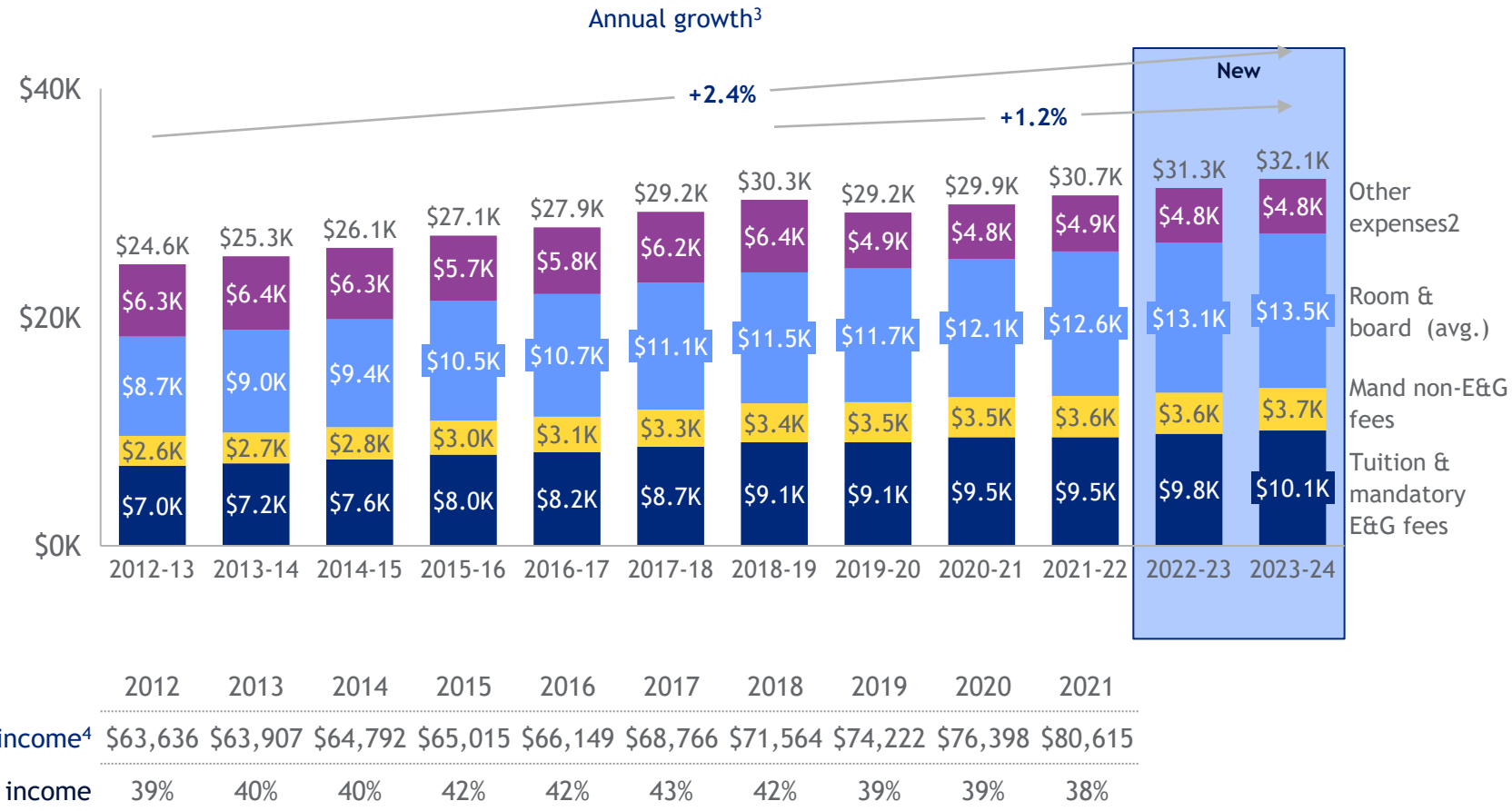
1. First time in college and full-time freshmen cohorts 2. Percent of first-year students retained for following second-year fall term
Source: SCHEV Retention report RT01

George Mason University

Chart (A): How has the total cost of attendance been changing over time?

Rate	Annual growth[3] (2012-23)	Total growth (2012-23)
COA[1]	2.4%	30.4%
Tuition & mandatory E&G fees	3.4%	44.0%
Mandatory non-E&G fees	3.3%	42.5%
Room & board (avg.)	4.1%	55.8%
Other expenses[2]	-2.5%	-24%
Inflation (HEPI)[5]	2.4%	24%
Inflation (CPI)[5]	1.9%	18%

Breakdown of total cost of attendance (COA)[1] for in-state undergraduates [2012-2023]



	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
VA median household income[4]	$63,636	$63,907	$64,792	$65,015	$66,149	$68,766	$71,564	$74,222	$76,398	$80,615
COA proportion of household income	39%	40%	40%	42%	42%	43%	42%	39%	39%	38%

1. COA = calculated cost of attending the institution; includes transportation, room/board, tuition/fees, supplies, books and other expenses 2. Other expenses include transportation, supplies, books, and other expenses. Note 2023 data not available for other expenses so 2022 data was used as a placeholder. 3. "Annual growth" calculated as compound annual growth rate 4. Inflation-adjusted 5. Determined as growth in HEPI/CPI. Note HEPI estimate for 2023 as of June, 2023.
Source: Data from SCHEV Research Center Tuition & Fees Report TF01: Student Charges by Student Level and Residency Status; IPEDS; U.S. Census Bureau, American Community Survey 5-yr estimates

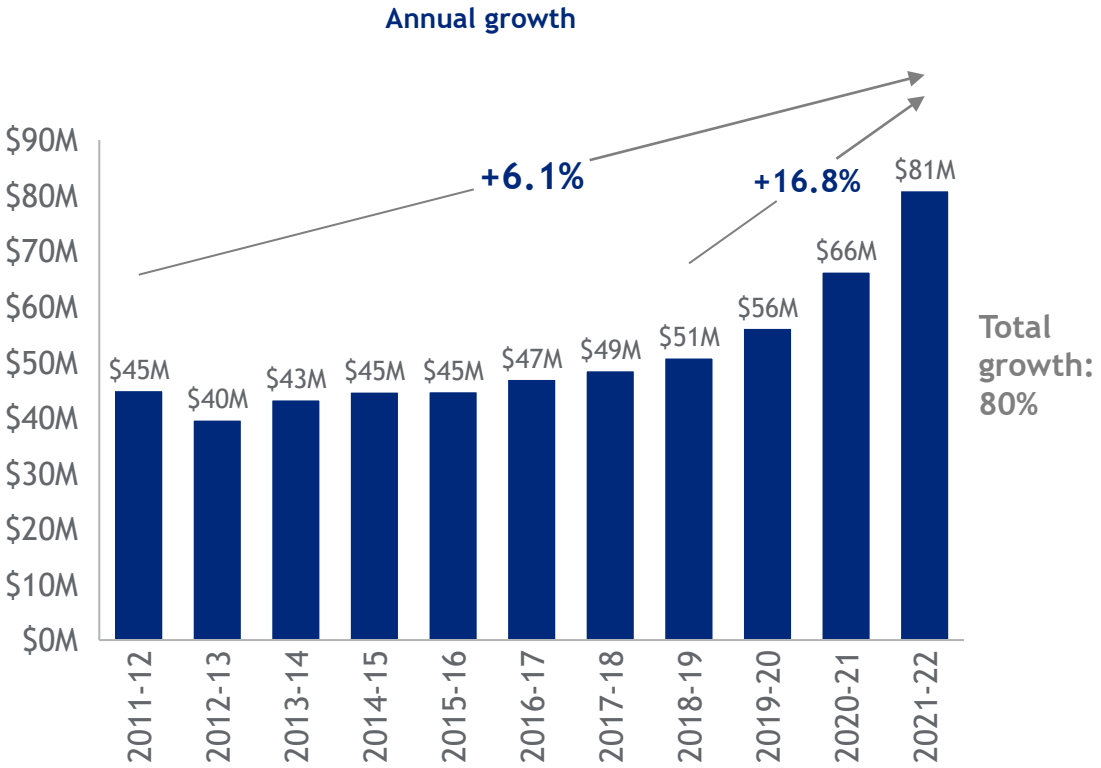
George Mason University

Chart (C): How are institutional/admin expenditures (total and per student) changing over time?

Total institutional/admin (106) expenditures and expenditures by student FTE over time

	Annual	Total
Inflation (HEPI)[1]	2.7%	30%
Inflation (CPI)[1]	2.5%	28%

Total expenditure [2011-2021] ($xM)



Expenditure per student FTE [2011-2021] ($xK)

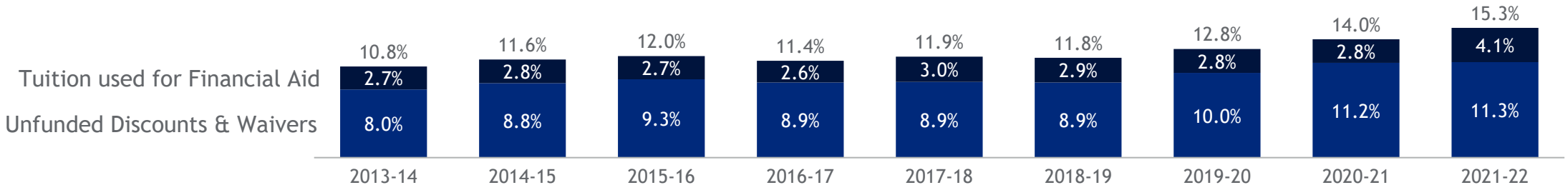
1. Determined as growth in HEPI/CPI over period
Source: Cardinal Expendwise expenditure data; SCHEV report E5 FTE data

Updated / added since plan submission

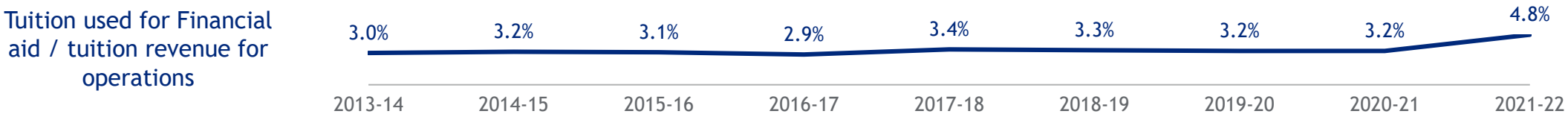
George Mason University

Chart (C): How are unfunded discounts & waivers and tuition used for financial aid offsetting tuition revenue over time?

Discount rate: Institution discounting as % of gross tuition revenue



Redistribution rate: Tuition used for Financial Aid as % of paid/collected tuition



	($M)	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	Gross Tuition Rev	$312.7	$338.3	$354.3	$377.9	$412.5	$449.0	$463.8	$506.7	$510.8
−	Unfunded Discounts & Waivers	$25.2	$29.7	$32.8	$33.5	$36.9	$39.8	$46.4	$56.7	$57.6
−	Tuition Rev for Financial Aid	$8.5	$9.5	$9.7	$9.7	$12.3	$13.1	$13.1	$14.1	$20.7
=	Tuition Rev for Operations	$279.0	$299.1	$311.8	$334.7	$363.3	$396.0	$404.3	$435.9	$432.5
	% of Gross Tuition for Operations	89.2%	88.4%	88.0%	88.6%	88.1%	88.2%	87.2%	86.0%	84.7%

Source: Previously submitted 6y plans, S1S2 report, SCHEV analysis

Appendix

Backup | Cardinal programs & service areas (I/III)

Note: level of available detail and relevance of certain categories differ widely by institution

Instruction
General Academic Instruction
Remedial Instruction
Vocational Education
Community Education
Dentistry Instruction
Medicine Instruction
Family Practice Residency Instruction
Veterinary Instruction
Unique Academic Program Activities

Research
Institutes And Research Centers
Individual Or Project Research
Agriculture And Forestry Research
Coal And Energy Research
Environmental And Water Resources Research
Marine Science, Resources, And Environmental Research
Industrial And Economic Development Research
Supporting Research
Veterinary Medical Research

Backup | Cardinal programs & service areas (II/III)

Note: level of available detail and relevance of certain categories differ widely by institution

Academic Support	Student Services	Institutional/Administrative[1]
Libraries	Student Service Administration	Executive Management
Museums And Galleries	Social And Cultural Development	Fiscal Operations
Audio/Visual Services	Counseling And Career Guidance	General Administrative Services
Computing Support	Student Admissions And Records	Logistical Services
Ancillary Support	Financial Aid Administration	Public Relations And Development
Academic Administration, Personnel Development, and Course and Curriculum Development	Student Health Services	
All Other Subprograms		

1. "Institutional Support" in Cardinal

Backup | Cardinal programs & service areas (III/III)

Note: level of available detail and relevance of certain categories differ widely by institution

Operations & Maintenance

Administration And Supervision
Alumni Hall
Custodial Service
Building Repairs And Maintenance, Care And Maintenance Of Grounds, And Utility Lines And Maintenance Repairs
Utilities
Property And General Liability Insurance
Property Rentals

Non-E&G

Auxiliary

Food Services
Bookstores And Other Stores
Residential Services
Parking And Transportation Systems And Services
Telecommunications Systems And Services
Student Health Services
Student Unions And Recreational Facilities
Recreational And Intramural Programs
Other Enterprise Functions
Intercollegiate Athletics

Backup | Cardinal objects (I/II)

Note: level of available detail and relevance of certain categories differ widely by institution

Contractual Services [Objects]	Contractual Services [SubObjects]
Communication services	• Shipping & postal services • Messenger services • Printing services • Telecom services
Employee development services	• Memberships • Publication subscriptions • Employee training courses, workshops, and conferences • Employee tuition reimbursement
Health services	• Clinic services • Dental services • Hospital/medical services • Nursing home services • X-ray and laboratory services • Insurance premiums
Management & informational services	• Auditing • Fiscal services (banking, accounting) • Attorney services / legal services • Management services • Public information & public relations • Media & advertising services

Contractual Services [Objects]	Contractual Services [SubObjects]
Repair & maintenance services	• Custodial services • Electrical repair & maintenance • Equipment repair & maintenance • Extermination • Highway repair • Mechanical repair • Plant repair • Vehicle repair
Support services	• Architectural & engineering • Clerical services • Food & dietary services • Laundry & linen services • Manual labor services • Production services
Technical services	• Information hardware services • Computer software development services • Computer operating services
Transportation services	• Moving & relocation services • Travel • Meal reimbursements

Backup | Cardinal objects (II/II)

Note: level of available detail and relevance of certain categories differ widely by institution

Supplies & Materials

- Administrative supplies
- Energy supplies
- Manufacturing & merchandising supplies
- Medial & laboratory supplies
- Repair & maintenance supplies
- Residential supplies
- Specific use supplies

Equipment

- Computer hardware & software
- Educational and cultural equipment
- Medial & laboratory equipment
- Motorized equipment
- Office equipment
- Specific use equipment
- Stationary equipment

Personnel[1]

- Salaries
- Employee benefits
- Special payments
- Wages
- Disability benefits

Continuous Charges

- Insurance
- Capital lease payments
- Operating lease payments
- Service charges
- Installment purchases
- Payments for state employee health insurance programs

1. "Personal services"

George Mason University

Backup | Fiscal health ratio definitions

Fiscal Health Ratios per Auditor of Public Accounts Higher Education Comparative Report

	Formula	Key Question
Primary Reserve Ratio	$\frac{Expendable\ net\ position}{Total\ expenses}$	Is there sufficient short-term reserve to quickly satisfy obligations?
Viability Ratio	$\frac{Expendable\ net\ position}{Long-term\ debt\ obligations}$	Is there sufficient expendable net position to cover long-term debt?
Return on Net Position Ratio	$\frac{Change\ in\ net\ position}{Net\ position\ at\ beginning\ of\ fiscal\ year}$	Is the institution achieving positive economic return on its invested resources?
Net Operating Revenues Ratio	$\frac{Net\ income\ (excl.\ capital\ revenues)}{Total\ non-capital\ revenues}$	Is the institution operating within its available resources?
Composite Financial Index Ratio	$Weighted\ avg.\ of\ 4\ other\ ratios$	What is the overall financial health of institution through aggregating 4 other ratios?

Source: Auditor of Public Accounts Higher Education Comparative Report for FY 2020 (link)

George Mason University

Backup | Component units for each VA IHE (I/II)

University	Non-University Component Units
Christopher Newport University (CNU)	• CNU Educational Foundation • CNU Real Estate Foundation
The College of William and Mary in Virginia (W&M) (includes Virginia Institute of Marine Science (VIMS) and Richard Bland College)	• W&M Foundation • Marshall-Wythe School of Law Foundation • W&M Alumni Association • W&M Athletic Educational Foundation • W&M School of Business Foundation • VIMS Foundation • Richard Bland College Foundation • W&M Real Estate Foundation • Intellectual Property Foundation
George Mason University (GMU)	• GMU Foundation • Mason Housing • GMU Instructional Foundation • Mason Korea, LLC • Mercatus Center
James Madison University (JMU)	• JMU Foundation
Longwood University (LU)	• LU Foundation • LU Real Estate Foundation • LU Trust
Norfolk State University (NSU)	• NSU Foundation • Athletics Foundation of NSU • NSU Research & Innovation Foundation & Affiliates
Radford University (RU)	• RU Foundation
University of Mary Washington (UMW)	• UMW Foundation

Note: Excludes Virginia Community College System (VCCS), as not compared to 4-yr colleges in comparative report
Source: Auditor of Public Accounts Higher Education Comparative Report for FY 2020 (link); 2020 financial statements for each institution

George Mason University

Backup | Component units for each VA IHE (II/II)

University	Non-University Component Units
Old Dominion University (ODU)	• ODU Educational Foundation • ODU Real Estate Foundation • ODU Athletic Foundation • ODU Research Foundation
University of Virginia (UVA) (includes UVA-Wise)	• UVA Global, LLC • UVA Law School Foundation • College Foundation of UVA • UVA Darden School Foundation • Alumni Association of UVA • Jefferson Scholars Foundation • Virginia Athletics Foundation • UVA Foundation • UVA Physicians Group • UVA Investment Management Company
Virginia Commonwealth University (VCU)	• Medical College of Virginia Foundation • VCU Foundation • VCU Real Estate Foundation • VCU School of Business Foundation • VCU School of Engineering Foundation • Dentistry@VCU • VCU Health System Authority
Virginia Military Institute (VMI)	• VMI Alumni Agencies • VMI Research Laboratories
Virginia Polytechnic Institute & State University (VT)	• VT Foundation
Virginia State University (VSU)	• VSU Foundation • VSU Real Estate Foundation

Note: Excludes Virginia Community College System (VCCS), as not compared to 4-yr colleges in comparative report
Source: Auditor of Public Accounts Higher Education Comparative Report for FY 2020 (link); 2020 financial statements for each institution

From: "Kent, Nicholas (GOV)" <Nicholas.Kent@governor.virginia.gov>
Date: December 23, 2023 at 4:05:13 PM EST
Cc: "Markowitz, John (GOV)" <John.Markowitz@governor.virginia.gov>
Subject: George Mason University_Board of Visitors_Governance Resources

Dear Governing Board Member:

As the year draws closer, thank you for your dedication and service to the at George Mason University board of visitors. Your leadership is instrumental to the success of the institution, students, and Commonwealth.

Your university's final six-year plan and accompanying "fact pack" are now available on the SCHEV website. We encourage you to review, reflect, and act on the information in these documents, including this year's new visualizations of data and trends. I encourage your board to allot time at its next meeting to discuss how this rich information can inform decision-making in areas such as budget, tuition and fees, and policies for the acceptance of students.

When new board members met for their orientation last month, they heard presentations and received handouts that will help board members carry out their board's statutory, regulatory, and fiduciary obligations. Even if you were not required to attend this year's orientation, please examine these resources made available during the orientation.

Finally, several board members have requested additional guidance on cost pressures and mitigations. I have attached guidance to help you and your board identify major cost drivers and cost-control ideas worth exploring. We recommend these insights and ideas be reviewed in conjunction with the institution's recent six-year plan and fact pack. Deputy Secretary of Finance John Markowitz and I are more than happy to discuss ideas about how to identify cost drivers and solutions to keep costs as low as possible for students, families, and the Commonwealth while maintaining high-quality educational standards.

Please do not ever hesitate to let us know if and what additional resources would help with your governance duties.

Have a joyous holiday season!

Nicholas Kent
Deputy Secretary of Education
Commonwealth of Virginia
Nicholas.Kent@governor.virginia.gov
Patrick Henry Building
1111 East Broad Street
Richmond, VA 23219
804-225-2792 (m)
804-350-6140 (c)

December 23, 2023

SCHEV Boards of Visitors Orientation Follow Up

Cost Pressures and Mitigations

As follow up to the Boards of Visitors New Member Orientation November 14-15, we were asked to provide some insight and ideas regarding cost pressures and cost mitigations that have been identified through ongoing work with higher education institutions, stakeholders, and through this year's revised and enhanced Six Year Planning process. The Governor wants to reinforce that board members are expected to be and required to be involved in the budget, tuition and fees setting, financial management, etc. of the colleges and universities in which they serve. Reviewing the Six Year Plan fact packs (see here), both individually and as a board, is a good place to start.

It is clear that higher education costs have increased and accelerated well over the rate of inflation in recent history, including in Virginia. Notably, Educational & General (E&G) expenditures per student have increased at an average of 5% per year for the last decade, up 60% overall, with several institutions in the 6-8% per year increase range. Even more concerning is non-instructional/administrative costs per student have increased 7% per year for the last decade, up 90% overall, with several institutions in the 10-13% per year increase range.

It is clear that colleges and universities are doing more today than ever before and appear to be growing generally regardless of student population in many ways. Institutions have become akin to mini-cities providing so many additional services, some of which are and are not scalable when student enrollment changes. We have found major drivers of these costs increases include, but are not limited to, the following activities:

- Salaries and wage inflation, continuing competition for talent
- Student support services, counseling, mental health advising
- Financial aid/increased tuition discounting
- Admissions office investments in a declining enrollment atmosphere
- Veterans support services
- Compliance costs, including additional state and federal reporting, accreditation requirements
- Healthcare and retirement costs, which have outpaced inflation
- Operations and maintenance especially in areas like utilities, contractual services like janitorial, etc. and post Covid
- Technology costs especially around cyber security and campus security
- Debt service to support growth in facilities, including housing, dining, etc. Amenities and new facilities feeding into a capital arms race between institutions
- Additional research/grant costs in pursuing federal funding, additional overhead needed for every $1 of grant money received

We have identified many effective cost-control ideas that are worth exploring and pursuing including, but not limited to:

- Shared services, shared procurements, contract bundling
- Course offering/ongoing program review analysis, ROI analysis

- Finding operating efficiencies through technology such as ERP upgrades, back-office system consolidation and modernization, enterprise risk management systems, chart of accounts optimization
- Examining the role of online education and its future state, including considering benefits of fully online, hybrid, and blended methods. We have some institutions projecting overall distance learning enrollment will be 45% to 60% by 2029, while five institutions do not offer any online courses currently
- For Capital projects specifically:
    - Focusing on facility utilization and space maintenance. SCHEV performs and publishes a space utilization analysis that looks at % of classrooms and labs used per week (see here) to gauge the need for new facilities versus existing facility investment
    - Cost benchmarking, value engineering
    - Examining real estate square footage per student and growth trends (see attached)
    - Matching building usage with enrollment/curriculum growth trends
    - Improving asset management and project management systems and tracking
- Built up college and university reserves from pandemic that could be used to reduce student fees
- Energy efficiency projects like LED lights, central chillers, smart meters, utility submetering, etc.
- Third-party efficiency studies, compensation studies
- Working with private industry, donors for match funding on initiatives and capital projects
- Examining collaboration efforts and synergies with other public colleges and universities as well as private nonprofit and proprietary institutions
- Exploring innovative, but prudent, Public Private Partnerships on services, new buildings, infrastructure, etc.
- Review your debt outstanding, metrics, rating reports, and capacity. Several institutions are near or up against debt limits. Debt service costs are often passed back to students through fees, and institutions have exemptions over the limit to fee increases annually which can increase 5-10% annually at times
- Understand financial arrangements between your institution and its foundation(s), including any lease and financial commitments
- Review the Auditor of Public Accounts Comparative Financial Metrics on your institution

Resource effectiveness | Cost growth has accelerated and outpaced inflation

Per-student E&G expenditures have increased at 4.9% annually from 2012 to 2022, with accelerating growth in recent years

VA IHE E&G expenditures per student FTE, 2012-22 ($K)

	12-22 CAGR (%)	12-22 total (%)
Inst/Admin	6.7%	91%
Other E&G	4.6%	57%
Total E&G	4.9%	61%
Inflation (HEPI)[1]	2.9%	
Inflation (CPI)[1]	2.6%	

1. Determined as growth in HEPI/CPI. Note HEPI estimate for FY2023 as of June 22, 2023.
Note: Includes all public 2- and 4-year institutions.
Source: Cardinal: SCHEV E5 Report: Annualized Student FTE and Credit Hours

14

Total Square Footage per Student*

Inst.	Square Footage per Student, Fall 2004	Square Footage per Student, Fall 2011	Square Footage per Student, Fall 2018	Square Footage per Student, Fall 2022	Sqft Change 2004-2022	% Change
UVAW	186	254	478	506	320	172%
VSU	142	175	422	370	228	161%
LU	231	422	591	576	345	149%
CNU	304	567	669	740	436	143%
ODU	203	252	384	391	188	93%
WM	334	438	539	547	213	64%
GMU	176	258	327	284	108	61%
RU	194	241	332	288	94	48%
JMU	213	229	299	307	94	44%
VMI	611	686	816	873	262	43%
NSU	222	185	258	289	67	30%
UMW	212	194	183	223	11	5%
UVA	389	398	418	397	8	2%
VT	267	272	283	266	-1	0%
VCCS	246	281	146	100	-146	-59%
VCU	195	197	244			

Note: * Square footage includes E&G, auxiliary and other (unassigned and non-assignable).
Note: *VCU square footge per student could not be calculated for 2022 due to limited data.

President's Report

Board of Visitors: February 22, 2024

Gregory Washington, PhD
President

2023-2024 Presidential Performance Metrics

Priority	Proposed	Status	Notes
Deliver a distinctive and inclusive student experience that fosters lifelong engagement	Manage cost growth by executing on core components of the Critical Vacancy Plan		Salaries and wages were in line with All Funds Budget as of Q2
	Grow undergraduate enrollment by 1.5%		Spring 2024 undergraduate enrollment grew 2.7%
	Grow graduate and Scalia Law School enrollment by 1.5%		Spring 2024 graduate and professional enrollment is down 1.1%
	Grow Mason Korea enrollment by 3%		Spring enrollment currently up 16%
Expand the impact of Mason's research, scholarship, and creative enterprise	Grow research expenditures by 5% (15% stretch goal) each year		Total sponsored award obligations up 49%, with federally sponsored award obligations up 66%
Accelerate economic and social impact	Grow corporate support by 5% each year		$6.4M raised toward $12.5M goal
	Maintain or improve rankings		Improved rankings September 2023
	Maintain gifts and fundraising at $100M		$60.4M raised toward $100M goal
Exemplify a university culture of diversity, equity, and inclusion	Completion of recommendations outlined by the ARIE Initiative		13 out of 15 recommendations completed
	Maintain designation as a Minority Serving Institution		Designated in May 2023
Invest in faculty and staff success	Implement Mason's portion of the FY24 state government compensation increase		Compensation increases went into effect Dec. 10, 2023
	Establish two new programs where faculty and staff are recognized		Deans are developing and initiating honorific committees. HR is completing a survey on recognition.

Graduate Enrollment

As of Date	Feb 15				
Stu Residency Group	State Reportable Reg Headcount Sp 22	State Reportable Reg Headcount Sp 23	State Reportable Reg Headcount Sp 24	YoY Reg Headcount Change Sp 23 24	YoY Reg Headcount Change Sp 23 24 (%)
VA	731	664	764	100	15%
OOS	558	600	557	(43)	-7%
Total	**1,289**	**1,264**	**1,321**	**57**	**5%**

- Graduation of a large class of graduate students muted overall enrollment growth.

GEORGE MASON UNIVERSITY

Overview of Performance

- University continues upward trajectory in many areas:
  - Enrollment
  - Research
  - Fundraising
- Academic units continue to perform relative to rankings with a number of units seeing significant gains in online rankings.
- Cost pressures continue to be an issue with increased competition for our best and brightest (a number of star faculty and leaders are in demand).
  - Really good meetings with the General Assembly so we can expect some support this spring
- Student unrest persists with a number of protests since the beginning of the spring semester.

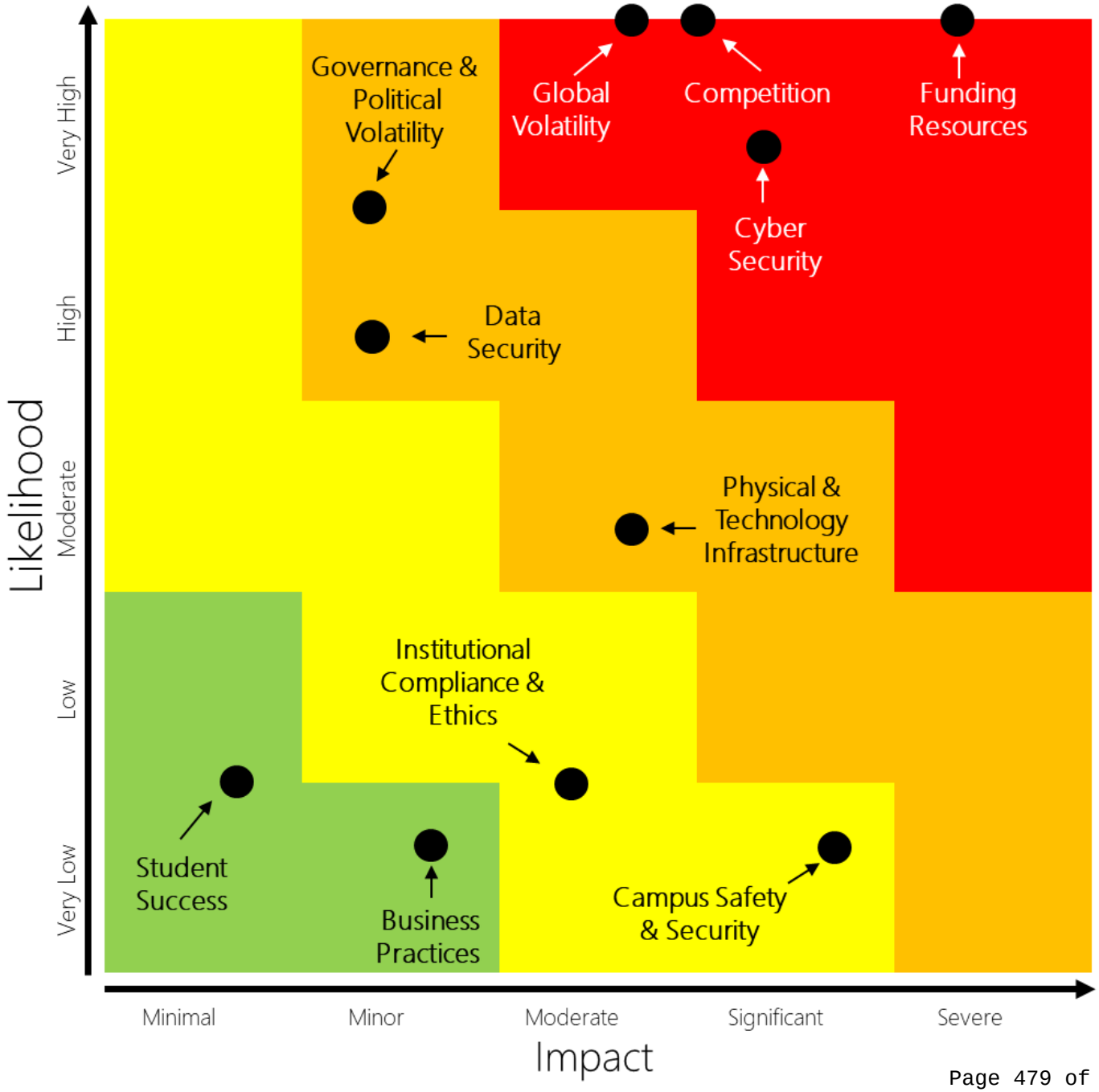
GEORGE MASON UNIVERSITY

Risk Analysis

Mason must deploy an enterprise-wide risk analysis strategy

In alignment with a national trend for universities and corporations

Julie Zobel, PhD, is our designated Chief Risk Officer (CRO)



Fact Pack Analysis

Deep Dive | George Mason University Background Information

Overview

Founding year: 1957

Location: Fairfax

Size and setting: Four-Year, Large, Primarily Nonresidential

Mission: To be an innovative and inclusive academic community committed to creating a more just, free, and prosperous world

Research institution: Undergraduate and Graduate

Carnegie classification: Doctoral Universities: Very High Research Activity

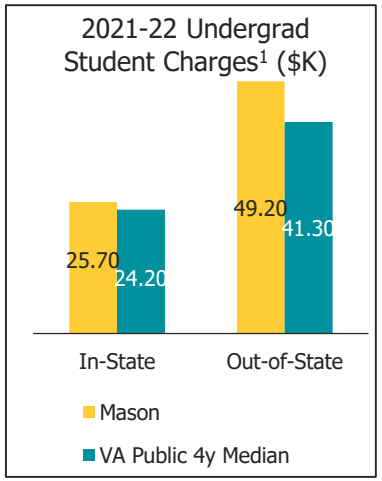
Program offering:
110 Certificates
81 Bachelor's degrees
88 Master's degrees
39 Doctoral degrees

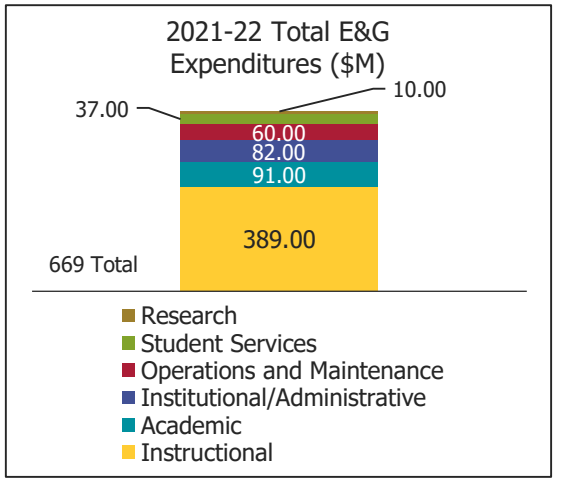
Local Context and Economy

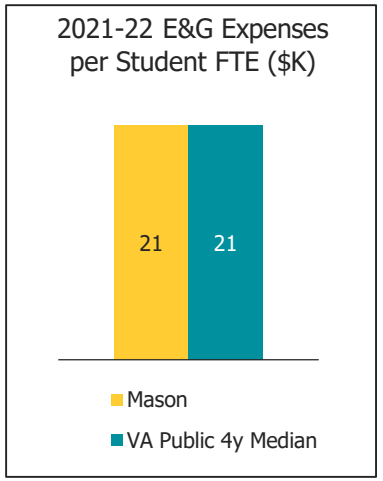
Geography: Suburban

	Local	Statewide
Median household income	$118.5K	$80.6K
Unemployment rate	2.4%	3.2%
Poverty rate	10.1%	10.2%

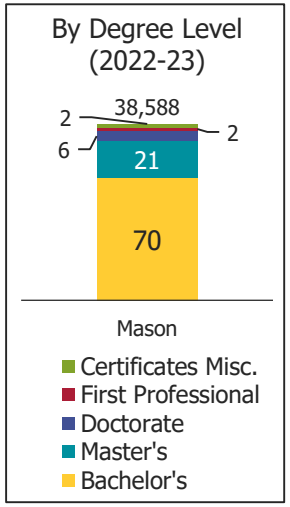
High-Level Financials

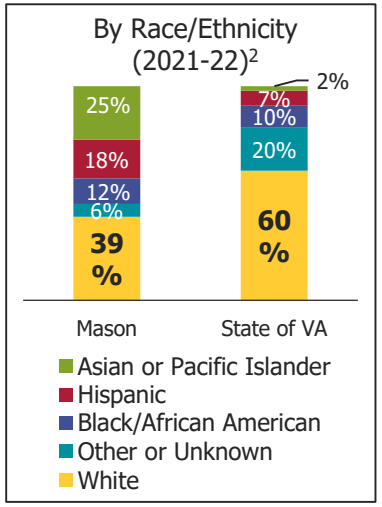


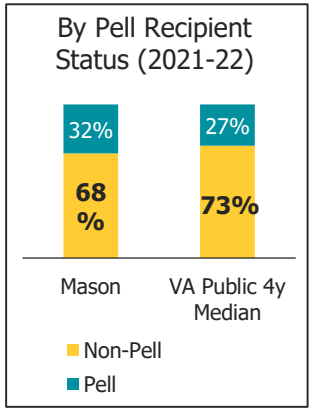


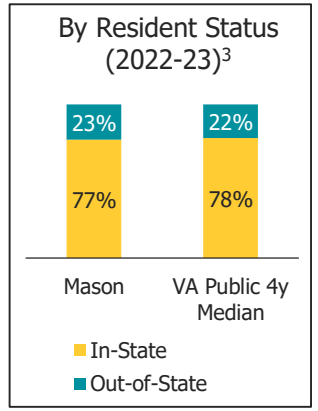


Student Population (Headcount)









1. Full-time general undergraduate student charges including tuition, mandatory fees, and average room and board. 2. Undergraduate headcount, excludes international students and unknown/unreported.
3. Based on total undergraduate headcount.

George Mason University: Key Metrics at a Glance

Enrollment Volume and Composition

Current enrollment: 39K students in Fall 2021-2022

- 25% lower-income undergrad students in Fall 2021 (10 percentage point increase from Fall 2011)
- 91% acceptance rate in Fall 2022 (+3.75% CAGR since Fall 2012)
- 22% yield in Fall 2022 (-2.72% CAGR since Fall 2012)

+2.2%
Annual growth in enrollment over 10 years

Program Alignment and Performance

Current 6-year graduation rate: 69% for freshman cohort of Fall 2016

- 4.4 year average time to degree for first time in college students who graduated in 2022 (0 change since 2013)

+6pp
Increase in 6-yr grad rate over 11 years

Current median wage of BA/MA graduates 3 years after graduation: $59K/$73K (vs. $35K for those with only a high school degree or equivalent)

- 3% difference in median wages for Pell graduates and non-Pell graduates

+3.9%
Growth in wages of BA graduates over 9 years

Financial Effectiveness and Sustainability

Current cost of attendance: $30.7K in 2021-22

- $5.8K annual borrowing per student FTE (2.4% annual reduction since 2011)

+2.5%
Annual growth in student attendance cost over 10 years

Current revenue mix: general fund is 27% of E&G revenue ($188M) in 2021-22; 5.8% annual growth since 2011-12

- $505M of non-general fund E&G total in 2021-22 (73% of total revenue); 5.6% annual growth since 2011-12
- 15% discount rate in 2021-22 (4 percentage point increase since 2013-14)

+0pp
Growth in share of revenue from general fund over 10 years

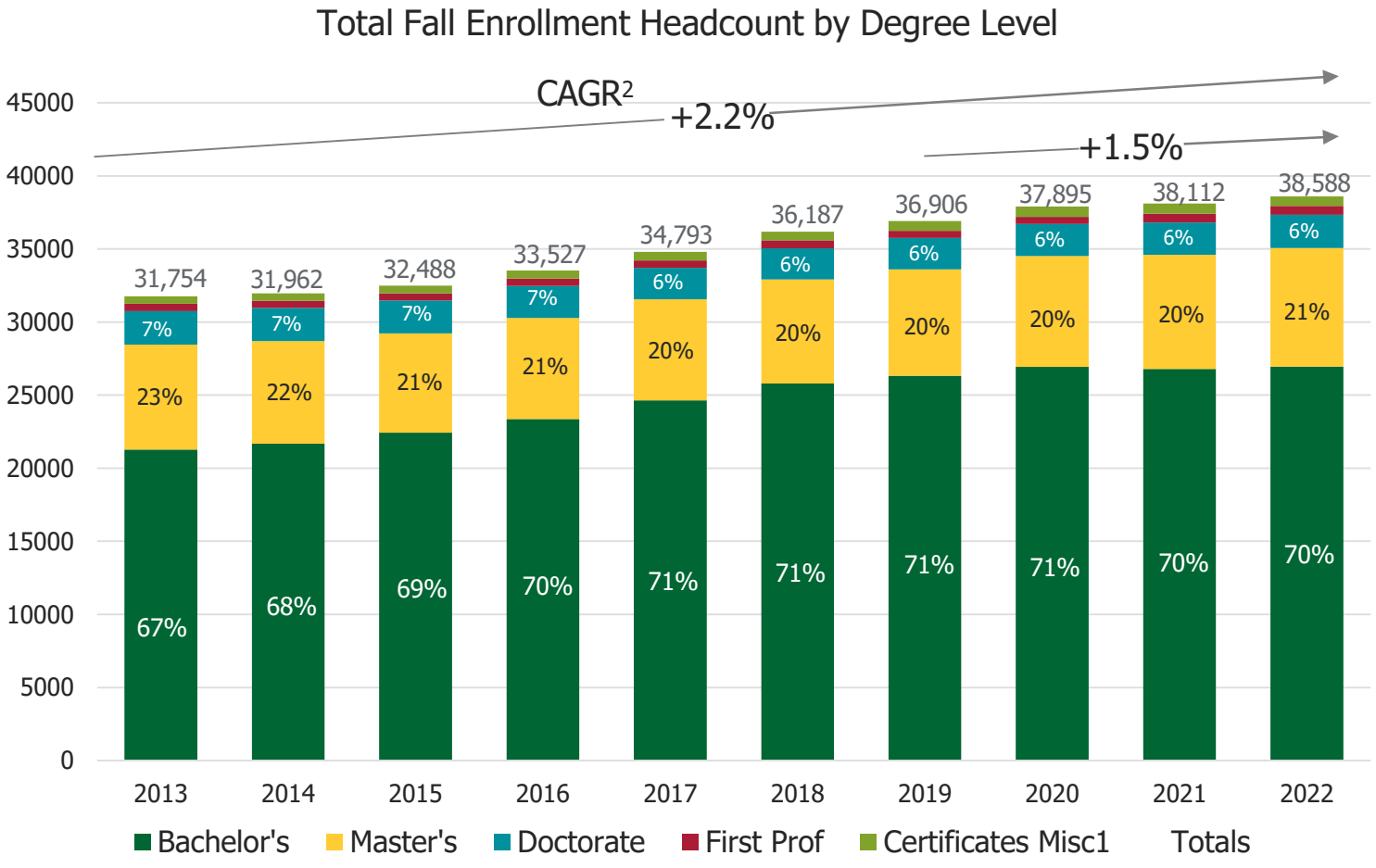
Current per student FTE expenditure (E&G and Auxiliary): $26K in 2021-22

- $832M total expenditure in 2021-22 (+3.7% annual growth since 2014-15; +2.6% since 2018-19)
- 3.2 composite financial index ratio in 2021-22 vs. 3.0 benchmark (increase of 1.76 since 2015-16)

2.2%
Annual growth in per-student FTE expenditure over 10 years

George Mason University

Chart (A): How is overall enrollment trending over time?

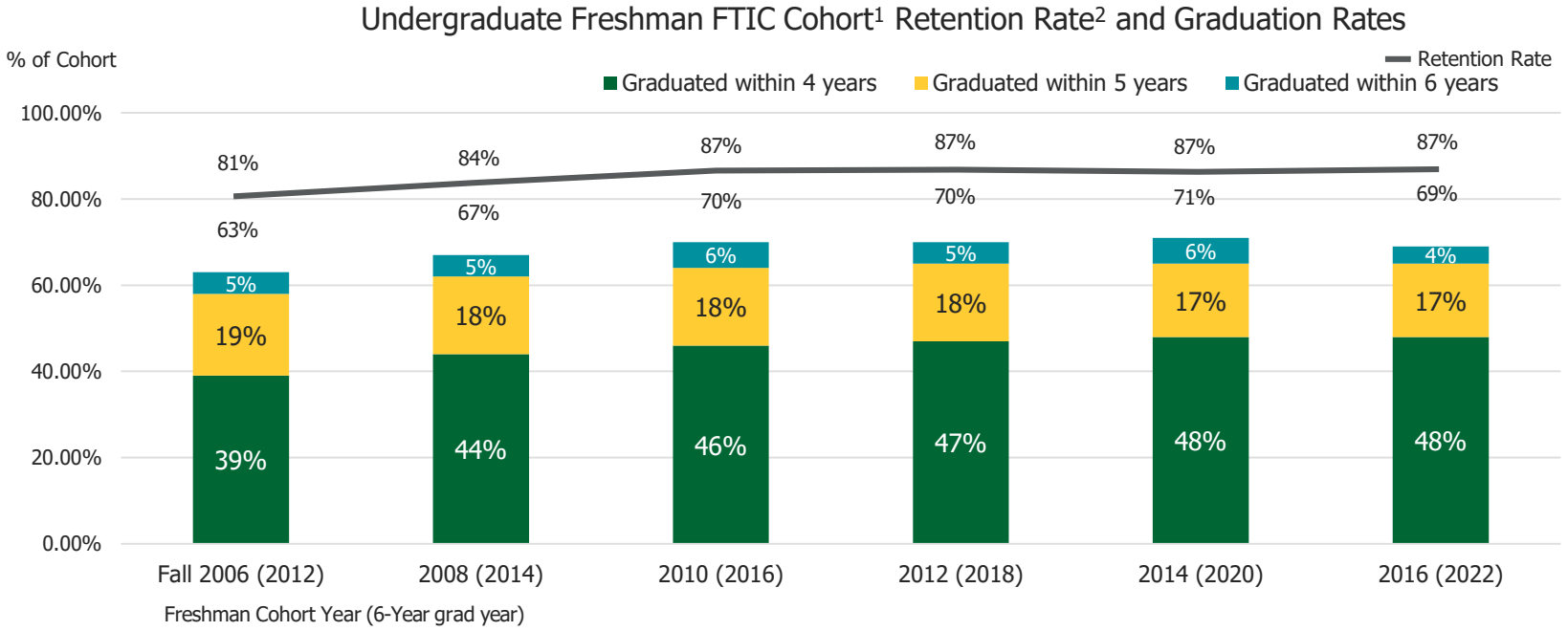


Degree level	Annual growth[2] (2013-22)	Total growth (2013-22)
Certificates Misc[1]	N/A	N/A
First Professional	1.8%	16.9%
Doctorate	-0.03%	-0.3%
Master's	1.4%	12.8%
Bachelor's	2.7%	26.7%
Overall	2.2%	21.5%

1. Sum of less than one-year certificates, one plus year certificates, post bachelor's certificates, and post master's certificates. Does not include "students not program placed," which is included in the Excel backup 2. "Annual growth" calculated as compound annual growth rate (CAGR)
Note: Some categories are not visible on some bars because they are less than 1% of yearly enrollment.
Source: Data from State Council of Higher Education for Virginia (SCHEV) Research Center Enrollment Report E33: Fall Enrollment by Degree Level

George Mason University

Chart (A): How are retention and graduation rates trending over time?



Rate	Annual growth[3] (2006-16)
Grad within 6 years	0.91%
Grad within 5 years	1.15%
Grad within 4 years	2.10%
Retention	0.61%

Time to Degree for 6-Year Graduation Year:

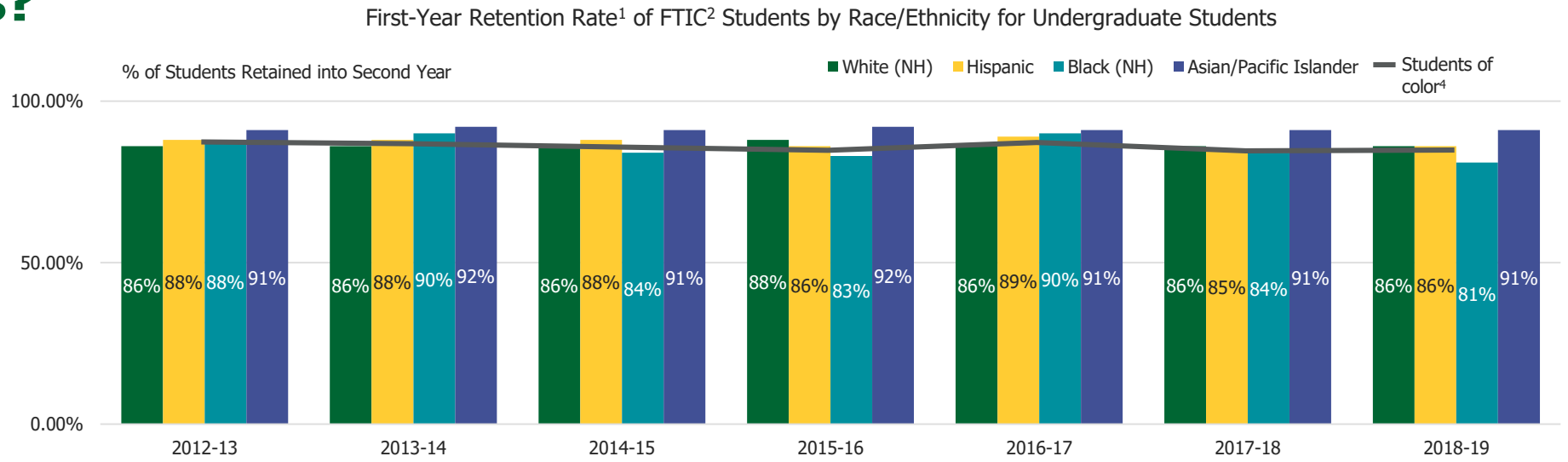
FTIC: Median	4.00	4.00	4.00	4.00	4.00
FTIC: Mean	4.65	4.55	4.44	4.46	4.44
Transfer: Median	5.00	5.50	5.50	5.50	5.50
Transfer: Mean	6.21	6.22	6.34	6.39	6.31

1. First time in college and full-time freshmen cohorts 2. Percent of first-year students retained for following second-year fall term 3. "Annual growth" calculated as compound annual growth rate (CAGR).
Source: SCHEV Retention and Graduation Report GRS04B: Cohort Graduation Rates, Four-Year Institutions (First-time, Full-time Freshmen Cohorts) by Year; SCHEV time to degree data

George Mason University

Chart (B): How are retention rates of students of color trending vs. white students?

Rate	Annual growth[3] (2012-18)
White (NH)	-0.02%
Hispanic	-0.36%
Black (NH)	-1.37%
Students of color[4]	-0.57%
Asian/Pacific Islander	+0.05%



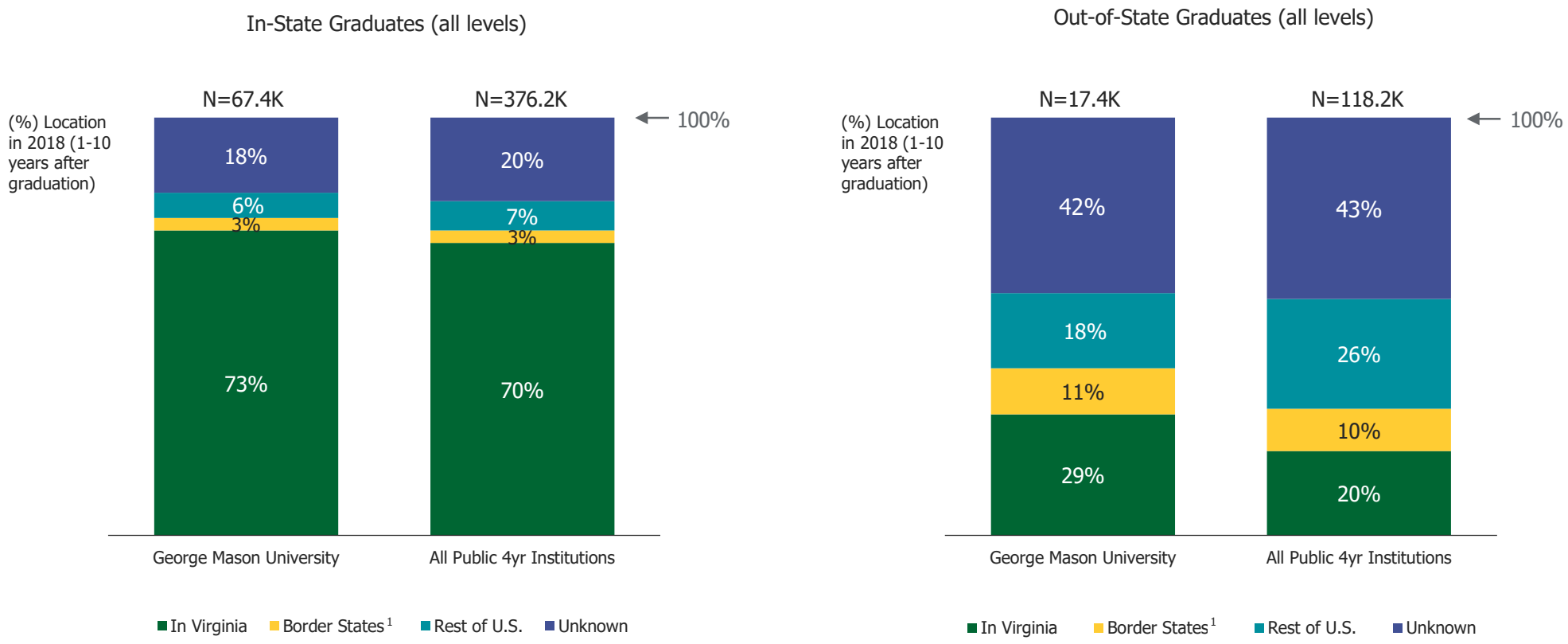
Race/ethnicity % of total undergraduate population in fall term:

White (NH)	53%	51%	50%	48%	47%	45%	43%
Hispanic	12%	13%	13%	14%	15%	16%	16%
Black (NH)	10%	11%	11%	12%	12%	12%	12%
Asian/Pacific Islander	20%	20%	21%	21%	22%	22%	22%
Multiracial	5%	5%	5%	5%	5%	5%	5%

1. Rate of first-year students retained into second year 2. First time in college full-time students
3. "Annual growth" calculated as compound annual growth rate (CAGR) 4. Retention rate for students of color at George Mason University
Note: Graph excludes race/ethnicity unknown and excludes Native American due to comprising less than 5% of student population each year
Source: SCHEV Retention and Graduation Report Sub-Cohort Retention and Completion Rate Trends; RT01: Retention Report (First-time, Full-time Students; E22 Fall Term Enrollment by Race/Ethnicity

George Mason University

Chart (A): Are graduates remaining in Virginia after school?

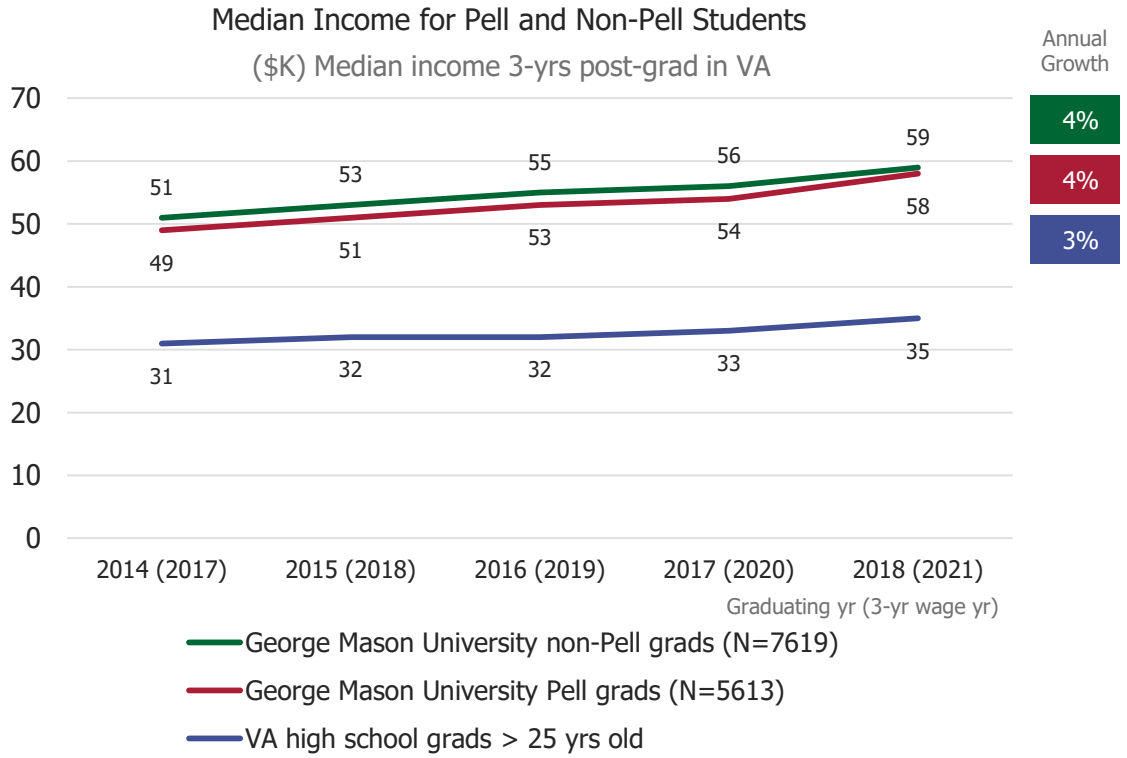


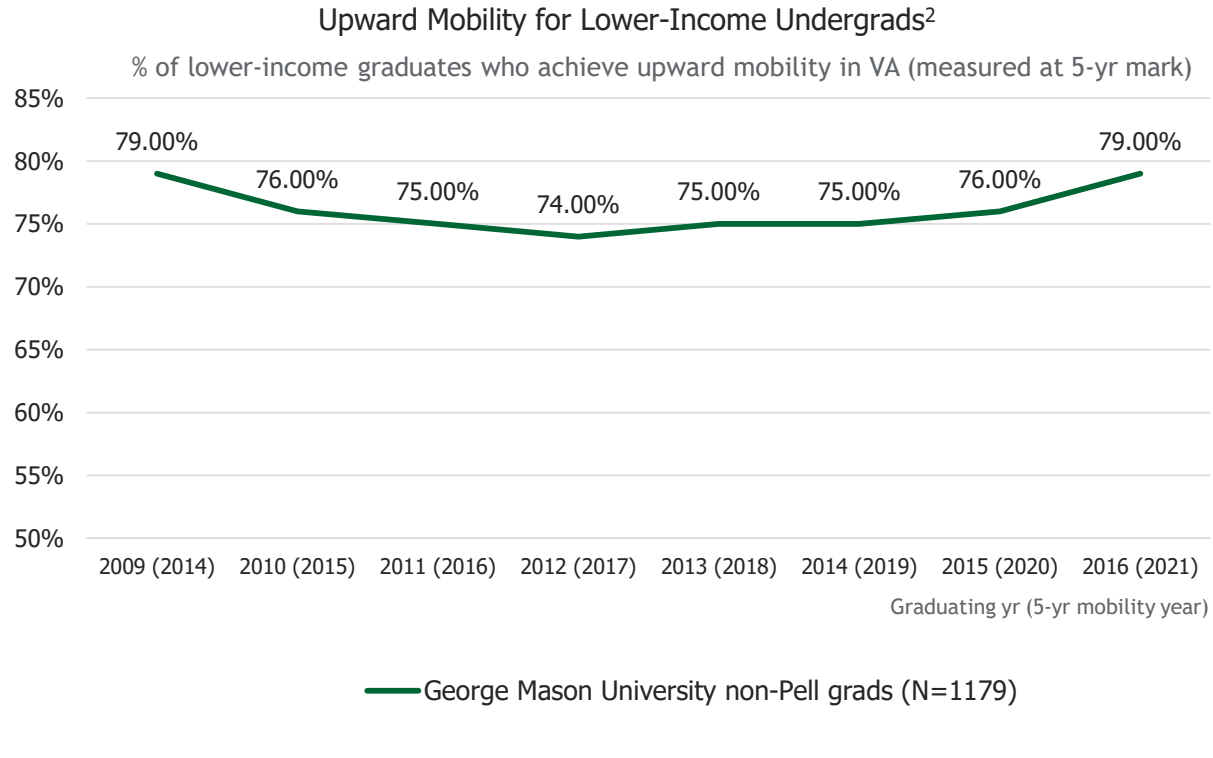
Note: Graduates include students from all degree programs and levels from graduating classes of 2007–08 to 2017–18

1. Border states include North Carolina, Tennessee, Kentucky, West Virginia, Maryland, and Washington, D.C. Source: SCHEV Graduate Mobility Website

George Mason University

Graph (C): How are median wages and upward mobility trending for lower-income students?





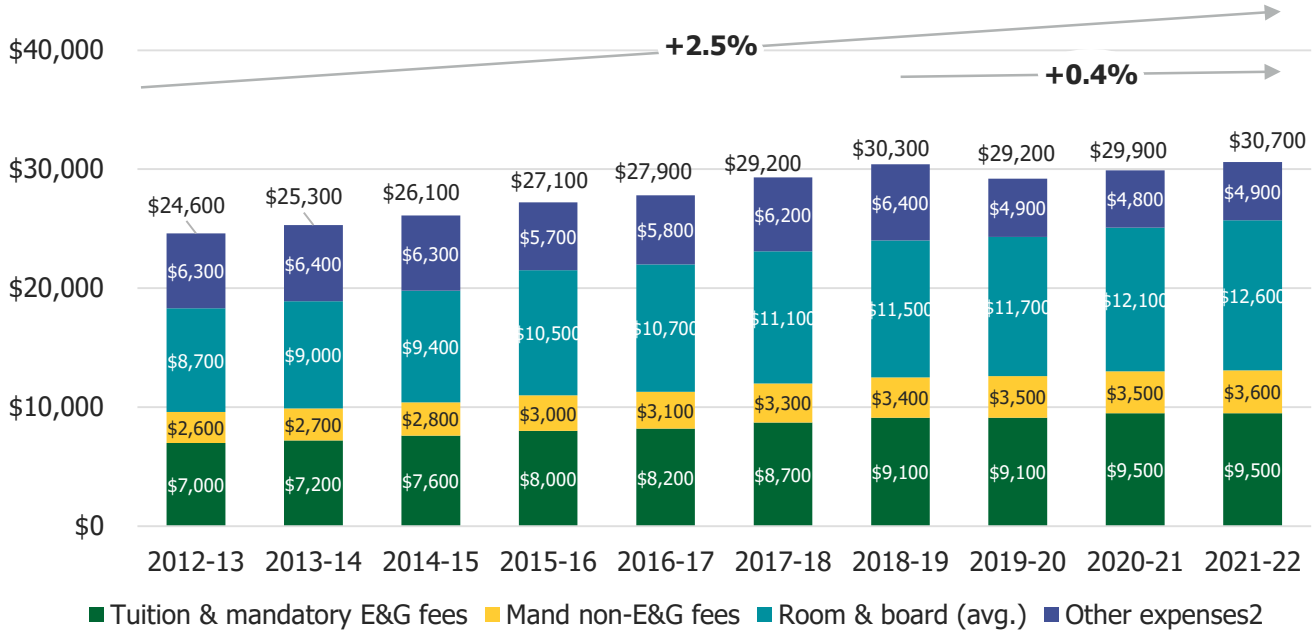
1. Wages for Virginians ages 25+ with no more than a high school diploma or equivalent, wages defined as "wages, salary, Armed Forces pay, commissions, tips, piece-rate payments, and cash bonuses earned before deductions were made for taxes, bonds, pensions, union dues, etc....and net income from self-employment."; 2020 includes 5-year estimates due to COVID-data disruption
2. Upward mobility defined as earnings greater than 200% of the federal poverty level (5-yrs post-grad) for the average family size for a 25-29 yr old + estimated annual student loan payment; lower-income undergraduates defined as those coming from households at 0-200% of the federal poverty level (income data drawn from FAFSA)
Note: Years represent median wage 3 years post grad in VA of students who graduated in the year combined and students who graduated in the 4 previous years with wages adjusted for inflation to the most recent year of wages, in order to allow for reporting at the program level; only includes wage data from VA from employers covered under state unemployment insurance
Source: SCHEV data calculation and extract, April 2023; U.S. Census Bureau

George Mason University

Chart (A): How has the total cost of attendance been changing over time?

Rate	Annual growth[3] (2012-21)	Total growth (2012-21)
COA[1]	2.5%	24%
Tuition & mandatory E&G fees	3.4%	36%
Mandatory non-E&G fees	3.7%	38%
Room & board (avg.)	4.3%	45%
Other expenses[2]	-2.8%	-22%
Inflation (HEPI)[5]	2.4%	24%
Inflation (CPI)[5]	1.9%	18%

Breakdown of Total Cost of Attendance (COA)[1] for In-State Undergraduates (2012–21)



Other expenses[2]

Room & board (avg.)

Mand non-E&G fees

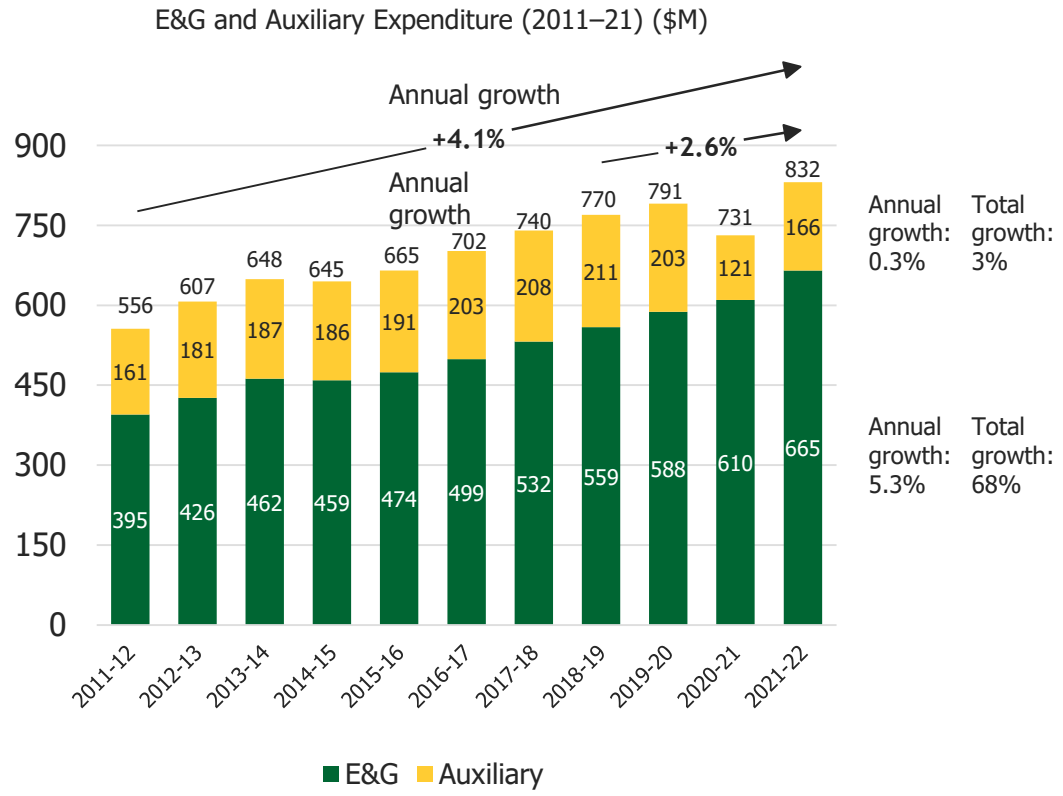
Tuition & mandatory E&G fees

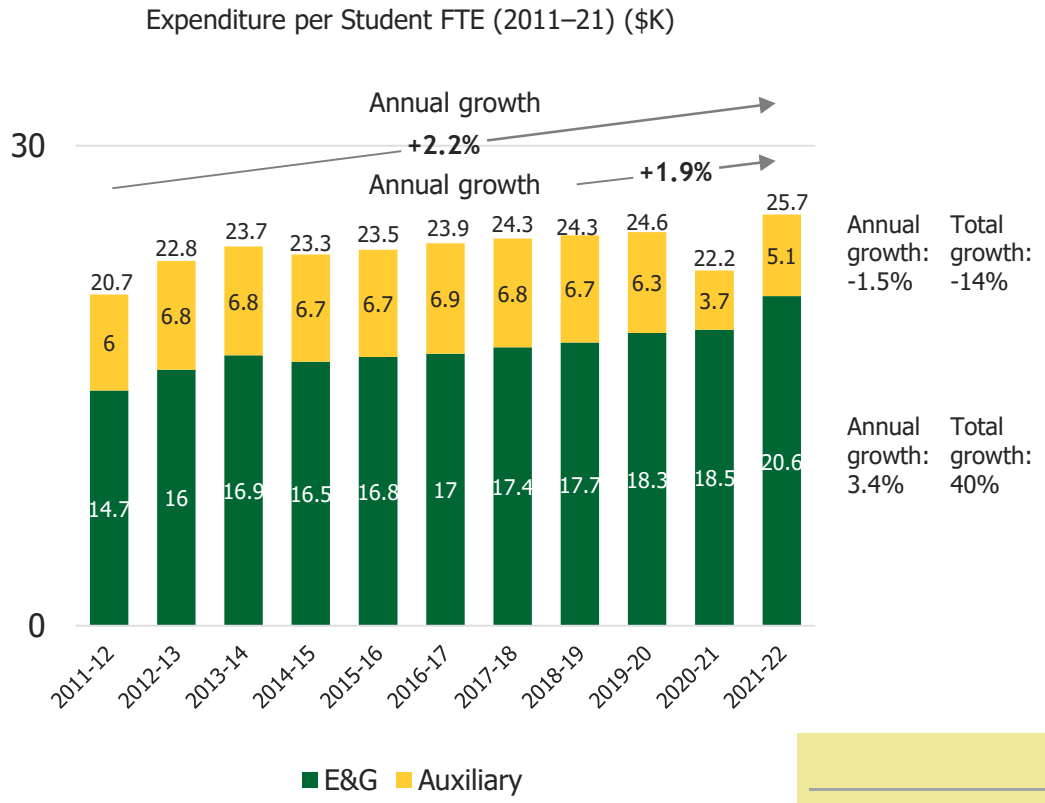
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
VA median household income[4]	$63,636	$63,907	$64,792	$65,015	$66,149	$68,766	$71,564	$74,222	$76,398	$80,615
COA proportion of household income	39%	40%	40%	42%	42%	43%	42%	39%	39%	38%

1. COA = calculated cost of attending the institution; includes transportation, room/board, tuition/fees, supplies, books and other expenses 2. Other expenses include transportation, supplies, books, and other expenses 3. "Annual growth" calculated as compound annual growth rate 4. Inflation-adjusted 5. Determined as growth in HEPI/CPI
Source: Data from SCHEV Research Center Tuition & Fees Report TF01: Student Charges by Student Level and Residency Status; IPEDS; U.S. Census Bureau, American Community Survey 5-yr estimates

George Mason University

Chart (A): How are E&G and auxiliary expenditures (overall and per student) changing over time?





	Annual	Total
Inflation (HEPI)[1]	2.7%	30%
Inflation (CPI)[1]	2.5%	28%

1. Determined as growth in HEPI/CPI over period

Note: Excludes student financial assistance and financial assistance for E&G services (program codes 108 and 110) and program code 199 ("admin/support services"). During the COVID-19 pandemic, institutions incurred one-time expenses such as testing, quarantine housing, and upgrades for distance learning, as well as suppressed personnel expenditures like travel, professional development, and hiring. Including these COVID-related expenses may skew comparisons across those years.

Source: Cardinal Expendwise expenditure data; SCHEV report E5 FTE data

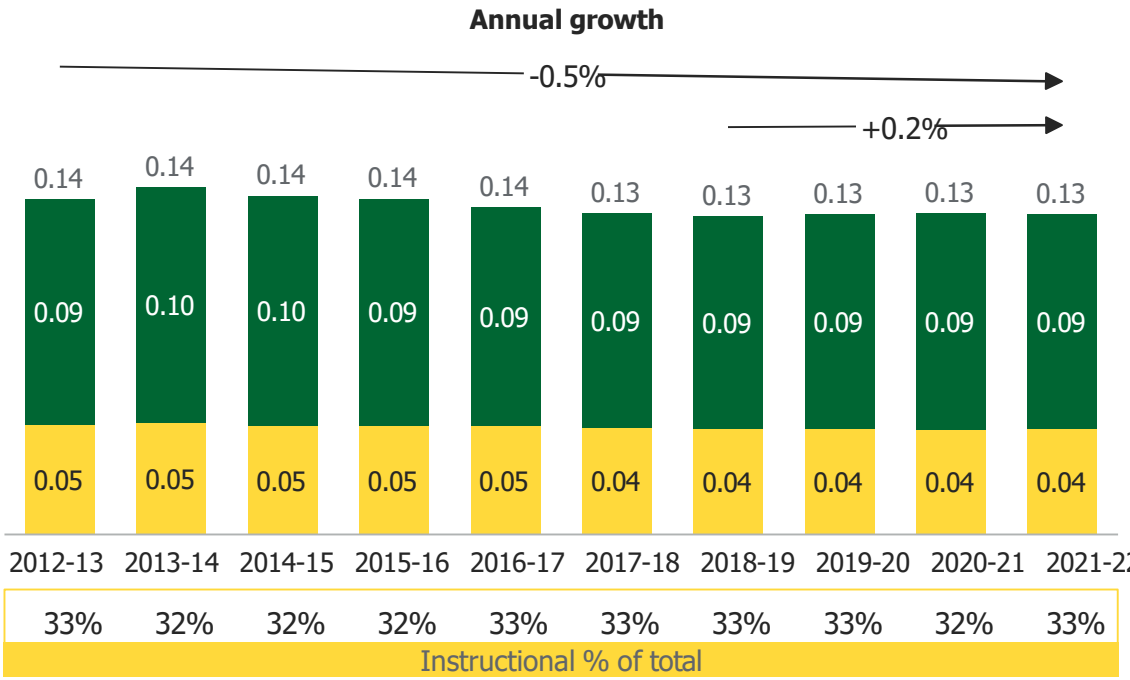
George Mason University

Chart (C): How has personnel increased on a per-student basis?

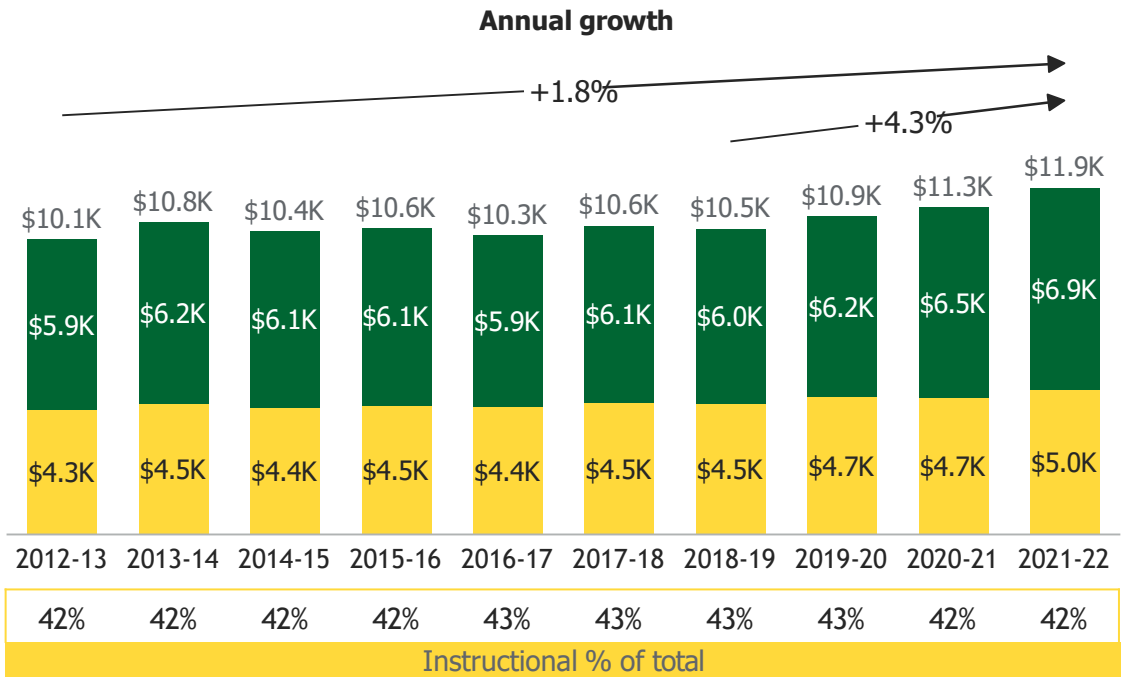
Breakdown of Personnel by Number and Expenditure on a Per Student Basis (2013–22)

	Annual	Total
Inflation (HEPI)[1]	2.8%	28%
Inflation (CPI)[1]	2.6%	26%

By Number of Employees per Student FTE



By Salary Outlay Dollars per Student FTE

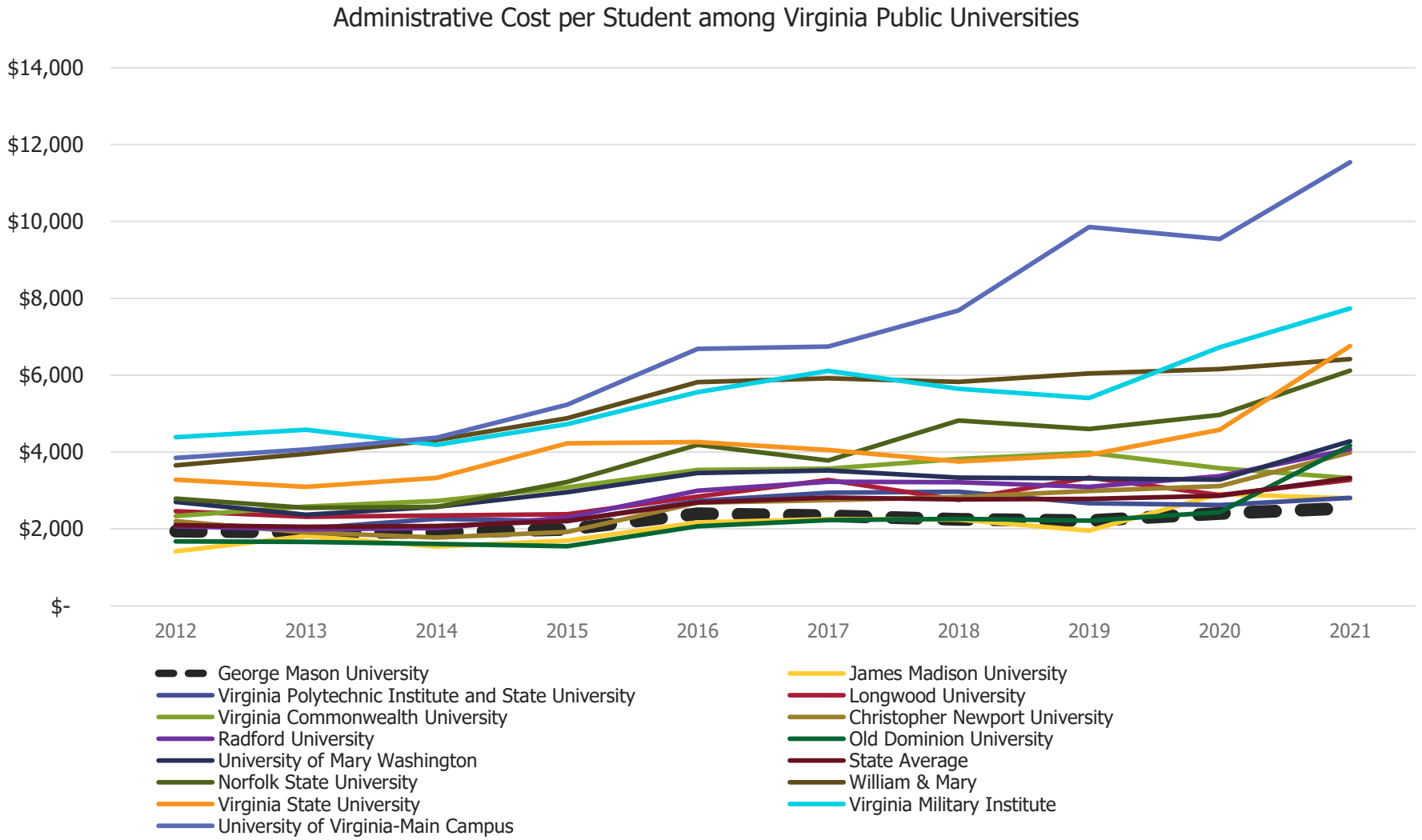


Non-instructional Instructional

1. Determined as growth in HEPI/CPI over period
Note: Full-time personnel only; includes personnel from all sources of funding; William & Mary includes VIMS and VT/VSU include extension campuses
Source: IPEDS

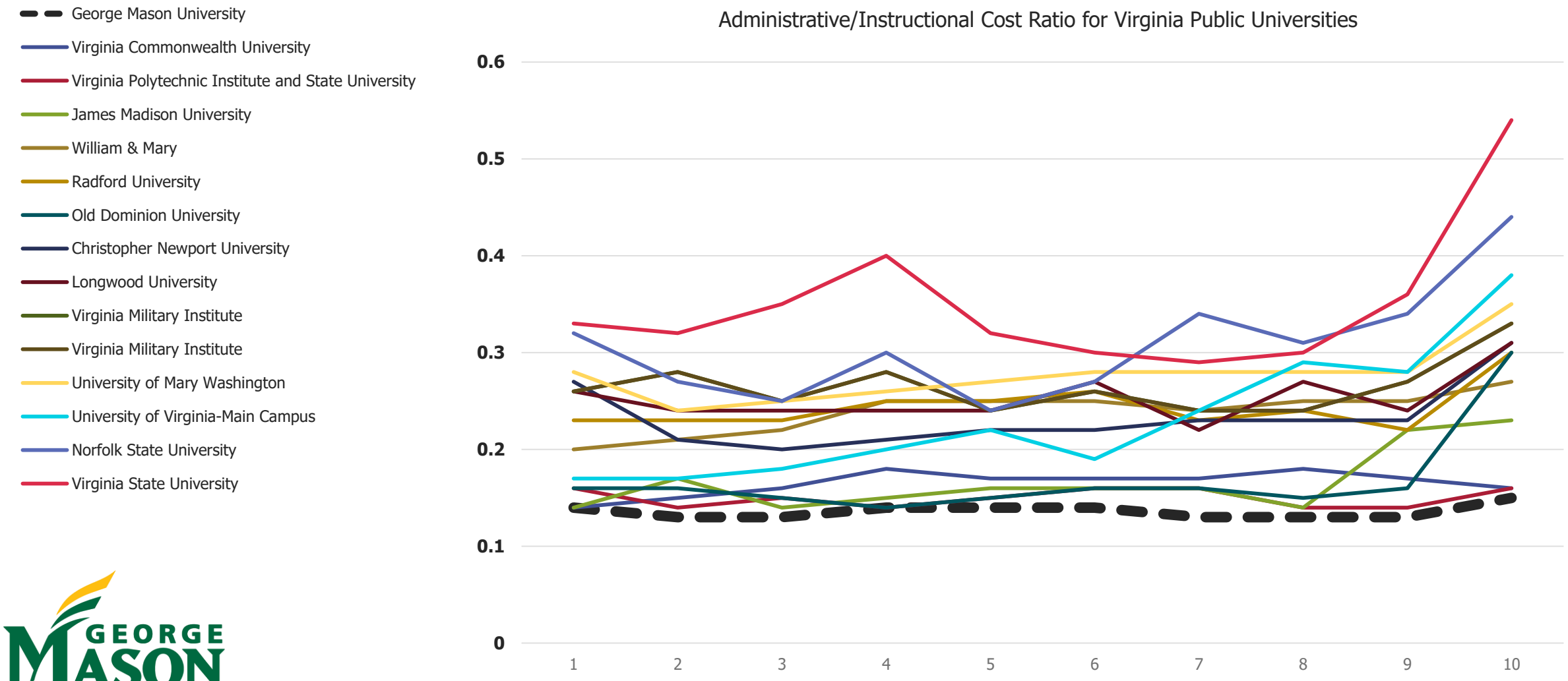
Taxpayer investment

We run leaner, and with fewer administrative staff and expenses per student, than any other Virginia university, as both state appropriations and data from the American Council of Trustees and Alumni show. No other Virginia research university offers a lower cost per student delivering the graduation rates and quality rankings Mason offers.



Source: American Council of Trustees and Alumni

Taxpayer investment



Source: American Council of Trustees and Alumni

Fact Pack Results

- Mason leads Virginia in enrollment, opportunity, and upward mobility.
- Mason programs operate efficiently and at relatively lower cost.
- Mason has the largest number of graduates and highest salaries, and greater than 70% remain in Virginia after graduation (2nd-highest in the state).
- **Mason has the greatest ROI in the state and the greatest human development initiative since Reconstruction.**

Provost Search

Preparation

- Interim Provost Walsh appointed
- Search committee announced
- Search page created
- Search firm proposals solicited

Planning

- **Greenwood Asher & Associates** selected search firm
- Listening sessions held and survey conducted
- Position profile developed
- Ads placed

We are here

Evaluation

- Screening and review of applicants
- Candidates for first-round interviews selected
- Airport interviews
- Finalists selected
- Finalist interviews

Selection

- Committee recommendation of 2-4 finalists to President
- President selects and announces new Provost
- New Provost introduced to Mason community

GEORGE MASON UNIVERSITY

Thank You!

감사합니다

Merci Bien!

Vielen Dank!

感謝!

Obrigado!

Ευχαριστώ!

დიდი მადლობა!

СПАСИБО!

Grazie!

Tak!

谢谢!

Asante Sana!

¡Muchas Gracias!

@GMUPres

@presidentgregorywashington