

GUIDE FOR SUBMITTING 2017 INSTITUTIONAL SIX-YEAR PLAN

Due Date: July 1, 2017

PLEASE READ INSTRUCTIONS CAREFULLY TO NOTE IMPORTANT CHANGES (Revised 5-23-17)

Six-Year Plan Requirement

The Higher Education Opportunity Act of 2011 (TJ21) requires Virginia's public institutions of higher education to prepare and submit six-year plans. (See below for complete code reference.) During the 2015 General Assembly session, joint resolutions approved by the House (HJR 555) and Senate (SJ 228) also require that the mission, vision, goals, and strategies expressed in the statewide strategic plan framework guide the development of the strategic plan and six-year plan at each public institution of higher education, as well as the agency plan for SCHEV, and that SCHEV report annually on the Commonwealth's progress toward achieving these goals and targets to the Governor, General Assembly, institutions of higher education and the public.

2017 Six-Year Plan

The 2017 Six-Year Plan consists of two Parts. Part I is this spreadsheet with five components: Academic-Financial, Finance-T&F, Financial Aid, Intellectual Property, and Economic Development (a new requirement). **Note: shaded cells contain formulas.** The Enrollment/Degree Projections are being developed in a separate process, but will be incorporated in the Six-Year Plan review. Part II is a Word document addressing several items - see initial email for the separate attachment that outlines Part II.

The 2017 Six-Year Plans are due July 1, 2017. The group (we refer to as Op Six) outlined in the Higher Education Opportunity Act of 2011 - see section B below - will meet with each institution during the months of July and August to review the institution's plan and provide comments. If changes to the plans are recommended, or if additional items are identified by the Higher Education Advisory Committee (HEAC) in the interim, revised institutional submissions would be due by October 1.

Academic-Financial Component

The academic component should address academic (including faculty), finance, and support service strategies the institution intends to employ in meeting the stated objective. It is expected that detailed descriptions of institutional strategies will be provided in Part II (Narrative). In the column labeled "VP Goal," identify the goal of the The Virginia Plan (VP) that applies to each institutional strategy using the appropriate number (i.e., 1, 2, 3, or 4). The four VP goals are listed below. An institution must still submit strategies for TJ21 Objectives A through D (now 23.1-306 D3, D5, D6, and D8 - please see code reference below) as per the Code of Virginia, but the corresponding VP goal is identified, not the TJ21 objective (please see the special note below). Institutional mission, scope, and focus should determine which goals are addressed. **Please be sure to include R&D priorities/strategies for which your institution may request funding through the Virginia Research Investment Fund (VRIF). The explanation of these priorities should be included in the Narrative (Part II) along with the information for the other institutional strategies.**

The Virginia Plan has four major goals:

1. Provide affordable access for all.
2. Optimize student success for work and life.
3. Drive change and improvement through innovation and investment.

4. Advance the economic and cultural prosperity of the Commonwealth and its regions.

Additional Objectives (D3, D5, D6, and D8)

D3. Plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families as described in subdivision 9, including the projected mix of grants and loans.

D5. Plans for optimal year-round use of the institution's facilities and instructional resources.

D6. Plans for the development of an instructional resource-sharing program with other public institutions of higher education and private institutions of higher education.

D8. The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23.1-307.

Special Note: We recommend that any strategy related to D3 be coded as Goal 1 of the VP and strategies related to D5, D6 and D8 be coded as Goal 3 of the VP.

If a strategy has an impact on funding for the 2018-20 biennium, please identify the amount as either incremental, savings, or reallocation - more than one category may be used. **Institutions are strongly encouraged to reallocate funds to support proposed strategies.** The worksheet includes totals for these values. If you add rows for additional strategies, please update the total cost formulas. **Strategies should assume no full general fund (GF) support. In the rare case where full GF support may be appropriate, the strategy should be placed at the bottom of the list of strategies in the Academic Plan and the funding information should be placed in the Strategies narrative columns I and/or J, as applicable. More extensive information should be provided in the Narrative (Part II) of the plan, including an explanation of why the strategy should only proceed if general fund support is available.** If a strategy is fully funded by tuition revenues, then the dollars in the **Total Amount** and **Amount From Tuition Revenue** columns should match. However, if a strategy is partially funded by tuition revenues, then that amount should be reflected in the **Amount From Tuition Revenue** Column, The assumption should be that the difference between the Total Amount and Amount From Tuition Revenue funding equals the required partial general fund support. Furthermore, the institution should use the **Strategies** narrative columns (I and J) to explain to what extent it would be willing to implement the proposed strategy should no general fund be received. Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Institutions that submit strategies that reflect incremental amounts in both years will have their plans returned for revision.

Fringe/Health Benefits Increase/VRS Increase should be included in the Financial Plan. Please use the FY 2018 employer fringe benefit rates found in Appendix D (page 17) of the FY 2017 Year-End Close and FY 2018 Start-Up Budget Instructions: <http://dpb.virginia.gov/forms/20170510-1/2017AgencyInstructions.pdf>

If an institution plans on providing a faculty salary increase independently from any state pay raise, it should reflect that strategy in its plan along with an explanation in the Strategies narrative columns (I and J) of the level of increase and whether it will be across-the-board or merit-based. Also, given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan unless they are completely supported by tuition revenue.

The Financial Plan is incorporated into the Academic-Financial worksheet and pertains to the 2018-20 biennium. The 2017 General Assembly has authorized a two percent salary increase for FY2018 (Per Item 475 paragraph Z.1 and Z.4 of the enrolled budget bill). In addition, the General Assembly provided an additional one percent salary increase in FY2018 for institutions that did not provide an increase in faculty compensation in FY2017. Further, there is no language prohibiting institutions that did not receive the additional one percent salary increase from providing an additional one percent increase using nongeneral funds in FY2018. Therefore, the financial plan section of the Academic-Financial sheet has an extra data collection for a faculty salary increase amount and salary increase rate in 2017-18. The total amount should be the sum of general fund and tuition revenue. Institutions that provided salary increases in FY2017 also need to complete Column I using the average salary increase rate and the total tuition amount in FY2017. The average appropriated faculty salary that is used for peer faculty salary comparison will be increased by the sum of these salary increase rates in FY2017 and FY2018. You will need to include sufficient nongeneral funds to cover the continuation costs for the two or three percent salary increase. Data collection of the salary increase amount and salary increase rate for Administrative Faculty, Classified Staff and University Staff (as applicable) in 2017-18 is also added in the financial plan section.

Finance-T&F Component

The Finance-T&F worksheet is used for estimating non-general fund revenues by program. This template replaces the SCHEV NGF survey. For E&G programs, continue the SCHEV NGF survey practice of including annual revenue by student category. For other programs, continue the DPB NGF survey practice of providing only total annual revenue. All NGF revenue entered here must be net of tuition waivers and uncollectible revenue. Student charges are for information only. Provide regular session tuition and mandatory fees (E&G and non-E&G fees) for general students as listed. **With regard to proposed tuition increases within the plan, please put an upper limit on amounts that your Board of Visitors would reasonably approve for the next two-year period and provide justification regarding the selected rates within the narrative portion of the plan.**

Financial Aid Component

The Financial Aid worksheet is similar to previous versions. It is understood that many institutions do not include a separate charge identified as financial aid, but it is important for the review group to get a sense of how much is expected to be collected by student category. It is important to make an estimate by student category. If an estimate is not made, a distribution might be developed for the institution.

Intellectual Property Component (See below for complete code reference.)

The intellectual property worksheet captures report information as required by § 23.1-102 subdivision 2 of the Code of Virginia. Assignment of intellectual property interests to persons and nongovernmental entities and the value of funds from persons or nongovernmental entities to support intellectual property research, for the most recently ended fiscal year, are captured in the worksheet. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia. On the worksheet, respondents need to provide a breakdown by the three basic types of patents: design, plant and utility. The worksheet contains instructions and definitions.

Economic Development Contributions (See below for complete code reference.)

The economic development contributions worksheet contains a menu of metrics. Each institution is asked to provide information as it can and when applicable. Part II of the plan includes a narrative portion. The combination of the metrics and narrative portion captures report information as required by § 23.1-306 of the Code of Virginia.

Enrollment/Degree Projections Component

Detailed six-year enrollment/degree projections are being collected through a separate process. These projections will be incorporated in the Six-Year Plan as part of the July and August review. This review replaces the enrollment projection meetings that have been held in the past.

Please address any questions to the following individuals:

Academic or General Questions - Beverly Covington (beverlycovington@schev.edu) or Jean Mottley (jeanmottley@schev.edu)

Finance - Yan Zheng (yanzheng@schev.edu) or Dan Hix (danhix@schev.edu)

Enrollment/Degree Projections - Tod Massa (todmassa@schev.edu)

§ 23.1 - 306. Institutional Six-Year Plans.

- A. The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution;*
- (ii) submit such plan to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly to the*
- Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance. Each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.*
- B. The Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of the Council, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance, or their designees, shall review each institution's plan or amendments and provide comments to the institution on that plan by September 1 of the relevant year. Each institution shall respond to any such comments by October 1 of that year.*
- C. Each plan shall be structured in accordance with, and be consistent with, the objective and purposes of this chapter set forth in § 23.1-301 and the criteria developed pursuant to § 23.1-309 and shall be in a form and manner prescribed by the Council, in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Director of the Council, the Staff Director of the House Committee on Appropriations, and the Staff Director of the Senate Committee on Finance, or their designees.*
- D. Each six-year plan shall (i) address the institution's academic, financial, and enrollment plans, including the number of Virginia and non-Virginia students, for the six-year period; (ii) indicate the planned use of any projected increase in general fund, tuition, or other nongeneral fund revenues; (iii) be based upon any assumptions provided by the Council, following consultation with the Department of Planning and Budget and the staffs of the House Committee on Appropriations and the Senate Committee on Finance, for funding relating to state general fund support pursuant to §§ 23.1-303, 23.1-304, and 23.1-305 and subdivision 9; (iv) be aligned with the institution's six-year enrollment projections; and (v) include:*

1. Financial planning reflecting the institution's anticipated level of general fund, tuition, and other nongeneral fund support for each year of the next biennium;
 2. The institution's anticipated annual tuition and educational and general fee charges required by (i) degree level and (ii) domiciliary status, as provided in § 23.1-307;
 3. Plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families as described in subdivision 9, including the projected mix of grants and loans;
 4. Degree conferral targets for undergraduate Virginia students;
 5. Plans for optimal year-round use of the institution's facilities and instructional resources;
 6. Plans for the development of an instructional resource-sharing program with other public institutions of higher education and private institutions of higher education;
 7. Plans with regard to any other incentives set forth in § 23.1-305 or any other matters the institution deems appropriate;
 8. The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23.1-307;and
 9. An institutional student financial aid commitment that, in conjunction with general funds appropriated for that purpose, provides assistance to students from both low-income and middle-income families and takes into account the information and recommendations resulting from the review of federal and state financial aid programs and institutional practices conducted pursuant to subdivisions B 2 and C 1 of § 23.1-309.
- E. In developing such plans, each public institution of higher education shall consider potential future impacts of tuition increases on the Virginia College Savings Plan and ABLE Savings Trust Accounts (§ 23.1-700 et seq.) and shall discuss such potential impacts with the Virginia College Savings Plan. The chief executive officer of the Virginia College Savings Plan shall provide to each institution the Plan's assumptions underlying the contract pricing of the program.*

§ 23-4.4 (B). Intellectual Property and Externally Sponsored Research

B. The president of each state-supported institution of higher education, including the chancellor of the Virginia Community College System, shall beginning with the fiscal year 2016, include in its six-year plan adopted pursuant to § 23-38.87:17 the following for the most recently ended fiscal year: (i) the assignment during the year of any intellectual property interests to a person or nongovernmental entity by the institution, any foundation supporting the intellectual property research performed by the institution, or any entity affiliated with the institution; (ii) the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the intellectual property research performed by the institution, or any entity affiliated with the institution; and (iii) the number and types of patents awarded during the year to the institution, any foundation supporting the intellectual property research funded by the institution, or any entity affiliated with the institution that were developed in whole or part from externally sponsored research provided by a person or nongovernmental entity. The plan shall report separate aggregate data on (a) those persons or nongovernmental entities that have a principal place of business in Virginia as reflected in the assignment agreement or awarding documents and (b) those persons or nongovernmental entities that do not have a principal place of business in Virginia as reflected in the assignment agreement or awarding documents.

Six-Year Plans - Part I (2017): 2018-20 through 2022-24

Due: July 1, 2017

Institution:

Institution UNITID:

Individual responsible for plan

Name:

Email address:

Telephone number:

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
George Mason University

ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2018-2024)								
Priority Ranking	Biennium 2018-2020 (7/1/18-6/30/20)				Narrative		Narrative	
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation				Information for 2018-19 and/or for Biennium 2020-2022 (7/1/20-6/30/22)	Information for 2019-20 and/or for Biennium 2022-2024 (7/1/22-6/30/24)
			2018-2019		2019-2020			
			Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue		
1	Strategy 1. Provide Affordable Access for All Students: Increase student financial aid for both undergraduate and graduate students.	1	Incremental: \$2,500,000 Savings: \$0 Reallocation: \$0	\$500,000	\$5,000,000	\$1,000,000	Mason will continue to provide access to a variety of students who will require financial aid.	Mason will continue to provide access to a variety of students who will require financial aid.
3	Strategy 2. Enrollment Growth and Degree Awards for Virginia Undergraduate and Graduate Residents: Seek equitable resources for past enrollment growth.	1,2,4	Incremental: \$7,000,000 Savings: \$0 Reallocation: \$0	\$3,000,000	\$16,000,000	\$6,000,000	We will continue to focus on reaching our 2024 goal of 100,000 career-ready graduates.	We will continue to focus on reaching our 2024 goal of 100,000 career-ready graduates.
7	Strategy 3. Student Success Initiatives- Student Experience Redesign: Focus on the integration of technologies used by students, faculty, and advisors to improve student success.	2	Incremental: \$400,000 Savings: \$0 Reallocation: \$0	\$200,000	\$600,000	\$300,000	Mason will continue to focus on providing technology-based resources for students and faculty to assist with the learning process.	Mason will continue to focus on providing technology-based resources for students and faculty to assist with the learning process.
9	Strategy 4. New and Enhanced Programs: New vision for Undergraduate Education - Mason Impact and Enhance current programs.	1,2,4	Incremental: \$1,000,000 Savings: \$0 Reallocation: \$0	\$500,000	\$1,500,000	\$750,000	Continuation of strategy to provide a variety of learning modalities.	Continuation of strategy to provide a variety of learning modalities.
12	Strategy 5. Online Degrees: Provide some of Mason's leading programs online through the Online Virginia Network partnership.	2,3	Incremental: \$0 Savings: \$0 Reallocation: \$0	\$0	\$0	\$0	Continuation of strategy to provide a variety of learning modalities.	Continuation of strategy to provide a variety of learning modalities.
8	Strategy 6. Accessible Pathways: Mason will partner with Northern Virginia Community College (NOVA) to create a two -to-four year transfer model.	1,2	Incremental: \$1,100,000 Savings: \$0 Reallocation: \$0	\$550,000	\$1,200,000	\$600,000	Make enhancements to the model.	Make enhancements to the model.
5	Strategy 7. Support New Faculty Hires: With anticipated enrollment growth over the biennium, provide teaching lines to accommodate the growth.	3,4	Incremental: \$5,000,000 Savings: \$0 Reallocation: \$0	\$2,500,000	\$7,700,000	\$3,850,000	We will continue to focus on reaching our 2024 goal of 100,000 career-ready graduates.	We will continue to focus on reaching our 2024 goal of 100,000 career-ready graduates.
2	Strategy 8. Support Salary Compensation Increases: Recognize high quality faculty and staff by providing an annual merit based salary compensation increase.	3,4	Incremental: \$12,500,000 Savings: \$0 Reallocation: \$0	\$6,250,000	\$25,400,000	\$12,700,000	Continue to strive to retain top talent in all positions.	Continue to strive to retain top talent in all positions.
6	Strategy 9. Support Emergency Retention Funding: To create and maintain an emergency retention fund . Funds will be used to maintain the university's most critical asset, its human capital.	3,4	Incremental: \$3,500,000 Savings: \$0 Reallocation: \$0	\$1,500,000	\$5,000,000	\$2,000,000	Continue to strive to retain top talent in all positions.	Continue to strive to retain top talent in all positions.
11	Strategy 10. Effectiveness and Efficiency: The university is undergoing process re-engineering in a variety of areas to improve effectiveness and efficiency. Reallocation to help fund Strategy 9: Emergency Retention Funding.	3	Incremental: \$0 Savings: \$0 Reallocation: \$500,000	\$0	\$0	\$1,000,000	On-going process analyses.	On-going process analyses.
4	Strategy 11. Multidisciplinary Institutes: To promote innovation and job creation, Mason will establish additional multidisciplinary institutes that will attract researchers and create opportunities for work with the public sector.	4	Incremental: \$4,000,000 Savings: \$0 Reallocation: \$0	\$0	\$4,000,000	\$0	\$1,250,000 of the total funding will come from increased indirect costs recovery from research grants. Continue to grow research.	\$1,250,000 of the total funding will come from increased indirect costs recovery from research grants. Continue to grow research.

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
George Mason University

ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2018-2024)										
Priority Ranking	Biennium 2018-2020 (7/1/18-6/30/20)						Narrative		Narrative	
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation				Information for 2018-19 and/or for Biennium 2020-2022 (7/1/20-6/30/22)	Information for 2019-20 and/or for Biennium 2022-2024 (7/1/22-6/30/24)		
			2018-2019		2019-2020					
			Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue				
10	Strategy 12. Enhance Research Infrastructure and Grow Research- R1 Status and Economic Growth: Mason's discovery and innovation programs are inspired by, and add value to, economic activity in the Northern Virginia region and in the Commonwealth more broadly. The University has identified the following three multidisciplinary discovery and innovation areas for growth priorities identified in collaboration with public and private sector partners in the region.	4	Incremental:	\$3,500,000	\$0	\$4,000,000	\$0	One-half of funding will come from increased indirect costs recovery from research grants. Continue to grow research.	One-half of funding will come from increased indirect costs recovery from research grants. Continue to grow research.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0			
Total 2018-2020 Costs										
Incremental (Included in Financial Plan line 61)			\$40,500,000	\$15,000,000	\$70,400,000	\$27,200,000				
Savings			\$0	\$0	\$0	\$0				
Reallocation			\$500,000	\$500,000	\$1,000,000	\$1,000,000				
Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need 2018-2020 Biennium (Assuming No Additional General Fund)										
Items			2018-2019		2019-2020		2016-17		2017-18	
			Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Salary Increase Rate and Tuition Amount		Total Amount	Amount From Tuition Revenue
Total Incremental Cost from Academic Plan¹			\$40,500,000	\$15,000,000	\$70,400,000	\$27,200,000				
Increase T&R Faculty Salaries ²			\$0	\$0	\$0	\$0	\$3,000,000	\$4,800,000	\$3,200,000	
T&R Faculty Salary Increase Rate ³			0.00%	0.00%	0.00%	0.00%	2.00%	3.00%	2.00%	
Increase Admin. Faculty Salaries ²			\$0	\$0	\$0	\$0	\$1,300,000	\$2,000,000	\$1,350,000	
Admin. Faculty Salary Increase Rate			0.00%	0.00%	0.00%	0.00%	2.00%	3.00%	2.00%	
Increase Classified Staff Salaries ²			\$0	\$0	\$0	\$0	\$2,800,000	\$4,200,000	\$2,100,000	
Classified Salary Increase Rate			0.00%	0.00%	0.00%	0.00%	2.00%	3.00%	1.50%	
Increase University Staff Salaries ²			\$0	\$0	\$0	\$0	\$0	\$0	\$0	
University Staff Salary Increase Rate			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Increase Number of Full-Time T&R Faculty ⁴ (\$)			\$0	\$0	\$0	\$0				
Increase Number of Full-Time T&R Faculty ⁴ (FTE)			0	0	0	0				
Increase Number of Full-Time Admin. Faculty ⁴ (\$)			\$0	\$0	\$633,600	\$633,600	For FY 2018-2019 and FY 2019-2020, salary increases are noted above in Priority #2, Strategy 8. Support Salary Compensation Increases which will provide 3% increase for all T&R Faculty, Administrative Faculty and Classified Staff in each year of the biennium.			
Increase Number of Full-Time Admin. Faculty ⁴ (FTE)			0	0	6	6				
Increase Number of Part-Time Faculty ⁴ (\$)			\$0	\$0	\$1,369,400	\$1,369,400				
Increase Number of Part-Time Faculty ⁴ (FTE)			0	0	22	22				
Increase Number of Classified Staff ⁴ (\$)			\$0	\$0	\$465,000	\$465,000				
Increase Number of Classified Staff ⁴ (FTE)			0	0	8	8				
Increase Number of University Staff ⁴ (\$)			\$0	\$0	\$0	\$0				
Increase Number of University Staff ⁴ (FTE)			0	0	0	0				
Library Enhancement ⁴ (\$)			\$0	\$0	\$0	\$0				
Library Enhancement ⁴ (FTE)			0	0	0	0				
Technology Enhancement ⁴ (\$)			\$915,000	\$915,000	\$1,500,000	\$1,500,000				
Technology Enhancement ⁴ (FTE)			0	0	0	0				
O&M for New Facilities ⁴ (\$)			\$2,100,000	\$2,100,000	\$3,800,000	\$3,800,000				

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
George Mason University

ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2018-2024)								
Priority Ranking	Biennium 2018-2020 (7/1/18-6/30/20)				Narrative		Narrative	
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation				Information for 2018-19 and/or for Biennium 2020-2022 (7/1/20-6/30/22)	Information for 2019-20 and/or for Biennium 2022-2024 (7/1/22-6/30/24)
			2018-2019		2019-2020			
			Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue		
	O&M for New Facilities ⁴ (FTE)		0	0	0	0		
	Utility Cost Increase		\$400,000	\$400,000	\$800,000	\$800,000		
	NGF share of state authorized salary increase/bonus		\$0	\$0	\$0	\$0		
	Fringe/health insurance benefits increase		\$0	\$0	\$0	\$0		
	VRS increase		\$0	\$0	\$0	\$0		
	Additional In-State Student Financial Aid From Tuition Revenue		\$0	\$0	\$0	\$0		
	Others (Specify, insert lines below)		\$0	\$0	\$0	\$0		
	Safety and Security Enhancement		\$0	\$0	\$1,500,000	\$1,500,000		
	Total Additional Funding Need		\$43,915,000	\$18,415,000	\$80,468,000	\$37,268,000		

Notes:

- (1) Please ensure that these items are not double counted if they are already included in the incremental cost of the academic plan.
- (2) If planned, enter the cost of any institution-wide increase.
- (3) Enter planned annual faculty salary increase rate. Any salary increase entered here will be counted when calculating the gap to reach the 60th percentile in the future.
- (4) Enter number of FTE change over the FY2018 level in appropriate columns.

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
George Mason University

Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates

Items	2016-2017 (Estimated)		2017-2018 (Estimated)			2018-2019 (Planned)			2019-2020 (Planned)		
	Student Charge	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue
E&G Programs											
Undergraduate, In-State	\$8,204	\$159,017,100	\$8,672	5.7%	\$167,853,700	\$9,106	5.0%	\$176,246,000	\$9,561	5.0%	\$185,058,000
Undergraduate, Out-of-State	\$10,628	\$93,881,800	\$11,228	5.6%	\$98,953,600	\$11,790	5.0%	\$103,901,000	\$12,380	5.0%	\$109,096,000
Graduate, In-State	\$29,486	\$40,204,200	\$31,118	5.5%	\$42,384,700	\$32,674	5.0%	\$44,504,000	\$34,308	5.0%	\$46,729,000
Graduate, Out-of-State	\$29,306	\$30,818,800	\$30,932	5.5%	\$32,555,900	\$32,480	5.0%	\$34,184,000	\$34,104	5.0%	\$35,893,000
Law, In-State	\$22,698	\$5,733,100	\$22,698	0.0%	\$5,718,900	\$22,698	0.0%	\$5,719,000	\$22,698	0.0%	\$5,719,000
Law, Out-of-State	\$38,084	\$7,619,000	\$38,084	0.0%	\$7,656,000	\$38,084	0.0%	\$7,656,000	\$38,084	0.0%	\$7,656,000
Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Dentistry, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
PharmD, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
PharmD, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Other NGF		\$41,926,100			\$44,277,200			\$45,605,000			\$46,517,000
Total E&G Revenue - Gross		\$379,200,100			\$399,400,000			\$417,815,000			\$436,668,000
Total E&G Revenue - Net of Financial Aid		\$369,504,100			\$389,104,000			\$407,019,000			\$425,372,000
E&G Revenue Used for Faculty Salary Increases		\$4,300,000			\$4,550,000			\$4,800,000			\$5,100,000
Average T&R Faculty Salary Increase Rate		2.00%			3.00%			3.00%			3.00%
Auxiliary Program											
Mandatory Non-E&G Fees											
Undergraduate	\$3,096		\$3,252	5.0%		\$3,415	5.0%		\$3,585	5.0%	
Graduate	\$3,096		\$3,252	5.0%		\$3,415	5.0%		\$3,585	5.0%	
Law	\$2,653		\$2,653	0.0%		\$2,653	0.0%		\$2,653	0.0%	
Medicine	\$0		\$0	%		\$0	%		\$0	%	
Dentistry	\$0		\$0	%		\$0	%		\$0	%	
PharmD	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine	\$0		\$0	%		\$0	%		\$0	%	
Total Auxiliary Revenue (ALL including room and board)		\$217,268,200			\$220,500,000			\$224,500,000			\$228,500,000
Total Tuition and Fees											
Undergraduate, In-State	\$11,300		\$11,924	5.5%		\$12,521	5.0%		\$13,146	5.0%	
Undergraduate, Out-of-State	\$13,724		\$14,480	5.5%		\$15,205	5.0%		\$15,965	5.0%	
Graduate, In-State	\$32,582		\$34,370	5.5%		\$36,089	5.0%		\$37,893	5.0%	
Graduate, Out-of-State	\$32,402		\$34,184	5.5%		\$35,895	5.0%		\$37,689	5.0%	
Law, In-State	\$25,351		\$25,351	0.0%		\$25,351	0.0%		\$25,351	0.0%	
Law, Out-of-State	\$40,737		\$40,737	0.0%		\$40,737	0.0%		\$40,737	0.0%	
Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%	
Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Dentistry, In-State	\$0		\$0	%		\$0	%		\$0	%	
Dentistry, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
PharmD, In-State	\$0		\$0	%		\$0	%		\$0	%	
PharmD, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Student Financial Aid (Program 108)											
		\$9,696,000			\$10,296,000			\$10,796,000			\$11,296,000
Sponsored Programs (Program 110)											
		\$255,000,000			\$262,000,000			\$262,000,000			\$262,000,000
Unique Military Activities											
		\$0			\$0			\$0			\$0
Workforce Development											
		\$0			\$0			\$0			\$0
Other (Specify)											
		\$0			\$0			\$0			\$0

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
George Mason University

FINANCIAL AID PLAN

Note: If you do not have actual amounts for Tuition Revenue for Financial Aid by student category, please provide an estimate. If values are not distributed for Tuition Revenue for Financial Aid, a distribution may be calculated for your institution.

Allocation of Tuition Revenue Used for Student Financial Aid

2015-16 (Actual)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$0	\$0	%	\$1,148,561
Undergraduate, Out-of-State	\$0	\$4,932,691	#DIV/0!	\$3,784,130
Graduate, In-State	\$0	\$0	%	\$1,345,678
Graduate, Out-of-State	\$0	\$3,901,472	#DIV/0!	\$2,555,794
First Professional, In-State	\$0	\$0	%	\$307,831
First Professional, Out-of-State	\$0	\$861,837	#DIV/0!	\$554,006
Total	\$0	\$9,696,000	#DIV/0!	\$9,696,000
In-State Sub-Total	\$0	\$0	%	\$2,802,070

***2016-17 (Estimated) Please see footnote below**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$159,017,100	\$0	%	\$1,406,000
Undergraduate, Out-of-State	\$93,881,800	\$6,039,134	6.4%	\$4,633,000
Graduate, In-State	\$40,204,200	\$0	%	\$794,000
Graduate, Out-of-State	\$30,818,800	\$2,301,511	7.5%	\$1,508,000
First Professional, In-State	\$5,733,100	\$0	%	\$484,000
First Professional, Out-of-State	\$7,619,000	\$1,355,355	17.8%	\$871,000
Total	\$337,274,000	\$9,696,000	2.9%	\$9,696,000
Total from Finance-T&F worksheet	\$379,200,100	\$9,696,000	2.6%	
In-State Sub-Total	\$204,954,400	\$0	%	\$2,684,000

2017-18 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$167,853,700	\$0	%	\$1,584,000
Undergraduate, Out-of-State	\$98,953,600	\$6,479,000	6.5%	\$4,894,000
Graduate, In-State	\$42,384,700	\$0	%	\$834,000
Graduate, Out-of-State	\$32,555,900	\$2,417,000	7.4%	\$1,584,000
First Professional, In-State	\$5,718,900	\$0	%	\$500,000
First Professional, Out-of-State	\$7,656,000	\$1,400,000	18.3%	\$900,000
Total	\$355,122,800	\$10,296,000	2.9%	\$10,296,000
Total from Finance-T&F worksheet	\$399,400,000	\$10,296,000	2.6%	
In-State Sub-Total	\$215,957,300	\$0	%	\$2,918,000
Additional In-State	\$11,002,900	\$0	%	\$234,000

2018-19 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$176,246,000	\$0	%	\$1,667,000
Undergraduate, Out-of-State	\$103,901,000	\$6,836,000	6.6%	\$5,168,000
Graduate, In-State	\$44,504,000	\$0	%	\$876,000
Graduate, Out-of-State	\$34,184,000	\$2,538,000	7.4%	\$1,663,000
First Professional, In-State	\$5,719,000	\$0	%	\$508,000
First Professional, Out-of-State	\$7,656,000	\$1,422,000	18.6%	\$914,000
Total	\$372,210,000	\$10,796,000	2.9%	\$10,796,000
Total from Finance-T&F worksheet	\$417,815,000	\$10,796,000	2.6%	
In-State Sub-Total	\$226,469,000	\$0	%	\$3,051,000
Additional In-State	\$10,511,700	\$0	%	\$133,000
Additional In-State from Financial Plan		\$0	%	

2019-20 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$185,058,000	\$0	%	\$1,747,000
Undergraduate, Out-of-State	\$109,096,000	\$7,181,100	6.6%	\$5,433,000
Graduate, In-State	\$46,729,000	\$0	%	\$920,000
Graduate, Out-of-State	\$35,893,000	\$2,664,900	7.4%	\$1,746,000
First Professional, In-State	\$5,719,000	\$0	%	\$518,000
First Professional, Out-of-State	\$7,656,000	\$1,450,000	18.9%	\$932,000
Total	\$390,151,000	\$11,296,000	2.9%	\$11,296,000
Total from Finance-T&F worksheet	\$436,668,000	\$11,296,000	2.6%	
In-State Sub-Total	\$237,506,000	\$0	%	\$3,185,000
Additional In-State	\$11,037,000	\$0	%	\$134,000
Additional In-State from Financial Plan		\$0	%	

** Please note that the totals reported here will be compared with those reported by the financial aid office on the institution's annual S1/S2 report. Since the six-year plan is estimated and the S1/S2 is "actual," the numbers do not have to match perfectly but these totals should reconcile to within a reasonable tolerance level. Please be sure that all institutional offices reporting tuition/fee revenue used for aid have the same understanding of what is to be reported for this category of aid.*

Six-Year Plans - Part I (2017): FY2016-2017

George Mason University

INTELLECTUAL PROPERTY ASSIGNMENTS AND EXTERNALLY SPONSORED RESEARCH

Background

The intellectual property (IP) worksheet captures report information for the most recently ended fiscal year as required by § 23.1-102 subdivision 2 of the Code of Virginia. Assignment of IP interests to persons or nongovernmental entities and the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the IP research performed by the institution, or any entity affiliated with the institution are captured by the worksheet. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

Data Collection

Special Note: The information requested below pertains to the institution as well as any affiliated entity.

FY 2016-2017	Principal Place of Business in VA	Principal Place of Business outside VA
Number of assignments of intellectual property interests to persons or nongovernmental entities	3	N/A
Value of funds from persons or nongovernmental entities to support intellectual property research	\$8,152,082	\$6,382,132
Number of patents (by type) developed in whole or part from external projects funded by persons or nongovernmental entities:		
Patent Type - Design	0	0
Patent Type - Plant	0	0
Patent Type - Utility	0	0
Total	0	0

Definitions

Assignment: A transfer of ownership of Intellectual Property from one entity to another, including exclusive and royalty bearing licenses.

Design Patent: A patent that may be granted to anyone who invents a new, original, and ornamental design for an article of manufacture.

Intellectual Property: Creations of the mind – creative works or ideas embodied in a form that can be shared or can enable others to recreate, emulate, or manufacture them.

Nongovernmental Entities: An entity not associated with any federal, national or local government.

Patent: A property right granted by the Government of the United States of America to an inventor "to exclude others from making, using, offering for sale, or selling the invention throughout the United States or importing the invention into the United States" for a limited time in exchange for public disclosure of the invention when the patent is granted.

Plant Patent: A patent that may be granted to anyone who invents or discovers and asexually reproduces any distinct and new variety of plant.

Sponsored Research: Research that is supported and compensated by a sponsoring agency.

Utility Patent: A patent that may be granted to anyone who invents or discovers any new, useful, and nonobvious process, machine, article of manufacture, or composition of matter, or any new and useful improvement thereof.

Value of Funds: Total value of all monetary and in-kind support provided by an external sponsor of Intellectual Property research.

Six-Year Plans - Part I (2017): FY2016-2017
George Mason University
ECONOMIC DEVELOPMENT: CONTRIBUTIONS (HBS15)

Requirement: As per § 23.1-306 (A) of the Code of Virginia each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.

Special Note: After a thorough review of existing documents and surveys, a workgroup comprised of mostly institutional members recommended that the following metrics be used to satisfy this reporting requirement. The reporting period is FY17. The metrics serve as a menu of items that institutions should respond to as applicable and available to them. Please leave fields blank, if information is unavailable.

Section A: Provide information for research and development (R&D) expenditures by source of fund with a breakdown by Science and Engineering (S&E) specific and non-S&E. NOTE: These numbers are estimates.

VA PLAN Strategy Reference	Section A: Research and Development (R&D) Expenditures by Source of Fund	*S&E	Non S&E	Total
4.3	Federal Government	\$56,922,413.00	\$17,916,223.00	\$74,838,636.00
	State and Local Government	\$2,040,318.00	\$2,475,192.00	\$4,515,510.00
	Institution Funds	\$4,700,404.00	\$4,633,162.00	\$9,333,566.00
	Business	\$2,892,054.00	\$1,218,069.00	\$4,110,123.00
	Nonprofit Organizations	\$2,674,869.00	\$2,097,717.00	\$4,772,586.00
	All Other Sources	\$1,908,660.00	\$885,014.00	\$2,793,674.00
	Total	\$71,138,718.00	\$29,225,377.00	\$100,364,095.00
	* S&E - Science and Engineering			

Section B: Provide number and dollar value of grants, contracts and sub-agreements by discipline. If your institution prefers to report by industry, please modify table accordingly.

VA PLAN Strategy Reference	Discipline	Section B: Grants, Contracts and Sub-Agreements by Discipline					
		Grants		Contracts		Sub-agreements	
		No.	\$ Value	No.	\$ Value	No.	\$ Value
4.3	Engineering	66	\$9,035,040.00	57	\$5,989,465.00	14	\$651,671.00
	Physical Science	70	\$7,725,109.00	29	\$2,580,585.00	7	\$535,117.00
	Environmental Science	62	\$5,652,398.00	31	\$2,699,896.00	15	\$489,416.00
	Computer Science	37	\$4,557,550.00	42	\$5,572,051.00	23	\$2,797,563.00
	Life Sciences	78	\$11,938,350.00	40	\$2,780,493.00	19	\$1,230,178.00
	Psych/Social	126	\$15,761,504.00	47	\$2,980,985.00	22	\$542,814.00
	Other Science	31	\$3,146,074.00	1	\$490,537.00	4	\$172,458.00
	Non-Science and Engineering (non-S&E)	157	\$22,922,534.00	43	\$4,041,276.00	59	\$3,121,914.00
	Total	627	\$80,738,559.00	290	\$27,135,288.00	163	\$9,941,131.00

Section C: For the following items, provide responses in appropriate fields. Insert an X for yes/no responses. Use Number/Amount field for other information. A Comments field has been provided for any special information your institution may want to provide.

VA PLAN Strategy Reference	Section C: General Questions	Yes	No	Number/Amount	Comments
4.1	Does your institution offer an innovation/ entrepreneurship/career-themed student living-learning community?		X		
4.1	Does your institution offer startup incubation/accelerator programs?	X			Mason offers four startup incubation/accelerator programs: 1. The Mason Enterprise Center (MEC) consists of three regional centers (in Fairfax, Leesburg and Warrenton) that offer office space and incubator services to over 200 regional entrepreneurs; 2. The Virginia Serious Game Institute (VSGI) offers rent-free office space and business incubation services for up to twelve startups at a time; 3. The Mason Innovation Lab, offers Mason students, young alumni, faculty and staff a dedicated workspace on the Fairfax campus throughout the academic year, as well as accelerator services delivered by Mason faculty and outside entrepreneurial mentors; and, 4. NEW IN FY2017: Mason Summer Entrepreneurship Accelerator (MSEA), an 8-week intensive business launch program for Mason students, young alumni, faculty and staff. Modeled after the NSF I-Corps program, the MSEA takes entrepreneurs through an intensive customer discovery process with the objective of reaching a go/no go business launch decision by the end of the summer.
4.2	Does your institution offer maker-space?	X			The MIX@Innovation serves all Mason students, faculty and staff, and houses multiple 3D printers and other maker-related tools.
4.2	Does your institution have an entrepreneurship center?	X			Mason launched Entrepreneurship@Mason at the end of FY 2016 to harmonize and amplify the impact of the institution's then six, and now seven, centers/programs: 1. The Mason Enterprise Center (MEC) is a Mason-based economic development enterprise that focuses the energy, skills, and intellectual capital of the university on enterprise creation and expansion, providing services to small businesses in the Commonwealth in areas such as government contracting, international business, entrepreneurship, and technology ventures; 2. The Virginia Serious Game Institute (VSGI) is a Mason-based economic development enterprise that provides individuals from Virginia schools, businesses and universities with hands-on training, certification, research and development assistance, and emerging game company incubation that provide market advantage in the areas of simulation, modeling, and game design; 3. The Center for Innovation and Entrepreneurship (CIE) is led by faculty in the Mason School of Business and provides the entire Mason community of faculty, staff and students with academic and informal programming around entrepreneurship and innovation. CIE supports, promotes and/or manages: a. The Entrepreneurship minor; b. The Mason Innovation Lab which provides dedicated space, access to mentors, and other entrepreneurship programming activities; c. Startup Mason, a co-curricular program that features weekly meetings, guest speakers and outings for entrepreneurial students, faculty, staff and alumni; and, d. Mason Changemakers, a co-curricular program that features biweekly meetings, guest speakers and outings for students, faculty, staff and alumni that have interests in social impact & entrepreneurship; 4. The Laboratory for IT Entrepreneurship is led by faculty in the Volgenau School of Engineering and provides the entire Mason community of students, faculty, and staff with the tools and access to expertise needed to convert business ideas into successful IT ventures, leveraging existing relationships with IT companies and entrepreneurs in the Greater Washington Area; 5. The Center for Entrepreneurship and Public Policy is led by faculty in the Schar School of Policy and Government whose scholarship explores the role entrepreneurship plays in regional economic development here in the US and around the world; 6. MIX@Innovation is a maker space on Mason's Fairfax campus that is open and accessible to the entire Mason community. Access to 3D printers, microcontrollers and other maker tools is provided free-of-charge. Over 700 unique individuals have used this facility since it was opened in FY2015; and finally 7. NEW IN FY2017: MIX@Fenwick, a 14,000 sq. ft. co-working space at the center of Mason's Fairfax campus. Opening in June 2017, the MIX@Fenwick offers the opportunity to transform Mason's entrepreneurial mission by giving exceptional visibility and status to entrepreneurial activities, ventures, and success stories.
4.2	Does your institution have Executive(s)-in-Residence?	X			
4.1	Number of students paid through externally funded grants or contracts.			1153	
4.1	Number of entrepreneurship degrees/ courses/programs (credit and noncredit) offered?				
4.1	Pertaining to question above, number of participants of these degrees/courses/programs? Include degree programs with concentrations in entrepreneurship separately as well as special trainings for students and faculty.				
4.1	Number of academic units that have courses/programs requiring a capstone project, experiential learning activities, or internships.				
4.2	Number of intellectual property licenses executed.			0	
4.2	Amount of licensing revenue resulting from intellectual property licenses executed.			\$21,500.00	
4.2	Number of university start-ups from faculty intellectual property.			1	
4.5	Number of jobs created as a result of university start-ups during the last fiscal year.				
4.5	Average wages of alumni living (in-state).				

4.4	Number of outside organizations/businesses served, for example but not limited to companies working with your career center, companies sponsoring research, etc.			156	
4.4	Number of units offering K-12 STEM outreach programs.			7	
4.4	Count or estimate of K-12 STEM outreach program participants.				
4.4	Number of units offering other outreach/extension/public service programs related to STEM-H.				
4.4	Count or estimate of other outreach/extension/public service program participants.				
4.3	Number of Small Business Innovation Research Grants (SBIR and STTR).			6	
4.3	Dollar value of Small Business Innovation Research Grants (SBIR and STTR).			\$430,662.00	
4.3	Number of Commonwealth Research and Commercialization Fund awards (CRCF).			3	
4.3	Dollar value of CRCF awards.			\$450,000.00	
4.1	Does your institution's tenure policy support commercialization? If yes, please provide brief explanation in comments section.		Mason tenure and promotion policies do not explicitly refer to commercialization.		
4.2	Does your institution offer a seed fund and/or proof of concept fund? If yes, provide dollar amount available in F117 in the number/amount field.		No		
4.1	Does your institution offer continuing education programs to industry? If yes, please provide dollar value or headcount for such programs in the number/amount field.		Yes		

Section D: These items are VCCS specific. Please provide responses in appropriate fields. A Comments field has been provided for any special information the VCCS may want to provide.

VA PLAN Strategy Reference	Section D: General Questions - VCCS Specific	Number	Value	Comments
4.1	Number and value of federal, state or private grant resources to support development of, or access to, training programs leading to workforce credentials, certifications and licensures.			
4.1	Number of training programs leading to workforce certifications and licensures.			
4.1	Number of students who earned industry recognized credentials stemming from training programs.			
4.1	Number of industry-recognized credentials obtained, including certifications and licenses.			
4.1	Number of Career/Technical Education certificates, diplomas and degrees awarded that meets regional workforce needs.			



George Mason University 2017 Six-year Plan



George Mason University

2017 Six-year Plan Part II

Introduction

George Mason University has grown in both size and stature, not only becoming the largest public research university in the Commonwealth, but also gaining prominence in the United States and throughout the world. Mason's location near Washington, D.C. affords the University access to unique opportunities, resources, and audiences, as it strives to be the best University *for the World*. Under the leadership of President Ángel Cabrera, the university has set an ambitious course for the future through its *2014-2024 Strategic Plan*. Mason's strategic plan is structured around four constituencies – students, faculty and staff, the community, and the world. While not mutually exclusive, each embraces the Mason *IDEA* – *Innovative, Diverse, Entrepreneurial, and Accessible* and is representative of the university's commitment *to serve*.

A. Institutional Mission

A public, comprehensive, research university established by the Commonwealth of Virginia in the National Capital Region, we are an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.

Grounded in our unique characteristics – the Mason IDEA – we will make true on our promise to be the best university for our students, for our community, for our faculty and staff, and for the world. The common thread weaving together our mission and the strategic plan is the notion that Mason will find innovative ways to serve our stakeholders.

The basic idea is reflected in the structure of our strategic plan. Each area is supported by goals, initiatives, and metrics that are designed to direct our actions toward positively impacting our stakeholders, inspiring new ways of thinking, and moving Mason forward as we face the challenges and opportunities of an increasingly complex world.

B. Six-Year Plan Strategies

Strategy 1. Provide Affordable Access for All Students: In order to provide an increasingly diverse student body with access to the enormous and tangible benefits of higher education, Mason must make available additional student aid resources at both undergraduate and graduate levels.

Despite our rapid growth, when comparing General Fund financial assistance to the levels of the Commonwealth's other research institutions, Mason is one of the lowest funded

institutions in the Commonwealth. This means that Mason students receive fewer financial aid resources than their peers attending other Virginia public research institutions. Mason students should have comparable financial footing to students at other Virginia public doctoral institutions when pursuing their education.

Increase undergraduate student grant aid. Mason’s primary recruiting market is among the most diverse in the commonwealth. As a result, the university draws a large number of talented in-state students from lower income stratum; students who are challenged to cover their educational costs. Many begin their postsecondary education at Northern Virginia Community College, and choose to live at home while attending college. A large number of these students work off-campus jobs for considerably more than the recommended 10 hours per week, some enroll only part time, and are less likely to use loans to pay for their education. As a result, these students often take longer to graduate. With additional grant support, we can assist these students and in turn provide a timely path to degree completion that enables them to enter their professional careers more quickly.

Many believe that because Fairfax County has a high per capita income, it naturally follows that Mason students have high family incomes. In reality, this is not the case. Around 30% of Mason’s undergraduate population are Pell eligible students, high in comparison to the majority of our peer research universities in the Commonwealth.

	Fall 2015 % of UG Population Receiving Pell
George Mason University	29.80%
Virginia Commonwealth University	29.20%
Virginia Tech University	16.10%
University of Virginia	12.40%
College of William and Mary	12.00%

Source: http://research.schev.edu/fair/pell_dom_report.asp

Mason’s goal is to reduce unmet financial needs for undergraduate students by providing more grant funding. As enrollments have increased and our student body has become more diverse, the university has seen an increase in the number of students applying for financial aid, growing from 12,785 five years ago (63.3% of the undergraduate population) to 14,717 in 2015-16 (65.9% of the undergraduate population). Mason is actively developing new strategies to meet the increasing financial needs of its students.

Increase graduate student grant aid. Mason graduate programs provide Virginia’s economy with a world-class professional workforce in growth areas such as information technology, cybersecurity, healthcare, and business services. Many students work part-time to complete their degrees. With additional grant support, we can assist these students and in turn provide a timely path to degree completion that enables them to enter their professional careers more quickly and to contribute to

the Commonwealth economy at a greater level.

Currently, sources for aid support within the tuition increase are solely from out-of-state enrollment growth, which helps fund some but not all graduate grant aid. Therefore, additional state sources of funding are desperately needed. One underlying premise for our request for additional student aid funding is to obtain parity in financial aid resources in terms of per student funding. Mason had more than double the number of in-state graduates when compared to the Virginia research universities, yet the amount for funding in graduate aid per in-state student does not reflect that same difference.

Strategy 2. Enrollment Growth and Degree Awards for Virginia Undergraduate and Graduate Residents: The fuel that drive's the Commonwealth's engine for innovation and economic growth is its diverse, college-educated workforce. It is imperative that we remain focused on providing access to higher education, especially now as economists predict a shortage of college graduates. George Mason University has excelled as one of the largest enrolling four-year institutions in the Commonwealth, serving one of the largest populations of Pell grant recipients with no disparities in learning outcomes. The university has been and continues to be committed to the Commonwealth's higher education goals for enrollment growth, two-year transfers, and educational program development to support economic growth. Over the last decade, Mason has been a major contributor to the Commonwealth's growth of in-state enrollment, with undergraduate enrollment growing an additional 27.1%, or by 4,353 new students. During this period, Mason has shown that growth is compatible with improvements in quality. Entering students show increases in average SAT scores from 1110 to 1159, and high school GPAs from 3.41 to 3.65. In addition, Mason continues to welcome the largest transfer student body, particularly for two-year college transfers. In fact, over 3,000 community college students join Mason each year to complete their baccalaureate degrees, which represents over 25 percent of the total transfer population for the Commonwealth of Virginia.

Based on Fall 2016 SCHEV data, **Mason is the single largest in-state student-serving institution in the Commonwealth.** In Fall 2016, Mason accounted for 16.8% of all in-state enrollment – undergraduate and graduate - among the 15 public four-year institutions. In Fall 2016, Mason supported 14.6% of all undergraduate in-state enrollment, up from 13.5% in Fall 2006. Our growth in undergraduate enrollment accounted for 33.5% of the increase in total in-state undergraduates in Virginia four-year public institutions. Undergraduate education is not the only area where Mason excels. During the same time period, Mason's in-state graduate population has also increased – in the Fall of 2006 Mason supported 25.7% of the Commonwealth's in-state graduate students, which had grown to 29.4% in Fall 2016. These increases have been realized during one of the most prolonged periods of challenging economic conditions.

Despite rapid growth for in-state student enrollment, Commonwealth investments in Mason have not kept pace, creating an unsustainable financial outlook and no incentives for continued growth (see table below). From a General Fund per in-state student FTE perspective, Mason's per student allocation is only 77.5% of the

average allocation available to the other public research universities. When you couple declining per student state allocations with Mason’s commitment to provide affordable access to higher education, funding available to Mason drops to 74.5% in comparison to other research universities in the Commonwealth. To address the disparity in General Fund resources provided per in-state student to Virginia’s research universities, a base budget augmentation to Mason of approximately \$39.0 million is required. Mason will request base budget augmentation funding to close the current funding gap over the next six years.

EDUCATIONAL AND GENERAL ESTIMATED TOTAL FUNDING PER IN-STATE FTE STUDENT, FY 2018 General Fund, Tuition and Mandatory E&G Fees			
DOCTORAL INSTITUTIONS	GENERAL FUND FY 2018*	IN-STATE TUITION FY 2018	TOTAL
College of William & Mary	\$7,733	\$16,506	\$24,239
University of Virginia	8,640	13,810	22,450
Virginia Tech	6,989	11,263	18,252
Virginia Commonwealth Univ	6,887	11,483	18,370
Old Dominion	6,275	6,648	12,923
Doctoral Avg. excl. Mason	\$7,305	\$11,942	\$19,247
GEORGE MASON	\$5,658	\$8,672	\$14,330
Mason % of Average	77.5%	72.6%	74.5%

* General Fund estimate based on SCHEV FTE projection in the 2B report; numbers for all institutions will change with actual revised numbers.

For the next biennium, the university has set long-term enrollment growth targets. We plan to grow headcount enrollment to 38,400 by 2023-24, a 9.1% increase over 2016-17 enrollment of 35,189. During this same period, Mason plans to grow FTE enrollment to 32,140, a 9.8% increase. Some of this growth is attributed to the number of students already in the enrollment pipeline, and some is attributable to the number of international students we expect to enroll. In addition to growing enrollments, Mason continues to focus on improving retention, which also contributes to sustained growth. While we remain committed to serving the Commonwealth by providing educational opportunities for our citizens, we can no longer increase in-state enrollments without base budget augmentation. If additional funding is not provided, Mason must explore other enrollment strategies or difficult tuition adjustments so that we can continue to provide a quality education for all students while maintaining our status as a top-tier research institution.

Strategy 3. Student Success Initiatives- Student Experience Redesign: In the Fall of 2015, Mason formed a steering committee to guide the Student Experience Redesign project, a university-wide effort to modernize and improve the Mason student experience and better enable student success. Specific goals for the project include improving first-year student retention and four/six-year graduation rates, as well as creating an integrated Mason experience that promotes academic success

while instilling a sense of purpose and career aspiration among our diverse student body.

In the Spring of 2016, Mason contracted with Blackboard Student Services to facilitate the identification of 1) the current state of Mason student experience, 2) the ideal Mason student experience, 3) the gaps between where Mason is right now and where it wants to be, and 4) a roadmap or recommendations regarding action items. Their engagement lasted five months, included 160 hours of on-campus research, reviewed 115 existing reports/datasets on the Mason student experience, and involved interviews with more than 130 faculty, staff, and students.

Between October 2016 and February 2017, the Mason community at-large had the opportunity to review the findings of this work. On February 13th, more than 250 members of the Mason community participated in a day-long Student Experience Symposium to begin the process of operationalizing the recommendations in the report.

From this process, six focused working groups of Mason staff and students have been created to begin the implementation of specific action items associated with improving the Mason Student Experience. These working groups will focus on: developing a self-service & 24/7 student support strategy; building a comprehensive First-Year student care network; integrating and expanding campus-wide student initiation experiences; adding the student voice to key policy decision-making; improving Mason's use and access of data in the process of building relationships with students; and, building an institution-wide culture of service. These groups are constructing detailed action plans, associated budget requests, and staging formal recommendations that will begin and continue for the next three years.

The Student Experience Redesign project is already paying dividends as it has both created a shared language that the Mason community can use to discuss these issues and has brought disparate groups together to discuss how things might be better. Specific improvements in both first-year retention and four/six-year graduation rates are expected to occur and continue to improve as more of the recommendations are implemented and adopted over time.

Strategy 4. New and Enhanced Programs: New Programs - Mason has embarked on an inquiry-based, experiential learning paradigm for Undergraduate Education, called the Mason Impact. The goal of the Mason Impact is to create students that are Engaged Citizens and Well-rounded Scholars who are Prepared to Act. The Mason Impact builds on our nationally recognized undergraduate research program, which was initiated in 2011 as the focus of a SACS Quality Enhancement Plan, and has gotten more than 24,000 students involved in some aspect of undergraduate research. OSCAR (the Office of Student Scholarship, Creative Activities, and Research), home of the Students as Scholars initiative, will be expanding its focus to include promotion and development of robust curricular, co-curricular and multidisciplinary opportunities for students to: engage in research and creative projects; study abroad; participate in the community; develop entrepreneurial skills; and other related activities.

Our goal is to expand existing and develop new Mason Impact curricular and co-curricular opportunities that emphasize the development of students as Engaged Citizens (civic engagement and global learning) and Well-Rounded Scholars (undergraduate research and creative activities) who are Prepared to Act (Entrepreneurs and Career-Ready)

Several new programs are increasing faculty and student involvement. Curriculum Impact Grants, building on successful Multidisciplinary Research Seed Grants and OSCAR's Scholarship Development Grants, are supporting teams of faculty working together from across campus to create new courses, certificates, concentrations, or majors (undergraduate and graduate programs). These Grants have gained significant attention, with over 200 faculty already participating. OSCAR is supporting seven competitively chosen Multidisciplinary Summer Team Projects, exploring topics as diverse as the water quality of the Chesapeake Bay, slavery at Gunston Hall, Decomposition and the environment, and the effects of Solitary Confinement. Additional teams are working full time to develop entrepreneurial projects. Study abroad will be launching first-year specific programs where students complete many of their Mason Core requirements while studying at one of several locations across the globe in their second semester.

Enhanced Programs – Mason's College of Education and Human Development takes pride in its Learning Into Future Environments program – better known as Mason LIFE. This program is an innovative post-secondary opportunity for young adults with intellectual and developmental disabilities who desire a university experience in a supportive academic environment. When Mason LIFE began in 2002, it was one of only twelve such programs nationwide and as such, it has served as a model program for other universities. With the passing of The Higher Education Opportunity Act of 2008, access to university learning for students with intellectual and developmental disabilities was mandated and the number of programs increased substantially. Mason LIFE remains a pioneer in this field as only 16 universities (including Mason LIFE) offer the combination of a four-year educational program, employment integration opportunities, access to residential housing, and recognition as an approved Comprehensive Transition and Postsecondary (CTP) provider.

Mason LIFE supports approximately 54 full-time students annually, two thirds of whom are residents of the Commonwealth of Virginia. These students engage in 555 clock hours of coursework, which is the equivalent load of almost 15-credit hours each semester. While the content of their coursework differs from that of their non-disabled peers, these students matriculate through a rigorous course of study with required benchmarks of achievement towards a certificate of completion. **No state funding has been provided for these full-time, in-state students.** Other federal, state, and local entities have begun to recognize and support the educational pursuits of these students even though they are on an alternative pathway to graduation (e.g., U.S. Department of Veteran's Affairs and Community Services Boards). Providing state support for Mason LIFE's in-state students will allow the program to further customize the individualized supports these students need in order to be more fully included in Mason classrooms and campus activities as well

as in our regional community via employment integration and recreational opportunities.

With additional funding, we can provide an enhanced student experience focused on outcomes that meet evolving standards amid the pressure of rising costs and heightened compliance expectations. We can provide more well-trained academic and job coaches who can teach and reinforce specific readiness skills across a variety of situations. Our goal has long been to improve the lives, productivity, and education of persons with disabilities. Additional funding will enhance our ability to make a difference for these students who are and will continue to be contributing members of Virginia communities for years to come.

Strategy 5. Online Degrees: Mason remains committed to the expansion of higher education through the continual exploration and development of innovative methods of delivering the George Mason University experience. Mason has continued to progress in this effort, this year through the development of a new partnership and the strengthening of an existing one. The launch of the Online Virginia Network (OVN) exemplifies Mason's unflagging persistence to pursue and provide multiple pathways and delivery formats to better serve the needs of diverse and non-traditional students.

This year, Mason joined forces with Old Dominion University (ODU) and launched a shared web portal to deliver a selection of Mason and ODU online programs to one location, allowing busy adult learners to find and enroll in high demand degree programs and finish their bachelor's degrees online. Primarily designed to address the more than one million Virginians who have some college credit, but no degree, this state-supported initiative hosts more than 37 college programs in high-demand areas, such as cybersecurity, business, computer science, engineering technology, human services, teacher preparation and nursing. With this selection, OVN not only addresses the needs of adult learners, but it also offers the potential of increasing the number of Virginia's degree completers has implications for the state's economy. By 2018, 64 percent of Virginia's jobs will require some form of post-secondary education. Expanding higher education opportunities will help to ensure that Virginia has an educated workforce prepared to meet critical workforce demands.

Strategy 6. Accessible Pathways: Mason continues to innovate in ways that seek to provide an undergraduate college experience to all students. The creation of the ADVANCE: NOVA-Mason Partnership exemplifies this commitment. The university is not only creating new pathways for educational attainment, but also exploring initiatives to strengthen pathways that already exist. Building on Mason's existing relationship with the Northern Virginia Community College (NOVA), the ADVANCE program is being created to address the challenges of the current two-to-four year transfer model. The ADVANCE program will be developed as an integrated educational experience for students transferring from NOVA to Mason, leading them through streamlined, guided pathways toward attaining a four-year degree. Mason and NOVA teams will work together to build a program that offers a single point of admission and financial aid, a dedicated advisor from admission to NOVA through graduation from Mason, realignment of curricula to ensure students do not lose credits when they transfer, and financial incentives for the neediest students to

advance to graduation. When complete, the program will eliminate current aggravations with the transfer process, enabling students to reduce the time and cost of attaining a bachelor's degree, and ultimately ensuring a supply of career-ready graduates who meet the needs of our region's workforce.

Strategy 7. Support New Faculty Hires: As we strive to be a University for the World, like other institutions Mason operates within an increasingly competitive environment that threatens our continued growth as an R1 institution. In order to meet university and Commonwealth goals around student access and success, research, innovation and economic development, we must recruit and retain top talent across all levels of the university. Investing in the Mason workforce will drive change and improvement, yielding significant return on investment to the Commonwealth, both directly and indirectly. Mason projects increased demand and enrollment over the six years covered in this plan, especially in the first two years (the 2018-2020 biennium), with estimated growth of over 860 FTE students. Enrollment increases will impact every college and school, and are likely to disproportionately impact some. For example, impressive increases in Engineering, Science, Business and Health will continue to drive a growing number of STEM-H offerings to students who choose Mason. With the support of the Commonwealth, the university can expand its educational opportunities to resident undergraduate and graduate students, producing a three-fold economic return on investment: 1) preparing a world-class workforce, especially in STEM-H fields; 2) enhancing the Commonwealth's competitiveness in research and development, which is essential to success in the knowledge economy; and 3) translating the advances generated by the University into products and services that contribute to improved health, wealth and prosperity in the Commonwealth. Mason requests funding for total compensation packages for 20 new faculty lines that will add new full time tenure-track faculty necessary to 1) provide a high quality education experience to a growing student body, and 2) boost the university's research and innovation productivity. These new hires address the Virginia Plan in multiple ways, especially the impactful effect of driving change through investment and innovation. Each faculty line is estimated at \$100,000 for salaries plus fringe benefits as provided by the Department of Planning and Budget. In addition, each faculty line will come with an estimated start-up package of \$250,000 per line. These estimates are in alignment with recent faculty recruitments. Mason is requesting General Funds to support approximately one-half the costs for the new faculty hires while Non-General Funds will make up the remaining portion.

Strategy 8. Support Salary Compensation Increases: Mason's success as a nationally-ranked Research 1 university is directly linked to the talented and dedicated faculty and staff who are committed to and strive for outstanding achievement in education, research and public service. Their outstanding contributions to the university have advanced Mason to regional, national and international recognition. However, achievement is only one factor that contributes to the ability to attract and retain the brightest and most talented individuals. Total compensation is another key element and Mason's salary appropriation continues to lag behind the majority of public research institutions in the Commonwealth, despite the fact that we operate in a high cost of living location. When comparing Mason's appropriated salary to its peers, Mason is the lowest among all institutions of higher

education within the Commonwealth. According to SCHEV's calculation, Mason needs a 24.4 percent increase, approximately \$46.0 million, to be funded at the 60th percentile of its peers for teaching and research faculty salaries. In addition, staff compensation has impacted our retention and recruitment efforts. Competitive salary increases based on an annual merit and recognition process for contributions and efforts is crucial in keeping pace with increasing market competition and reducing turnover for both faculty and classified staff. Mason's requested funding would provide a salary increase of 3.0 percent for Teaching and Research Faculty as well as Administrative Faculty and Classified Staff. Specifically, Mason is requesting General Funds to support approximately one-half the costs for the compensation increase while Non-General Funds will make up the remaining portion.

Strategy 9. Support Emergency Retention Funding: While Mason's external recognition for quality of work life speaks to its productive and rewarding work environment, compensation packages remain key to attracting and retaining high-quality faculty and staff. For Mason, compensation includes salary, benefits, startup packages and cost of living adjustments.

In the short term, Mason must manage both increasing competition for faculty talent as well as the likelihood of significant attrition through retirement. Mason competes with both regional institutions of higher education (e.g. GWU, Georgetown, American, and UMD) and national universities (e.g., Northeastern, Temple, UCLA) as well as private companies and federal government agencies. In the coming decade, Mason anticipates up to a 50% turnover in its faculty ranks due to retirements. This will have a profound impact on our ability to maintain our current quality and mix of faculty. First, hiring new faculty talent is subject to intense regional and national competition, and Mason's current salary levels are significantly below market causing major challenges in recruitment. Second, most faculty retirees will be full or associate professors. In order to maintain an appropriate mix of faculty ranks, we will need to replace many of these open positions at comparable levels.

In an increasingly competitive landscape and with limited resources, Mason is unable to retain talented human capital when local private and public universities are able to provide more competitive compensation packages that don't require a personal residential move. Failure to address this critical issues will result in a reduced ability of the university to provide a world-class education to its many students and would possibly jeopardize the institutions R1 status. Mason is requesting funding that would provide retention interventions to at risk faculty. Mason is requesting General Fund support for approximately one-half the costs for the creation and maintenance of an emergency retention fund while Non-General Funds will make up the remaining portion.

Strategy 10. Effectiveness and Efficiency: Mason is undertaking a major reengineering project that will touch many areas of the university. Efficiencies such as centralizing operations and conducting process analyses to improve functionality and reduce costs have begun - the process analysis of the student life cycle discussed in Strategy 3 is one of these effectiveness and efficiency initiatives. An Efficiency Task Force spent the past few years identifying areas for improvement. The process analyses and implementation of new systems and processes often

have upfront costs for consultants, software development, training, etc. As a result, efficiencies accrued with many of these changes will not be immediate. Over the next several biennia, Mason will be implementing efficiencies identified by the Task Force. Resources saved through these various initiatives will be reallocated, at least in part, to supporting an Emergency Retention Fund in Strategy 9.

Strategy 11. Multidisciplinary Institutes: Mason currently supports two large multidisciplinary institutes – the **Institute for Biomedical Innovation (IBI)** and the **Virginia Serious Games Institute**, and the University plans to launch up to three more over the next six-year period. Our multidisciplinary institutes are being established to drive growth in economic sectors in which the Commonwealth already has a competitive opportunity or advantage, including in the biotechnology and health sector and in the information and communications technologies (ICT) sector. The University has begun planning for the launch of two additional multidisciplinary institutes that leverage strengths in the university and in the region – one focused on cyber and data analytics and the second on resilient communities and technologies.

Each Mason institute is designed with three strategic, inter-related thrusts:

- **Discovery:** to advance the knowledge frontier through innovative multidisciplinary research and scholarship inspired by unmet societal needs and opportunities.
- **Innovation:** to strengthen the research-innovation cycle through academic, industry and investor partnerships in support of a robust innovation ecosystem.
- **Learning:** to develop current and future generations of Virginians prepared to contribute in significant ways to our increasingly knowledge-intensive economy.

The multidisciplinary research programs within each institute draw on strong relationships with both external partners and among faculty in all of Mason's colleges and schools. For example, Mason's new strategic partnership with the Inova Health System and the University of Virginia amplifies the breadth and depth of IBI impact. In 2017, this partnership led to the creation of the Global Genomics and Bioinformatics Research Institute (GGBRI), a 170,000 square foot research and innovation facility to be located on the innovation district campus of the Inova Center for Personalized Health (ICPH). Beginning in 2018, IBI faculty and students will work side-by-side with Inova clinicians and other academic and corporate partners in GGBRI, as well as in complementary state-of-the-art research facilities located on Mason's SciTech and Fairfax campuses. The multidisciplinary research programs within these institutes are also fully integrated with the learning mission of the university. For example, the development of innovative curricula in Mason's biological sciences and engineering programs are informed by research advances generated by IBI faculty, postdoctoral fellows, and students. Through IBI and the multi-institutional GGBRI, multidisciplinary, multi-functional teams of faculty, students, clinicians, and other healthcare and business professionals are identifying translational research opportunities that promise significant advances in personalized medicine, spawn new companies, create jobs, enhance the health of citizens in Virginia and beyond, and position the Commonwealth of Virginia as a pioneer in the personalized health and wellness revolution.

Support provided by the Commonwealth for Mason's multidisciplinary institutes has already contributed to improved competitiveness and new translational research and innovation opportunities. For example, a multidisciplinary team of IBI investigators recently competed for and won almost \$2 million of federal support for a state-of-the-art 3.0T fMRI. The only one of its kind in the region outside of the National Institutes of Health, the system will allow our investigators and their collaborators to explore the interrelations of brain and body functions from a biological, psychological, and social perspective, including the alterations of those relationships in the presence of acute and chronic stress such as trauma and pain. Once commissioned in 2018 in Mason's new Peterson Health Sciences Hall, this world-class system will be operated as a clinical research core and will be made available to researchers and clinicians at other Commonwealth institutions and health systems through the Virginia Neuroscience Initiative.

Strategy 12. Enhance Research Infrastructure and Grow Research- R1 Status and Economic Growth: Mason's discovery and innovation programs are inspired by and add value to economic activity in the Northern Virginia region and in the Commonwealth more broadly. The University has identified the following three multidisciplinary discovery and innovation areas for growth in the 2018-2024 period - priorities identified in collaboration with public and private sector partners in the region.

- *Pervasive Information & Communication Technologies:* The University seeks to double its sponsored research portfolio in Information and Communication Technologies (ICT) in the next 6-year period, creating critical innovation capacity in the increasingly important subfields of cybersecurity and data analytics. Growth in these research programs will contribute advances in the knowledge frontier that in turn will inspire the development of new products and services in the region's technology-intensive industries. They will also support the preparation of future generations of ICT knowledge workers positioned to contribute to innovation capacity in the region and more broadly for decades to come. Mason ICT graduates – the University currently produces more than 4,500 ICT-relevant graduates at bachelors, masters and PhD levels annually and plans to double this number over the next 6 years - will help meet the global shortfall in ICT workers; a shortage of more than 1.5 million cyber workers globally is predicted by the year 2020. These contributions will help attract and retain ICT-intensive industries in the Commonwealth.

- *Promoting Health and Wellbeing: Mason's Institute for Biomedical Innovation (IBI),* including faculty, student and postdoctoral researchers, will continue to focus on driving advances in technologies and interventions designed to improve the health and wellbeing of the citizens of the Commonwealth and beyond. Enabled by translational partnerships with clinical organizations and private sector companies, IBI researchers are helping power the personalized medicine revolution. In the next 6 year period, the University will serve as a founding member of the Global Genomics and Bioinformatics Research Institute (GGBRI), in partnership with the University of Virginia and the Inova Health System. GGBRI researchers, including an additional 30+ IBI research-active faculty, will engage in cutting-edge translational research and training in domains

such as proteomics, systems biology, bioengineering, bioinformatics, and related public policy. This priority area will prepare thousands of new Mason graduates to participate in the innovation and delivery of increasingly technology-intensive personalized health and wellbeing services, making Virginia a leader in this very promising area.

· *Resilience – Thriving Together during Change:* Mason's third multidisciplinary priority lies at the intersection of resilient social, engineered and environmental systems. This University community is examining, for example, the interdependencies among the increasing prevalence of extreme weather events, including solar weather events, and their current and projected impact on communities here in Virginia and others around the world. Increases in our understanding will inform the development of new methodologies, technologies and approaches to make our socio-political, built- and eco-systems more resilient to disruptive, undesirable change and better positioned to thrive in a rapidly changing world.

Virginia Research Investment Fund (VRIF) - The University community is fully engaged in planning, informing and executing the research, innovation, and workforce economic development strategies enabled by the GO Virginia and Virginia Research Investment Fund (VRIF) initiatives. Mason, the University of Virginia and the Inova Health System are founding partners of the Global Genomics and Bioinformatics Research Institute (GGBRI), a new entity to be established on the Inova Center for Personalized Health (ICPH) campus with support provided by the founding partners and VRIF. GGBRI will drive research advances in fields such as genetics and genomics, structural biology of disease, developmental biology, computational biology and biomedically-directed engineering. GGBRI-enabled research outcomes will accelerate the personalized health and wellness revolution, promising more cost-effective health and wellbeing interventions with excellent individual and population outcomes. With VRIF support and working with our partners in GGBRI, Mason plans to recruit Eminent Researchers in GGBRI-related fields who will increase research productivity at Mason, generate translational innovation outcomes including improvements in the quality of care provided to millions of Virginians, and attract a growing number of biotech and other health and wellbeing industries to the Commonwealth to support economic growth. Mason is also developing strategic innovation and workforce development initiatives aligned with other VRIF priorities. These include a workforce development program to prepare cyber professionals who will support and amplify the effectiveness of next generation cyber tools and technologies in Information and Communication Technologies (ICT) industries where the Commonwealth is already a national leader (second only to the State of California), as well as in industries whose competitive advantages are enhanced by revolutionary new cyber tools and technology, e.g. in the transportation, financial, energy, and other sectors. Mason is also working with its academic partners on other cyber and biosciences programs and initiatives that align with priorities identified for VRIF funding, including the multi-institutional Virginia Neurosciences Initiative (VNI).

C. Financial Aid

The proportion of Mason students with financial need continues to increase more rapidly than available resources. Despite limited increases in Commonwealth student financial assistance, the demand is rapidly outpacing state resources. The percentage of need met for full-time in-state undergraduate students decreased from 56.2% to 53.3% over the past five years, but the percentage of need met for full-time freshmen has held steady at approximately 59% over the last five years.

As Mason expands its capacity to serve an ever-increasing number of transfer students, as well as underserved populations including adults, active military, and veterans, students' financial need will only increase. Very few resources are available to support these students beyond Federal financial aid and state grant support. In 2016-17 GMU was fortunate to receive an additional \$3 million in state grant funds that allowed us to award state grants to over 1,300 more in-state students than in 2015-16. However, federal aid available remains stagnant and there are discussions of additional cuts to Title IV financial aid programs in current budget talks at the national level. The resource base for aid has not increased at the same rate as enrollment growth. Similarly, aid for graduate students is also limited but necessary to be competitive in recruiting and retaining talented students that will contribute to furthering Mason's educational and research goals and contribute to the Commonwealth's economy.

D. Evaluation of Previous Six-Year Plan

Strategy 1. Increase Student Financial Aid: Our goal is to maintain or reduce the amount of unmet need for Mason undergraduate students. Although we still lag behind others, we have made progress in this area. While Mason has increased undergraduate aid overall, thanks in part to additional resources provided by the Commonwealth, enrollment growth and a rise in the numbers of students from lower income households, continues to present challenges for us. As stated earlier, the decrease in the amount of need met for in-state students dropped from 56.2% in 2012-13 to 53.3% in 2016-17 for all full-time undergraduates, while we made some small progress in meeting need for full-time freshmen, rising from 59.1% in 2012-13 to 59.2% in 2016-17.

Strategy 2. 100,000 Career-Ready Graduates – Enrollment Growth and Degree Awards: At the start of FY 17, George Mason University believed that additional resources would be provided by the Commonwealth to address six year plan initiatives; regrettably however, due to revenue shortfalls, almost all growth funds were eliminated. Despite this, Mason continues to grow, increasing the number of in-state students we support, as well as showing growth in degree completion. Mason continues to provide new and innovated programs such as: Atmospheric Sciences, B.S.; Cyber Security Engineering, B.S.; Health Services Research, Ph.D.; International Security, M.A.; Mechanical Engineering, B.S.; Visual and Performing Arts, M.F.A.; Athletic Training, M.S.; Bioinformatics Management, P.S.M.; Global Antitrust Law & Economics, LL.M.; Rehabilitation Sciences, B.S.; United States Law,

LL.M. Further, pending approval, the following programs will launch in Fall 2017: Health Policy, M.S.; Criminal Justice, M.S.; Digital Forensics and Cyber Analysis.

Degree Awards – In 2016, Mason graduated 8,901 students, representing a 1% increase from the prior year. Included in this figure is growth in Bachelors degrees conferred of 3%. Based on these rates and our continued efforts to improve retention, including growth initiatives like the ADVANCE program and OVN (Online Virginia Network), we are on track to achieve the goal of 100,000 degrees by 2024.

Online - In 2016, we had 12 programs that were completely on-line experiences. Our growth in this area continues with the addition of 5 graduate programs and 5 undergraduate programs in FY 2017.

Strategy 3. Accessible Pathways: The number of students admitted under Mason's test optional program has increased over time; 10% of admitted students in 2014 compared to 16% of admitted students in 2017. Mason and Northern Virginia Community College created the COMPACT, which improves accessibility to Engineering degrees for students beginning their studies at the community college. The Fall 2016 number of new transfer students grew by 2.9%, compared to Fall 2014 (72 students, from 2,525 to 2,467).

In addition to these updates, Mason announced the creation of ADVANCE; a partnership with Northern Virginia Community College to develop 3-5 new guided pathway programs each year. Further, Mason has been a founding member of the Online Virginia Network, a collaboration between SCHEV, Old Dominion University, and Mason. This network officially launched in February 2017 and is targeted towards adult learners and members of the military.

In Spring 2017, Mason's international enrollment was up by 11.7% compared to the previous year (3,394 from 3,037, +357.) GMU-Korea's student enrollment was up by 34.5% (304 from 226, +78.) As of Spring 2017, 495 students have moved out of the INTO program and have matriculated to degree-seeking status at Mason. Thirty one students have graduated.

Strategy 4. Student Success Initiatives: In December 2015, Mason contracted with Blackboard Student Services to conduct a self-study of the Mason student experience to provide recommendations on how to improve the experience. The report was delivered in October 2016 and the university hosted a university-wide Student Experience Symposium in February 2017 to operationalize the findings. Mason has expanded its reporting capabilities and completed preliminary work to implement better tools to advise students and share information among colleagues invested in retention/graduation.

Strategy 5. Experiential and Innovative Learning: Mason has embarked on a new vision for Undergraduate Education, called the Mason Impact. The goal of the Mason Impact is to create students that are Engaged Citizens and Well-rounded Scholars who are Prepared to Act. The Mason Impact builds on our nationally recognized undergraduate research program, which was initiated in 2011 as the focus of SACS Quality Enhancement Plan, and has engaged more than 24,000

students in some aspect of undergraduate research. OSCAR (the Office of Student Scholarship, Creative Activities, and Research) home of the Students as Scholars initiative, will be expanding its focus to include promotion and development of robust curricular and co-curricular and multidisciplinary opportunities for students to engage in research, creative projects, study abroad, civic engagement, entrepreneurship, and other related activities. Our goal is to expand existing and develop a new set of Mason Impact curricular and co-curricular opportunities that emphasize the development of students as Engaged Citizens (civic engagement and global learning) and Well-Rounded Scholars (undergraduate research and creative activities) who are Prepared to Act (Entrepreneurs and Career-Ready).

Several new programs are increasing faculty and student involvement. Curriculum Impact Grants, building on successful Multidisciplinary Research Seed Grants and OSCAR's Scholarship Development Grants, are supporting teams of faculty working together from across campus to create new courses, certificates, concentrations, or majors (undergraduate and graduate programs), and have gained significant attention, with over 200 faculty participating. OSCAR is supporting seven competitively chosen Multidisciplinary Summer Team Projects, who are exploring topics as diverse as the water quality of the Chesapeake Bay, slavery at Gunston Hall, decomposition and the environment, and the effects of solitary confinement. Additional teams are working full time to develop entrepreneurial projects. Study abroad will be launching first-year specific programs where students complete many of their Mason Core requirements while at one of several locations across the globe in their second semester.

Strategy 6. Online Completion College: The launch of the Online Virginia Network (OVN) exemplifies Mason's unflagging persistence to pursue and provide multiple pathways and delivery formats to better serve the needs of our diverse and non-traditional students. This year, Mason joined forces with Old Dominion University (ODU) and launched a shared web portal to deliver a selection of Mason and ODU online programs at one location, allowing busy adult learners to find and enroll in high demand degree programs and finish their bachelor's degrees online. Mason will continue to work with OVN initiatives and help support the direction of this exciting endeavor.

Strategy 7. Support Teaching and Scholarship Excellence – Recruit and Retain Top Talent: Faculty and staff compensation continues to be a challenge for the university and represents one of our top areas of emphasis in the near term. At the start of the fiscal year, George Mason University was pleased to see additional resources planned by the Commonwealth that would be allocated to address faculty and staff compensation, however, after the realization of the revenue shortfall all funds were eliminated in FY 2017. As this was one of our top priorities, Mason gathered its funds from the university's share along with funds that were identified in the effectiveness and efficiency initiative to reallocate to this top priority. Mason was able to provide a small level of retention funding for faculty and staff. The university is pleased to see that through efforts from the Administration and Legislature, salary increases will be provided in the second year of the biennium.

Strategy 8. Effectiveness and Efficiency: Building upon the success of the institution's effectiveness and efficiency projects, Mason continues to look for ways to streamline programs and repurpose assets for optimal use which helps the university avoid additional costs and repurpose its base expenditures to address the highest priorities. During the past few years, the university has undertaken several division reorganizations and has established a committee to continue to identify additional ways to create efficiencies. Efficiencies such as centralizing operations to reduce redundancy and conducting process analyses to improve functioning and reduce costs have begun.

Since FY 2014, Mason deauthorized approximately \$230 Million of capital projects, transformed the Mason Inn (which had lost nearly \$12 Million since inception) to sorely needed educational space (classrooms and housing), built new revenue streams via a partnership with INTO, an international partner, while streamlined programs, contracts and positions to save over \$4.0 Million. We consolidated administrative offices in Alan and Sally Merten Hall and repurposed vacated office space in Mason Hall to add an additional 25,000 square feet of academic space, thereby saving \$7-8 Million in new construction costs.

Strategy 9. Multidisciplinary Institutes: Mason is committed to establishing multidisciplinary institutes designed to advance the economic and cultural prosperity of the Commonwealth while making contributions to key regional sectors. The multidisciplinary research programs within each institute draws on faculty expertise across Mason's colleges and schools and fully integrates with the academic mission of the university, being especially attentive to its valuable interdisciplinary research and education programs. The first institute, the Virginia Serious Game Institute (VSGI), is well underway, thanks in part to funding received from the Commonwealth during the previous biennium. The university is now engaged in establishing the second institute, the Institute for Biomedical Innovation (IBI). The Institute will accelerate biomedical research through a unique collaboration among university faculty and students, corporate researchers, health professionals, entrepreneurs and civic leaders. Multidisciplinary teams of faculty, students, clinicians, and other healthcare and business professionals will identify translational research opportunities that promise significant advances in personalized medicine while also spawning new companies, creating jobs and enhancing the health of citizens in Virginia and beyond. Although full funding was not received, the university was able to start the institute through partial funding of its core administrative needs. Additional funding in the next biennium is sought to fully round out the institute in hopes to achieve the full benefits for the university and Commonwealth.

Strategy 10. Enhance Research Infrastructure and Grow Research: In 2016, Mason was recognized as a Research 1 (R1) university. The University entered the upper echelon of US research universities as a consequence of its growing contributions to research and scholarship, both nationally and internationally.

World-class research and scholarship in the R1 institution is made possible by a multidisciplinary community of graduate students, postdoctoral fellows, and research faculty. At Mason, thousands of graduate students, postdoctoral fellows, and research faculty work closely with their faculty leaders, mentors and many

undergraduate students on projects designed to advance the knowledge frontier. This research of consequence is designed to contribute to the improved health, wealth and prosperity of citizens here in Virginia and other communities around the world.

The University continues to provide support for its growing graduate student and postdoctoral fellow community in a number of ways. For example, the Provost's Ph.D. Program provides graduate student support to recruit and retain students of the highest quality to Mason and is often used to strategic advantage in the support of promising new Masters and PhD programs. In addition, Mason offers competitive start-up packages for new tenure-track faculty hires. These packages often include funds to support graduate students or postdoctoral fellows who help faculty generate preliminary research results that then improve the competitiveness of proposals they submit to external sponsors. Finally, the Provost's Multidisciplinary Research competition is an example of one of several internal research competitions that Mason hosts annually, and whose winners receive graduate student or postdoctoral fellow support to build compelling new research programs that contribute to the University's success and growth as an R1 institution.

These institutional initiatives, and others like them, ensure that Mason continues to thrive as an R1 institution, generating world-class research and scholarship whose value and impact can be measured in numerous ways, including: in the number of graduates it produces; the number of research faculty and postdoctoral fellows it supports; the number and quality of its publications in the international literature; growth in relationships with corporate sector partners; increases in the number of start-ups emerging out of the university community; and increases in sponsored project expenditures, to name but a few. Mason plans to continue to contribute more to the Commonwealth's position as a national leader in the knowledge economy through growth in its research and scholarship portfolio.

E. Tuition Rate Increases

George Mason strives to be the University for the World. Access for all students is key to our measured success; we measure our success by how many we accept, not how many we turn away. We serve one of the largest populations of Pell grant recipients and have no disparity in student outcomes. Based on the Fall 2016 SCHEV data, Mason is the single largest in-state student serving institution. Mason remains a major contributor to the Commonwealth's growth of in-state enrollment over the last decade with undergraduate enrollment growing 27.1% or 4,353 new students. In fact, in Fall 2016, Mason accounted for 16.8% of all in-state enrollment among the 15 public four-year institutions, which is an increase from 16.0% in Fall 2006.

Each doctoral institution within the Commonwealth of Virginia has a unique mission, funding comparisons may present an interesting analysis. The following table illustrates both the institutional differences in total funding within the Commonwealth of Virginia and the relationship between tuition and General Fund support at the

Virginia doctoral universities. In FY 2018 Mason is operating with approximately 74 percent of the total resources available to the other doctoral universities.

EDUCATIONAL AND GENERAL			
ESTIMATED TOTAL FUNDING PER IN-STATE FTE STUDENT, FY 2018			
General Fund, Tuition and Mandatory E&G Fees			
DOCTORAL INSTITUTIONS	GENERAL FUND FY 2018*	IN-STATE TUITION FY 2018	TOTAL
College of William & Mary	\$7,733	\$16,506	\$24,239
University of Virginia	8,640	13,810	22,450
Virginia Tech	6,989	11,263	18,252
Virginia Commonwealth Univ	6,887	11,483	18,370
Old Dominion	6,275	6,648	12,923
Doctoral Avg. excl. Mason	\$7,305	\$11,942	\$19,247
GEORGE MASON	\$5,658	\$8,672	\$14,330
Mason % of Average	77.5%	72.6%	74.5%

*General Fund per in-state student estimate based on SCHEV FTE projection in the 2B report; numbers for all institutions will change with actual revised numbers.

The university seeks to keep tuition increases moderate at five percent each year to maintain access and affordability to our students. Even with the proposed tuition increase, George Mason University will remain in the same position relative to the other doctoral institutions in the Commonwealth. Over the next biennium, George Mason University will employ twelve strategies that are paramount for the university's continued growth and momentum. These key strategies, outlined in our academic plan, are supported by tuition revenue. Our strategies relate to the Virginia Plan Goals and are outlined below; the university plans to:

1. Provide affordable access for all: The University will address student financial assistance, enrollment growth and degree awards for Virginia undergraduate and graduate residents, and redesign the student experience. Collectively these strategies will require approximately 2.0 percent growth in tuition over the biennium.
2. Optimize student success for work and life: The University will develop new and enhanced programs, shift additional programs overtime to an online format, and expand partnerships with Northern Virginia Community College.

- These enhancements will impact our commitment towards optimizing our students' success now and in their future. Collectively these strategies will require approximately 0.3 percent growth in tuition over the biennium.
3. Drive change and improvement through innovation and investment: Investing in the most valuable capital, our human capital, drives change and innovation by recruiting new faculty, attaining more marketable salary levels, and developing an on-going retention fund to retain our talented faculty and staff. Collectively these strategies will require approximately 4.7 percent growth in tuition over the biennium.
 4. Advance the economic and cultural prosperity of the Commonwealth and its regions: The University will invest in research activities and institutes to develop economic and cultural prosperity of the region and Commonwealth as a whole. Further we will invest in our facilities and infrastructure to support its growth in this area. Collectively these strategies and other investments will require approximately 3.0 percent growth in tuition over the biennium.

The investments from the Commonwealth and from our students and parents are necessary to ensure we can continue to provide a high-quality education and experience as we prepare students for meaningful work and life. Whether it's through student-faculty research opportunities, a transformative educational experience, or opportunities to learn from renown faculty that open up new ways of thinking, these experiences will spark passion in each individual as they shift from a George Mason University student into the world with the confidence and skills needed for our increasing complex society.

F. Contributions to Economic Development

In addition to generating new and growing economic opportunities, Mason's research and scholarship programs also contribute to enhancements in the quality of life for hundreds of thousands of Virginians annually. For example, Mason and Partners (MAP) inter-professional clinics will continue to serve uninsured, immigrant and refugee communities in Prince William and Fairfax Counties. Providing increasingly effective health care, school physicals, screening, and mental health services for tens of thousands of individuals annually from low income and medically underserved areas, these community-based participatory programs lead to the identification of interventions that enhance health and wellbeing, provide hands-on-training for future generations of health professionals, and inform the development and implementation of effective policy and social change. In another example, Mason's Center for the Arts in Fairfax and the Hylton Performing Arts Center on our Science and Technology Campus will continue to serve more than 300,000 patrons and participants annually. This community service will continue to be supported by Mason's world-class College of Visual and Performing Arts, which currently supports more than 1,400 majors across the four founding disciplines of Art and Visual Technology, Dance, Music and Theater, as well as three newer programs in Arts Management, Film and Video Studies and Computer Game Design.

Finally, the University continues implementation of a comprehensive entrepreneurship initiative named Entrepreneurship@Mason. For example, the Mason Enterprise Center continues to support the entrepreneurial activities of thousands of Virginia small businesses annually, a new Mason-wide minor in Entrepreneurship will prepare thousands of Mason innovators for successful careers in start-ups and established businesses, and a new Lean Launchpad initiative will help faculty, graduate students and postdoctoral trainees more effectively transition University technologies out of our research labs and into private sector organizations that stimulate economic growth in the Commonwealth.

G. Capital Outlay

George Mason University continues to align facilities plans to the university's strategic plan, taking steps to improve asset utilization at its Arlington and Science and Technology campuses and lessen pressure on overcrowded facilities at the Fairfax campus. Through long-term capital planning, the university seeks to ensure its ability to produce career-ready graduates in the future by prioritizing investments in assets as follows:

1. Underlying infrastructure
2. Existing assets
 - a. Renovate existing space to meet current pedagogy
 - b. Address energy improvements and deferred maintenance
 - c. Address functional obsolescence
 - d. Reduce off-campus leases where possible

Specific high-impact projects that support this underlying capital strategy are listed below:

1. Replacement of Robinson Hall: The University received authorization and funding for this critical project to replace this antiquated classroom and office space and is awaiting allocation of funding to proceed into design activities. 30% of university classrooms are located in this building, originally constructed in 1975. There have been no significant functional or code-related improvements to it since that time. It can no longer support the pedagogy of today. The University and its design team are currently at the Schematic Design phase and are on track for early 2021 building opening.

2. Utility Distribution Infrastructure Improvement: The University received authorization and funding for this project to replace crumbling chilled and hot water distribution pipelines throughout campus, addressing deferred maintenance, increased distribution capacity and energy improvement throughout the core of the Fairfax Campus. Additionally, this project provides for redundancy in some areas of campus where none exists today. Combined, this additional capacity and redundancy will help ensure the university will be able to provide services at all of its facilities now and for the next 10 years. Execution is at the schematic design phase and is on track for phased completion in conjunction with the Robinson Hall replacement project.

3. Telecommunications/Network Infrastructure Enhancements: This project corrects long-standing shortcomings in the campus-wide telecommunications and data network. Mason's wifi capability is currently designed for 3,500 students and we are serving over 35,000. This project is critical for an adequate classroom learning environment and Mason is already experiencing serious interruptions in service that affect the learning and experience for our students, faculty and staff. Further, without this project, our ability to increase our online activity in the Online Virginia Network (OVN) for example, will be greatly impacted and limited. This project will increase survivability of data and telecom systems at the Fairfax, Arlington, and Science and Technology campuses by providing redundant network connections that will minimize outages – both planned and unplanned. This is the first phase of a multi-year network enhancement program that will provide a resilient network infrastructure capable of meeting the academic and research needs of the university as well as posture the university to take advantage of mobile technologies in its teaching and learning models. The University received planning authorization in 2016, but has not received funding allocation. Receipt of the planning funds and follow-on construction funding is critical to being able to meet the needs of the University.

4. Renovate Science and Technology I – Planetary Hall: This project includes the phased renovation of 100,000 GSF of the Planetary Hall/Science and Technology I building. The building supports science education and student/faculty collaborative research for the Chemistry/BioChemistry department, and the School of Physics, Astronomy, and Computational Sciences and was originally constructed in 1987. Due to the age of the building, the existing science instructional and research labs need extensive infrastructure updates, as well as health and safety code updates. The building does not meet technology and infrastructure standards for today's STEM education, so renovations are necessary to improve instructional and research environments for students and faculty.

In addition to providing modern science instructional and research labs, this project will allow Mason to meet its goals for energy use and sustainability by providing a more energy efficient facility. Sustainability is a key cross-disciplinary component of the curriculum of the science-based programs that will be located in this building, so this project will allow us to have a facility that better reflects that principle in practice. This project will complete the renovation and upgrade of Mason's Fairfax science complex after completion of renovation of the adjoining Science and Technology II/Exploratory Hall.

5. Renovation of Enterprise Hall - This project continues the investment in aging existing facilities on the Fairfax Campus. Built in 1995 as a generic classroom and office building, it has housed a mixed collection of academic units. As the Fairfax Campus has transformed and purpose-built academic buildings built, this building has become the home of the School of Business. When the new Robinson Hall replacement project completes in 2021, nearly half of the space of Enterprise will be vacant allowing prime timing to renovate the building, while

minimizing the need for temporary facilities. This will accomplish conversion of the space to meet the needs of a 21st century business school, and make energy enhancements and replacement worn out systems.

H. Restructuring

The Restructuring Act has provided significant benefits to institutions of Higher Education in Virginia. With additional operating authority, institutions have been able to operate more nimbly and flexibly in an ever-changing environment. The changes from the Restructuring Act better positioned George Mason University and supported the university's growing teaching, research, and outreach mission. Further, the change in authority has helped the university stimulate economic activities to improve the local region and the Commonwealth as a whole.

Under current statute for Level II institutions, boards of visitors and governing bodies are limited to exercising authority in two of the three functional areas of information technology, procurement, and capital projects. Enhanced restructuring would permit the boards of visitors or governing body of any Virginia public institution of higher education with additional authority in the functional areas mentioned above and provide financial operating authority for institutions that have entered into management agreements.

As we all know, Higher Education has and continues to experience one of the most prolonged periods of relatively unpredictable economic conditions. Now, more than ever, public institutions of higher education need to be responsive to its constituents – lawmakers, students, alumni, Board of Visitors, faculty, staff, and the larger community. In times of rapid change, we need to remain accountable for the limited state tax dollars we receive. However, we need to be responsive and flexible to meet the needs of our unique institution. As we move forward, the need to explore additional areas of operating and financial authority to further enhance restructuring and provide the flexibility to compete in competitive national and international markets, are essential. Enhancements to the Restructuring Act will enable higher education institutions that have a demonstrated track record of success to have additional flexibility and reduced regulations, which will ultimately benefit the Commonwealth. The pilot authority that was granted to George Mason University in the most recent biennium has allowed our university to take steps forward in an ever changing environment. Changes and growth in authority in information technology, procurement, and capital projects has been approved by our Board of Visitors and submitted to the Commonwealth. The university has made great gains in efficiency and effectiveness with these changes and the additional authority has help the university align efforts and position the university for continued success. George Mason University looks forward to engaging in further dialogues with the Administration and Legislature as we seek additional permanent authority. Some examples of additional authority and reduced regulations we are interested in discussing include items like Equipment Trust Funds pre-approval process changes, further financial and administrative authority, and more direct involvement with interest earnings on non-general fund balance oversight and investment.