

Six-Year Plans (2025): 2026-27 through 2031-32

Due: July 3, 2025

Institution:

George Mason University

Institution UNITID:

247

Individual responsible for plan

Name(s) & Title(s):

Dan Stephens, Interim Senior Vice President and Chief Financial Officer

Email address(es):

dsteph@gmu.edu

Telephone number(s):

703-993-8750

Part 1: Undergraduate Tuition and Mandatory Fee Increase Plans in 2026-28 Biennium George Mason University

Instructions: Provide annual planned increases in undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees for both in-state and out-of-state students in 2026-28 biennium. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors with the assumption of no new state general fund support.

	Undergraduate Tuition and Mandatory Fees				
	2025-26 Charge (BOV approved)	2026-27		2027-28	
		Planned Charge	% Increase	Planned Charge	% Increase
In-State UG Tuition	\$10,392	\$10,704	3.0%	\$11,025	3.0%
In-State UG Mandatory E&G Fees	\$0	\$0	%	\$0	%
In-State UG Mandatory non-E&G Fees	\$3,924	\$4,042	3.0%	\$4,163	3.0%
In-State UG Total	\$14,316	\$14,746	3.0%	\$15,188	3.0%
Out-of-State UG Tuition	\$35,388	\$36,012	1.8%	\$36,654	1.8%
Out-of-State UG Mandatory E&G Fees	\$0	\$0	%	\$0	%
Out-of-State UG Mandatory non-E&G Fees	\$3,924	\$4,042	3.0%	\$4,163	3.0%
Out-of-State UG Total	\$39,312	\$40,054	1.9%	\$40,817	1.9%

Part 2: Revenue: 2024-25 through 2031-32

George Mason University

Instructions: Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, **provide total collected or projected to collect revenues (after discounts and waivers)** by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue.

In line 25, enter E&G GF revenues for the current bienium, including any funds administratively transferred into your E&G programs during the fiscal year. The GF amount in each year of 2027-2032 should remain the same as the 2025-26 general fund for E&G. The formulas will automatically hold that constant for the remaining years of 2027 to 2032

Items	2024-2025 (Actual)	2025-2026 (Estimated)		2026-2027 (Planned)		2027-2028 (Planned)	
	Total Collected Tuition Revenue	Total Collected Tuition Revenue	Chg	Total Projected Tuition Revenue	Chg	Total Projected Tuition Revenue	Chg
E&G Programs							
Undergraduate, In-State	\$231,531,865	\$242,110,214	4.6%	\$249,760,534	3.2%	\$260,001,705	4.1%
Undergraduate, Out-of-State	\$155,148,456	\$163,222,981	5.2%	\$166,972,630	2.3%	\$172,151,435	3.1%
Graduate, In-State	\$44,779,529	\$40,468,969	-9.6%	\$41,133,371	1.6%	\$42,914,421	4.3%
Graduate, Out-of-State	\$77,373,976	\$76,135,691	-1.6%	\$76,664,415	0.7%	\$79,876,712	4.2%
Law, In-State	\$4,249,818	\$3,142,501	-26.1%	\$3,214,568	2.3%	\$3,204,367	-0.3%
Law, Out-of-State	\$13,276,895	\$9,605,595	-27.7%	\$9,902,282	3.1%	\$9,954,516	0.5%
Other NGF	\$18,477,322	\$21,000,000	13.7%	\$21,525,000	2.5%	\$22,063,125	2.5%
Total E&G NGF Revenue	\$544,837,862	\$555,685,950	2.0%	\$569,172,800	2.4%	\$590,166,280	3.7%
E&G GF Revenue (assume flat after 2026)	\$271,558,966	\$289,901,915	6.8%	\$276,606,915	-4.6%	\$276,606,915	0.0%
E&G Tuition Offset Waiver	\$7,923,200	\$8,813,000	11.2%	\$8,813,000	0.0%	\$8,813,000	0.0%
Total E&G Revenue	\$824,320,028	\$854,400,865	3.6%	\$854,592,715	0.0%	\$875,586,195	2.5%

Auxiliary Revenue	2024-2025 (Actual)	2025-2026 (Estimated)		2026-2027 (Planned)		2027-2028 (Planned)	
	Total Revenue	Total Revenue	Chg	Total Revenue	Chg	Total Revenue	Chg
In-State undergraduates	\$89,746,272	\$92,642,760	3.2%	\$95,149,848	2.7%	\$98,222,760	3.2%
All Other students	\$34,901,328	\$36,027,740	3.2%	\$37,002,752	2.7%	\$38,197,740	3.2%
Total non-E&G fee revenue	\$124,647,600	\$128,670,500	3.2%	\$132,152,600	2.7%	\$136,420,500	3.2%
Total Auxiliary Revenue	\$303,147,600	\$311,270,500	2.7%	\$318,947,200	2.5%	\$327,505,200	2.7%

Part 2: Revenue: 2024-25 through 2031-32

George Mason University

Instructions: Provide a pro forma analysis of total tuition revenue in years 2029-2032 by holding T&F constant at the planned 2027-28 rate while incorporating your institution's submitted enrollment projections for each year through 2032. These columns are NOT meant to be a projection and do NOT make any assumption about GF support. The calculations will be used to support the pro forma analysis in tab 5.

2028-2029 (Pro Forma)		2029-2030 (Pro Forma)		2030-2031 (Pro Forma)		2031-2032 (Pro Forma)			
Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	2024-2032 Chg	CAGR
\$264,135,333	1.6%	\$267,900,703	1.4%	\$271,720,986	1.4%	\$275,596,822	1.4%	19%	2.5%
\$175,229,857	1.8%	\$177,905,109	1.5%	\$180,622,976	1.5%	\$183,384,062	1.5%	18%	2.4%
\$43,953,047	2.4%	\$44,956,517	2.3%	\$45,983,857	2.3%	\$47,035,636	2.3%	5%	0.7%
\$82,330,412	3.1%	\$84,719,237	2.9%	\$87,179,815	2.9%	\$89,714,338	2.9%	16%	2.1%
\$3,163,398	-1.3%	\$3,078,589	-2.7%	\$2,992,064	-2.8%	\$2,903,762	-3.0%	-32%	-5.3%
\$9,787,909	-1.7%	\$9,501,874	-2.9%	\$9,209,991	-3.1%	\$8,912,054	-3.2%	-33%	-5.5%
\$22,614,703	2.5%	\$23,180,071	2.5%	\$23,759,572	2.5%	\$24,353,562	2.5%	32%	4.0%
\$601,214,659	1.9%	\$611,242,100	1.7%	\$621,469,262	1.7%	\$631,900,235	1.7%	16%	2.1%
\$276,606,915	0.0%	\$276,606,915	0.0%	\$276,606,915	0.0%	\$276,606,915	0.0%	2%	0.3%
\$8,813,000	0.0%	\$8,813,000	0.0%	\$8,813,000	0.0%	\$8,813,000	0.0%	11.2%	1.5%
\$886,634,574	1.3%	\$896,662,015	1.1%	\$906,889,177	1.1%	\$917,320,150	1.2%	11.3%	1.5%

Part 3: Financial Aid Plan: 2025-26 through 2031-32

George Mason University

Instructions: Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid for the revenue numbers in Tab 2. To ensure compliance with the state prohibition that in-state students not subsidize out-of-state students and to provide the review group with a scope of the strategy, projections must be made for each of the indicated categories. Please be aware that this data will be compared with similar data provided by other institutional offices in order to ensure overall consistency. (Please do not alter shaded cells that contain formulas.)

The methodology used for completing this report **MUST match the methodology used by the institution's financial aid office for completing the annual financial aid data file and related reports.**

"Other Discounts and Waiver" means the totals of any unfunded full or partial tuition waiver reducing the students' charges, including Virginia Military Survivors and Dependent Education Program and the Senior Citizens Tuition Waiver. Do not include the tuition differential for the tuition exceptions.

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

***2024-25 (Actual) Please see footnote below**

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$231,531,865	\$4,539,953	2.0%	\$4,539,953	\$12,039,269	\$9,994,326	\$253,565,460	10.5%	\$0 Compliant
Undergraduate, Out-of-State	\$155,148,456	\$35,495,473	22.9%	\$35,495,473	\$6,883,829	\$5,366,069	\$167,398,354	28.5%	
Graduate, In-State	\$44,779,529	\$190,677	0.4%	\$190,677	\$3,199,068	\$3,978,709	\$51,957,306	14.2%	
Graduate, Out-of-State	\$77,373,976	\$2,506,735	3.2%	\$2,506,735	\$10,354,038	\$990,775	\$88,718,789	15.6%	
First Professional, In-State	\$4,249,818	\$0	%	\$0	\$1,685,029	\$81,691	\$6,016,539	29.4%	
First Professional, Out-of-State	\$13,276,895	\$11,000	0.1%	\$11,000	\$5,954,409	\$42,429	\$19,273,734	31.2%	
Total	\$526,360,540	\$42,743,838	8.1%	\$42,743,838	\$40,115,642	\$20,454,000	\$586,930,182	17.6%	

2025-26 (Estimate)									Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)	
Undergraduate, In-State	\$242,110,214	\$4,676,152	1.9%	\$4,676,152	\$12,400,447	\$10,294,156	\$264,804,817	10.3%	\$0 Compliant
Undergraduate, Out-of-State	\$163,222,981	\$36,560,337	22.4%	\$36,560,337	\$7,090,344	\$5,527,051	\$175,840,375	28.0%	
Graduate, In-State	\$40,468,969	\$196,397	0.5%	\$196,397	\$3,295,040	\$4,098,070	\$47,862,080	15.9%	
Graduate, Out-of-State	\$76,135,691	\$2,581,937	3.4%	\$2,581,937	\$10,664,659	\$1,020,499	\$87,820,849	16.2%	
First Professional, In-State	\$3,142,501	\$0	%	\$0	\$1,735,580	\$84,142	\$4,962,223	36.7%	
First Professional, Out-of-State	\$9,605,595	\$11,330	0.1%	\$11,330	\$6,133,042	\$43,702	\$15,782,339	39.2%	
Total	\$534,685,950	\$44,026,153	8.2%	\$44,026,153	\$41,319,112	\$21,067,620	\$597,072,682	17.8%	

Allocation of Tuition Revenue Used for Student Financial Aid

2026-27 (Planned)								Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)		
Undergraduate, In-State	\$249,760,534	\$4,816,436	1.9%	\$4,816,436	\$13,257,630	\$11,005,741	\$274,023,905	10.6%	\$0 Compliant
Undergraduate, Out-of-State	\$166,972,630	\$37,657,147	22.6%	\$37,657,147	\$7,580,465	\$5,909,109	\$180,462,204	28.3%	
Graduate, In-State	\$41,133,371	\$202,289	0.5%	\$202,289	\$3,522,810	\$4,381,350	\$49,037,532	16.5%	
Graduate, Out-of-State	\$76,664,415	\$2,659,395	3.5%	\$2,659,395	\$11,401,855	\$1,091,041	\$89,157,311	17.0%	
First Professional, In-State	\$3,214,568	\$0	%	\$0	\$1,855,552	\$89,959	\$5,160,079	37.7%	
First Professional, Out-of-State	\$9,902,282	\$11,670	0.1%	\$11,670	\$6,556,989	\$46,723	\$16,505,994	40.1%	
Total	\$547,647,800	\$45,346,938	8.3%	\$45,346,938	\$44,175,302	\$22,523,923	\$614,347,025	18.2%	

2027-28 (Planned)								Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)		
Undergraduate, In-State	\$260,001,705	\$4,960,929	1.9%	\$4,960,929	\$14,140,529	\$11,738,674	\$285,880,907	10.8%	\$0 Compliant
Undergraduate, Out-of-State	\$172,151,435	\$38,786,862	22.5%	\$38,786,862	\$8,085,290	\$6,302,630	\$186,539,354	28.5%	
Graduate, In-State	\$42,914,421	\$208,358	0.5%	\$208,358	\$3,757,414	\$4,673,128	\$51,344,963	16.8%	
Graduate, Out-of-State	\$79,876,712	\$2,739,177	3.4%	\$2,739,177	\$12,161,168	\$1,163,699	\$93,201,579	17.2%	
First Professional, In-State	\$3,204,367	\$0	%	\$0	\$1,979,124	\$95,949	\$5,279,440	39.3%	
First Professional, Out-of-State	\$9,954,516	\$12,020	0.1%	\$12,020	\$6,993,655	\$49,835	\$16,998,006	41.5%	
Total	\$568,103,155	\$46,707,346	8.2%	\$46,707,346	\$47,117,179	\$24,023,915	\$639,244,249	18.4%	

2028-29 (Pro Forma)									
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i \$0 Compliant
Undergraduate, In-State	\$264,135,333	\$5,109,757	1.9%	\$5,109,757	\$14,564,745	\$12,090,834	\$290,790,911	10.9%	
Undergraduate, Out-of-State	\$175,229,857	\$39,950,468	22.8%	\$39,950,468	\$8,327,849	\$6,491,708	\$190,049,414	28.8%	
Graduate, In-State	\$43,953,047	\$214,609	0.5%	\$214,609	\$3,870,136	\$4,813,322	\$52,636,505	16.9%	
Graduate, Out-of-State	\$82,330,412	\$2,821,352	3.4%	\$2,821,352	\$12,526,003	\$1,198,610	\$96,055,025	17.2%	
First Professional, In-State	\$3,163,398	\$0	%	\$0	\$2,038,497	\$98,828	\$5,300,723	40.3%	
First Professional, Out-of-State	\$9,787,909	\$12,381	0.1%	\$12,381	\$7,203,465	\$51,330	\$17,042,704	42.6%	
Total	\$578,599,956	\$48,108,566	8.3%	\$48,108,566	\$48,530,694	\$24,744,632	\$651,875,282	18.6%	

Allocation of Tuition Revenue Used for Student Financial Aid

2029-30 (Pro Forma)								Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)		
Undergraduate, In-State	\$267,900,703	\$5,263,050	2.0%	\$5,263,050	\$15,001,687	\$12,453,559	\$295,355,949	11.1%	\$0 Compliant
Undergraduate, Out-of-State	\$177,905,109	\$41,148,982	23.1%	\$41,148,982	\$8,577,684	\$6,686,460	\$193,169,253	29.2%	
Graduate, In-State	\$44,956,517	\$221,047	0.5%	\$221,047	\$3,986,240	\$4,957,722	\$53,900,479	17.0%	
Graduate, Out-of-State	\$84,719,237	\$2,905,993	3.4%	\$2,905,993	\$12,901,783	\$1,234,568	\$98,855,588	17.2%	
First Professional, In-State	\$3,078,589	\$0	%	\$0	\$2,099,652	\$101,793	\$5,280,034	41.7%	
First Professional, Out-of-State	\$9,501,874	\$12,752	0.1%	\$12,752	\$7,419,569	\$52,869	\$16,974,312	44.1%	
Total	\$588,062,029	\$49,551,823	8.4%	\$49,551,823	\$49,986,615	\$25,486,971	\$663,535,615	18.8%	

2030-31 (Pro Forma)								Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)		
Undergraduate, In-State	\$271,720,986	\$5,420,941	2.0%	\$5,420,941	\$15,451,737	\$12,827,166	\$299,999,889	11.2%	\$0 Compliant
Undergraduate, Out-of-State	\$180,622,976	\$42,383,451	23.5%	\$42,383,451	\$8,835,015	\$6,887,053	\$196,345,044	29.6%	
Graduate, In-State	\$45,983,857	\$227,678	0.5%	\$227,678	\$4,105,827	\$5,106,454	\$55,196,138	17.1%	
Graduate, Out-of-State	\$87,179,815	\$2,993,173	3.4%	\$2,993,173	\$13,288,836	\$1,271,605	\$101,740,257	17.3%	
First Professional, In-State	\$2,992,064	\$0	%	\$0	\$2,162,642	\$104,847	\$5,259,552	43.1%	
First Professional, Out-of-State	\$9,209,991	\$13,135	0.1%	\$13,135	\$7,642,156	\$54,456	\$16,906,603	45.6%	
Total	\$597,709,689	\$51,038,378	8.5%	\$51,038,378	\$51,486,213	\$26,251,580	\$675,447,483	19.1%	

2031-32 (Pro Forma)								Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)		
Undergraduate, In-State	\$275,596,822	\$5,583,570	2.0%	\$5,583,570	\$15,915,290	\$13,211,981	\$304,724,092	11.4%	\$0 Compliant
Undergraduate, Out-of-State	\$183,384,062	\$43,654,955	23.8%	\$43,654,955	\$9,100,065	\$7,093,665	\$199,577,792	30.0%	
Graduate, In-State	\$47,035,636	\$234,509	0.5%	\$234,509	\$4,229,002	\$5,259,647	\$56,524,285	17.2%	
Graduate, Out-of-State	\$89,714,338	\$3,082,968	3.4%	\$3,082,968	\$13,687,501	\$1,309,754	\$104,711,593	17.3%	
First Professional, In-State	\$2,903,762	\$0	%	\$0	\$2,227,521	\$107,992	\$5,239,275	44.6%	
First Professional, Out-of-State	\$8,912,054	\$13,529	0.2%	\$13,529	\$7,871,421	\$56,089	\$16,839,564	47.2%	
Total	\$607,546,673	\$52,569,529	8.7%	\$52,569,529	\$53,030,800	\$27,039,128	\$687,616,601	19.3%	

* 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.

Part 4: ACADEMIC-FINANCIAL PLAN: 2026-27 through 2031-33
George Mason University

Instructions: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies and other expenditure increases. Provide a concise description in the "Notes" column (column Q), including a 2% salary increase and 1% health insurance premium increase where relevant and a specific reference as to where more detailed information can be found in the Narrative document.

Complete the lines appropriate to your institution, adding lines within the relevant categories as needed. As completely as possible, the items should represent a complete picture of your anticipated use of projected tuition revenues and strategic focus areas. Categories are listed in bold; you may not change the categories but you may add lines where indicated. Please update total cost formulas if necessary. For every line, the total amount and the sum of the reallocation and tuition revenue should equal one another.

Funding amounts in the first year should be incremental. However, if the costs continue into the second year and beyond, they should be reflected cumulatively, not an annual increase. Please update total cost formulas if necessary. Institutions should assume no general fund (GF) support in 2026-28 in this tab aside from the instructed assumptions for salary and health insurance premium increases. A separate tab (Tab 6) is provided for institutions to request additional GF support for 2026-28. Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 6, General Fund Request, of the plan.

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.

Lines 5 and 6 collect the estimated E&G expenditures of 2024-25 and 2025-26 as baselines for Tab 5 Pro Forma.

For the 2028-30 biennium and 2030-2032 biennium, total amounts should be provided as estimates of future expenditures on these items but delineation of reallocation vs. tuition revenue vs. GF does not need to be provided by the institution.

Funding amounts shall assume an annual 2% salary increase for each year from FY2027 to FY2032 for those employees eligible for the state-supported salary increases in the 2024-2026 biennium. In columns H and L, institutions should use the estimated GF share of these increases provided in the salary and health insurance calculator file. If an institution plans to use its own funds to provide additional salary increases, add lines below the "increased estate health insurance cost" and specify salary amount by employee type and associated fringe benefit costs, but do not put any dollar amount in Columns H and L.

Please estimate total E&G expenditures for 2024-25 and 2025-26

Table with 2 columns: Expenditure Category, Amount. Rows: Total Estimated 2024-25 E&G Expenditures (\$824,320,028), Total Estimated 2025-26 E&G Expenditures (\$854,400,865).

47.3%

47.3%

Incremental amounts relative to 2025-26 estimated baseline

Table with 15 columns: Short Title, Virginia Strategic Plan Goal(s), 2026-2027 (Total Amount, Reallocation, Amount from Tuition Revenue, Amount from GF), 2027-2028 (Total Amount, Reallocation, Amount from Tuition Revenue, Amount from GF), 2028-2029 (Total Amount (Pro Forma)), 2029-2030 (Total Amount (Pro Forma)), 2030-2031 (Total Amount (Pro Forma)), 2031-2032 (Total Amount (Pro Forma)), Explanation. Rows include Salary & benefit increases, Inflationary non-personnel cost increases, and Financial aid expansion.

Part 4: ACADEMIC-FINANCIAL PLAN: 2026-27 through 2031-33
George Mason University

		2026-2027				2027-2028				2028-2029	2029-2030	2030-2031	2031-2032	Please be brief; reference specific narrative question for more detail.
Short Title		Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GP (Salaries & benefits)	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GP (Salaries & benefits)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	
New/expanded academic programs														
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	Expense Offset to Remove One-Time State GF Reappropriation	-\$13,295,000	\$0	\$0	-\$13,295,000	-\$13,295,000	\$0	\$0	-\$13,295,000	-\$13,295,000	-\$13,295,000	-\$13,295,000	-\$13,295,000	
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other academic & student support strategies & initiatives														
	Transfer from AE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	Funding Reversal for FY26 Received in FY25	\$11,110,200	\$0	\$11,110,200	\$0	\$11,110,200	\$0	\$11,110,200	\$0	\$11,110,200	\$11,110,200	\$11,110,200	\$11,110,200	
	Student success initiatives:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	AI Initiatives	\$960,000	\$0	\$960,000	\$0	\$960,000	\$0	\$960,000	\$0	\$960,000	\$960,000	\$960,000	\$960,000	
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other non-academic strategies & initiatives														
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Additional Funding Need		\$18,199,200	\$0	\$25,645,299	-\$7,446,099	\$40,387,551	\$0	\$41,874,536	-\$1,486,985	\$62,874,676	\$86,013,429	\$109,683,399	\$131,899,285	

Auto Check Match=0 (Must not be greater than incremental Tuft Rev in Part 2). If not match, please provide explanations	
2026-2027	2027-2028
-\$12,158,450	-\$7,394,206

Part 5: Six-year Pro Forma Calculations: 2024-25 through 2031-32
George Mason University

Instructions: No new data needs to be added on this tab; it is entirely comprised by formulas. The top section pulls in data from the previous tabs to calculate a pro forma budget surplus/deficit for the 6 years. The following section calculates what T&F (price) and GF increases would theoretically need to occur each year in order to cover the deficit and maintain the 2024-25 GF/NGF split. At the bottom is a blended scenario calculator that a user can leverage to calculate custom "shared" scenarios where deficits can be covered by a combination of expenditure reduction, T&F increases, and GF increases. Cells D28:30 should be set by the user (so long as they add up to 100%) and the results will flow into the rows below that automatically. This analysis is intended to be directional and pro forma; it is not intended to be interpreted as a projection or plan/budget of any kind.

Note: this pro forma does not include any of the additional GF requests in the following tab; those requests would require GF funding on top of what is calculated in this tab.

From FY25-FY32																	
Baseline Pro Forma Surplus/Deficit	2024-2025 (Actual)	2025-2026 (Est.)	Chg	2026-2027 (Est.)	Chg	2027-2028 (Plan)	Chg	2028-2029	Chg	2029-2030	Chg	2030-2031	Chg	2031-2032	Chg	Total Chg	Avg Annual Chg
Total E&G GF Revenue from Tab2, flat after 2027-2	279,482,166	298,714,915	7%	291,268,816	-2%	297,227,930	2%	303,307,197	2%	309,504,818	2%	315,823,125	2%	322,264,501	2%	15%	2%
Tuition discount rate	17.6%	17.8%	0.2%	18.2%	0.4%	18.4%	0.2%	18.6%	0.2%	18.8%	0.2%	19.1%	0.2%	19.3%	0.2%	8%	1%
Total E&G NGF Revenue	544,837,862	555,685,950	2%	569,172,800	2%	590,166,280	4%	601,214,659	2%	611,242,100	2%	621,469,262	2%	631,900,235	2%	16%	2%
Incremental E&G NGF Revenue vs. prior yr		10,848,089	4%	13,486,849	24%	20,993,481	56%	11,048,378	-47%	10,027,441	-9%	10,227,162	2%	10,430,973	2%	-4%	-1%
Total E&G Revenue	824,320,028	854,400,865	4%	860,441,616	1%	887,394,210	3%	904,521,856	2%	920,746,917	2%	937,292,387	2%	954,164,736	2%	12%	2%
Implied GF % of E&G	33.9%	35.0%	1.1%	33.9%	-1.1%	33.5%	-0.4%	33.5%	0.0%	33.6%	0.1%	33.7%	0.1%	33.8%	0.1%	-3%	0%
Total E&G Expenditures	824,320,028	854,400,865	4%	872,600,065	2%	894,788,416	3%	917,275,541	3%	940,414,294	3%	964,084,264	3%	986,300,150	2%	20%	3%
Incremental E&G Expenditures vs. 2025-26				18,199,200	122%	40,387,551	122%	62,874,676	56%	86,013,429	37%	109,683,399	28%	131,899,285	20%	625%	89%
Reallocation of existing dollars (flat after 2027-28)				-	-	-	-	-	-	-	-	-	-	-	-	%	%
Pro Forma Surplus/Deficit	(0)	-	-100%	(12,158,449)	%	(7,394,205)	-39%	(12,753,684)	72%	(19,667,376)	54%	(26,791,878)	36%	(32,135,414)	20%	164%	23%
Incremental Surplus/Deficit	(0)	0	-200%	(12,158,449)	%	4,764,244	-139%	(5,359,479)	-212%	(6,913,692)	29%	(7,124,501)	3%	(5,343,536)	-25%	-56%	-8%

What would a constant GF/NGF ratio at 2025-26 levels imply for T&F and GF increases?																		
	2024-2025 (Actual)		2025-2026 (Est.)	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	2030-2031	Chg	2031-2032	Chg	Total Chg	Avg Annual Chg
GF % of E&G	33.9%	33.9%	0%	33.9%	0%	33.9%	0%	33.9%	0.0%	33.9%	0.0%	33.9%	0.0%	33.9%	0.0%	33.9%	0%	0%
Implied incremental T&F increase (%)	0.0%	0.0%	-198%	1.4%	%	-0.5%	-138%	0.6%	1.1%	0.7%	0.2%	0.8%	0.0%	0.6%	-0.2%	%	%	%
Implied incremental GF increase (%)	0.0%	0.0%	-193.6%	1.4%	%	-0.5%	-138.4%	0.6%	1.1%	0.8%	0.2%	0.8%	0.0%	0.6%	-0.2%	%	%	%

Blended Scenario Calculator - Share of Deficit Covered by Each Source (Must add up to 100%)	Expenditure reducti	0%	<< Input percentages here														
	T&F increases	0%															
	GF increases	0%															
	TOTAL	0%															
	2024-2025 (Actual)	2025-2026 (Est.)	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	2030-2031	Chg	2031-2032	Chg	Total Chg	Avg Annual Chg
Implied E&G Expenditure Reduction (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied incremental T&F increase (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied incremental GF increase (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied GF % of E&G	33.9%	35.0%	3.1%	33.9%	-3.2%	33.5%	-1.1%	33.5%	0.1%	33.6%	0.2%	33.7%	0.2%	33.8%	0.2%	-3.4%	0%

Priority Ranking	Initiatives Requiring General Fund Support						Notes/Explanation Please be brief; reference specific narrative question for more detail.
	Strategies (Match Academic-Financial Worksheet Short Title)	Category (Select best option from dropdown menu)	Biennium 2026-2028 (7/1/26-6/30/28)				
			2026-2027		2027-2028		
			Total Amount	GF Support	Total Amount	GF Support	
1	Deliver a distinctive and inclusive student experience that fosters lifelong engagement						
	Student Success Initiatives	Financial Aid	\$18,909,435	\$4,922,420	\$19,574,245	\$9,844,840	Continued efforts to meet 100% of students' unmet needs as well as extending the Mason Virginia Promise (MVP) grants to all students who are Pell-eligible; Mason continues to apply 1/3 of the tuition rate increase for add'l insttit aid; however, this is not sufficient to cover the ongoing needs.
		Financial Aid - VMSDEP	\$22,025,138	\$22,025,138	\$28,632,680	\$28,632,680	VMSDEP tuition waivers are primarily funded from reallocated E&G tuition and fee revenue (FY25-\$13M; FY26 Proj. \$17M, FY27-\$22M, FY28-\$29M). GMU is requesting full GF base support to balance the financial pressures and challenges.
		Financial Aid	\$6,000,000	\$6,000,000	\$10,000,000	\$10,000,000	Establish MasonWorks student employment program (FY27-\$6M; FY28-\$10M)
		Technology Infrastructure	\$12,500,000	\$7,750,000	\$14,000,000	\$9,250,000	1) Integrated student support framework - Patriot Connect (Salesforce)- implementation, integration resources, licenses FY27-\$11M and FY28-\$12.5M 2) Strengthen student wellbeing, mental health services -\$1.5M (FY27 & FY28)
		Degree Pathways	\$2,365,000	\$2,365,000	\$2,365,000	\$2,365,000	1) Expand ADVANCE to more 2 yr instit-\$200K; 2) Scale up Early Identification Prog (EIP)-\$240K; 3) Grow Direct Admissions to low income VA H.S. students-\$1.1M; 4) Expand Bachelors to Accel. Masters programs-\$300K;5) Increase online accessibility-\$525K- all 50% GF. Match Mason's investment.
2	Invest in faculty and staff success						
	Equitable Compensation	Cost efficiency	\$18,500,000	\$18,500,000	\$18,500,000	\$18,500,000	Per SCHEV, the Commonwealth's policy states to fund each institution's average faculty salary at the 60th percentile of its national peers. GMU is below the 30th percentile. The subsequent recommendation was for an additional \$9.3M (FY25) and \$18.5M (FY26) in funding disparity support.
	Mandated State Salary Increases (100%)	Cost efficiency	\$6,189,293	\$6,189,293	\$6,313,083	\$6,313,083	Fully fund mandated compensation increases to alleviate financial pressures and challenges.
	Efficient systems, infrastructure, reduce manual processes	Technology Infrastructure	\$2,500,000	\$2,500,000	\$3,500,000	\$3,500,000	1) New identity mgmt. & access system - FY27-\$2M; FY28-\$2.5M 2) Cloud data warehouse for MIDAS program; FY27-\$500K Assessment; FY28 -\$1M Implementation
	HEETF-Increased Institutional Support	Technology Infrastructure	\$7,000,000	\$7,000,000	\$7,000,000	\$7,000,000	Enhance student learning and faculty engagement through modernization of classroom technology refresh and necessary equipment recap (includes hardware and software licenses)
	Move FY25 One-Time GF to Base	General Operations Support	\$11,132,000	\$11,132,000	\$11,132,000	\$11,132,000	\$10.4M received late in FY25 for E&G general operations, along with \$700K for SBDC (all VMSDEP funds excluded per SCHEV's 6/26 email).
3	Expand the impact of Mason's research, scholarship, and creative enterprise						
	Pilot Center: VA State Climate Office (VASCO)	Community Engagement	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	Mason-specific resources needed to build nexus of collaboration and resources around Weather Resilience with other VA universities.
	Pilot Center: Tick-borne Disease Clinic	Community Engagement	\$500,000	\$500,000	\$500,000	\$500,000	
	Pilot Center: Quantum Center	Economic Development	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	
	Expand partnerships for economic and social impact.	Education Innovation / Online Learning	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000	Small Business Development Center (SBDC)
	Programs & Projects	Education Innovation / Online Learning	\$750,000	\$250,000	\$750,000	\$250,000	GCI: Engages researchers (students, faculty, and staff) and industry, government, university and NGOs to partner on projects and programs in the six bold solution areas
	Efficient systems, infrastructure and automation	Cost efficiency	\$1,500,000	\$500,000	\$1,500,000	\$500,000	GCI: Infrastructure -\$1.5M total (Critical technologies platform to support all GCI solutions)
	Research--Scholarship	Curriculum	\$750,000	\$250,000	\$750,000	\$250,000	GCI: Scholars - Strategic Faculty Cluster/Thematic Hires to increase interdisciplinary faculty expertise, attract top talent and economic development in VA across the 6 Grand Challenge Bold solutions
	Research - AI Initiative	Research	\$2,880,000	\$1,920,000	\$2,880,000	\$1,920,000	Required foundational investment in the technology infrastructure

Priority Ranking	Initiatives Requiring General Fund Support						Notes/Explanation Please be brief; reference specific narrative question for more detail.
	Strategies (Match Academic-Financial Worksheet Short Title)	Category (Select best option from dropdown menu)	Biennium 2026-2028 (7/1/26-6/30/28)				
			2026-2027		2027-2028		
			Total Amount	GF Support	Total Amount	GF Support	
	Commonwealth AI Institute	Economic Development	\$250,000	\$250,000	\$250,000	\$250,000	AI: Commonwealth AI Institute - Mason-specific resources needed to build nexus of collaboration and resources around AI with other VA universities
	Research	Technology Infrastructure	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	IT Shared Services operational support
Total			\$118,650,866	\$96,953,851	\$132,547,008	\$115,107,603	

Part 7: E&G Capital Requests in 2026-2028 Biennium
George Mason University

Instructions: Indicate E&G capital projects for which you anticipate making a request for state general fund in the 2026-28 biennium to complete a project. Projects should include planning costs and then funding for construction. Describe in the Notes column the justification, alternatives explored, and how the projects align with enrollment growth and facility condition index. If the project has other fund sources, please indicate source.

E&G Capital Projects Requests Biennium 2026-2028 (7/1/26-6/30/28)										
Priority Ranking	Capital Project / Building	Category (Select best option from dropdown menu)	Facility Condition Index (for renovation projects only) if available	2026-2027			2027-2028			Notes/Explanation Please be brief; reference specific justification, alternatives and additional fund sources.
				Total Amount	NGF Support	GF Support	Total Amount	NGF Support	GF Support	
1	Interdisciplinary Sci. & Engr. Building	New Construction		\$216,200,000	\$0	\$216,200,000	\$0	\$0	\$0	With STEM enrollment ever increasing, the need to ensure facilities appropriately equipped with labs engineered for innovative research and discovery is paramount. ISEB will create a modern, 150,000 GSF facility to house student project spaces, engineering labs for both instruction and research, and updated laboratory environments to replace outdated spaces located within Planetary and David King Halls. Further, ISEB will anchor of Mason's first Living Learning Village, integrating residential and academic life creating a collaborative and immersive learning environment.
2	Costello College of Business Building	New Construction		\$165,000,000	\$0	\$165,000,000	\$0	\$0	\$0	The Costello College of Business currently has the fourth-largest enrollment and the second-highest projected growth among Mason's academic units. This investment will provide space for that growing student population, ensure Mason's competitiveness in the executive education market, reduce off-campus lease dependence, and enable the renovation of Enterprise Hall. Like ISEB, the Costello College of Business Building will also serve as the anchor of a Living Learning Village.
3	Aggregated Deferred Maintenance	Maintenance Reserve		\$56,000,000	\$0	\$56,000,000	\$0	\$0	\$0	This request consolidates multiple facility needs, e.g. replacement of air handling units (AHUs), switchgear, elevators, generators, and other critical infrastructure. With a projected shortfall of \$56 million for critical deferred maintenance in E&G (Education and General) facilities over the next biennium, the request is intended to fill the Mason's historic funding gap.
4	Student Innovation Factory Building (DHK Reno)	Improvements-Other	0.46	\$0	\$0	\$0	\$152,100,000	\$0	\$152,100,000	Mason has, by necessity, creatively provided space through off-campus leases, repurposed labs, and ad hoc common areas for STEM student use for integral educational experiences such as capstone projects and design competitions. However, given completion of ISEB, Mason will be able to undertake long-deferred repairs and renovations to David King Hall that would include the development of a Student Innovation Factory to address long-standing challenges in providing needed student space to "learn by doing" in modern STEM programs.
5	Academic VIII (PW) - Construction	New Construction		\$0	\$0	\$0	\$200,000,000	\$0	\$200,000,000	Academic VIII on the Sci Tech Campus will serve as an interdisciplinary science and engineering laboratory facility. Given the focus of the Sci Tech Campus on graduate education and research, the original 200,000 GSF scope will exceed near term needs. However, if constructed in phases, Academic VIII will provide opportunity to pivot to meet needs as they materialize.
Total				\$437,200,000	\$0	\$437,200,000	\$352,100,000	\$0	\$352,100,000	

Part 8: Degree/Certificate Programs in 2026-2028 Biennium
George Mason University

Instructions: In the table below indicate which degree and/or certificate programs the institution plans to establish, grow require all new degree programs for the upcoming biennium to be included in the Six-Year Plan table below.

Academic Degree/Certificate Programs Biennium 2026				
Degree Designation	Program Name	Establish/Grow /Close	CIP Code	Anticipated Start/End Date
BA	Peace Studies	Establish	30.2801	Fall/2027
MA	Dispute Resolution	Establish	30.2801	Fall/2027
MA	Peacebuilding	Establish	30.0501	Fall/2028
UGRAD CERT	Peace Studies	Establish	30.0501	Fall/2027
UGRAD CERT	Applied Conflict Resolution	Establish	30.2801	Fall 2027
GRAD CERG	Environmental Peacebuilding	Establish	30.0501	Fall/2028
GRAD CERG	Peace Tech	Establish	30.0501	Fall/2028
GRAD CERG	Organizational Conflict Resolution	Establish	30.2801	Fall/2027
MS	Organizational Conflict Resolution	Establish	30.2801	Fall/2028
GRAD CERG	Reconciliation	Establish	30.2801	Fall/2028
GRAD CERG	Artificial Intelligence for Business	Establish	52.9999	Fall 2026
GRAD CERG	Business of Government Contracting	Establish	52.0202	Fall 2026
GRAD CERG	Entrepreneurship	Establish	52.0701	Fall 2027 or 2028
GRAD CERG	Project Management	Establish	52.0211	Fall 2027 or 2028
GRAD CERG	Taxation	Establish	52.1601	Fall 2027 or 2028
GRAD CERG	Supply Chain Management	Establish	52.0203	Fall 2027 or 2028
MS	Taxation	Close	52.1601	Fall 2026

GRAD CERG	Financial Planning and Wealth Management	Establish	52.0804	Fall 2027 or 2028
MS	Mechanical Engineering	Establish	14.1901	Fall 2026
PHD	Mechanical Engineering	Establish	14.1901	Fall 2026
BS	Aerospace Engineering	Establish	14.0201	Fall 2027
MS	Aerospace Engineering	Establish	14.0201	Fall 2027
BS	Robotics	Establish	14.4201	Fall 2028
MS	Robotics	Establish	14.4201	Fall 2028
BS	Artificial Intelligence	Establish	11.0102	Fall 2026
UGRAD CERT	Human-Computer Interaction	Establish	30.3101	Fall 2026
GRAD CERG	Human-Computer Interaction	Establish	30.3101	Fall 2026
MS	AI Technologies	Establish	30.3101	Fall 2027
GRAD CERG	Responsible AI and Tech Ethics	Establish	30.3101	Fall 2027
GRAD CERG	Applied AI Technologies	Establish	11.0102	Fall 2026
GRAD CERG	Data Analytics and Intelligence Methods	Establish	30.7199	Fall 2026
GRAD CERG	IT Management	Establish	11.1005	Fall 2026
GRAD CERG	Machine Learning Engineering	Establish	11.0102	Fall 2026
BS	Information Technology/Information Systems (partnership with CCB)	Establish	11.0401	Fall 2028
PHD	Information Sciences and Systems	Establish	11.0401	Fall 2028
UGRAD CERT	Cybersecurity	Establish	43.0303	Fall 2029
MS	Digital Health and Health IT	Establish	30.7199	Fall 2029
GRAD CERG	Cloud Computing and DevOps	Establish	11.0902	Fall 2030
GRAD CERG	Statistics	Establish	27.0501	Fall 2026
PHD	Biostatistics	Establish	26.1102	Fall 2029

BS	Tourism and Events Management	Close	52.0903	Fall 2027
BS	Hospitality, Tourism, and Events Management	Establish	52.0901	Fall 2027
MS	Sport Management	Establish	31.0504	Fall 2027
MS	Recreation Management	Establish	31.0301	Fall 2027
MS	Sport and Recreation Studies	Close	31.0504	Fall 2027
MS	Behavior Analysis	Establish	42.2814	Fall 2028
MEd	World Language Education	Establish	13.1306	Fall 2028
MEd	Teaching English to Speakers of Other Languages	Establish	13.1401	Fall 2028
EdS	Counseling	Establish	13.1101	Fall 2028
EdD	Educational Leadership	Establish	13.0401	Fall 2028
EdD	Education and Human Development	Establish	13.0401	Fall 2028
CERB	Secondary Education - History/Social Science (6-12)	Establish	13.1328	Fall 2028
CERG	Human Dimensions of Natural Resource Recreation	Establish	3.0207	Fall 2028
CERG	Learning, Cognition, and Motivation	Establish	13.0607	Fall 2028
CERG	Recreation Therapy	Establish	51.2309	Fall 2028
MA	Forensic Psychology	Establish	42.2812	Fall 2028
MPS	Usability/User experience	Establish	42.2707	Fall 2029
MA	Clinical Psychology	Establish	42.2801	Fall 2028
Grad Certificate	Industrial-Organizational Data Science & Analytics	Establish	42.2804	Fall 2026
Grad Certificate	Asian Studies	Establish	5.0103	Fall 2028

Grad Certificate	Language, Culture and Artificial Intelligence	Establish	45.9999	Fall 2028
BA	Asian Studies	Establish	5.0103	Fall 2027
BA	Artificial Intelligence	Establish	11.0102	Fall 2027
BS	Global Affairs	Establish	45.0901	Fall 2027
UGRAD CERT	Digital Humanities	Establish	54.0199	Fall 2027
UGRAD CERT	Translation Studies	Establish	16.0103	Fall 2027
UGRAD CERT	Intercultural and Multilingual Competence	Establish	13.0202	Fall 2027
UGRAD CERT	Foreign Language for Specialized and Community-Based Purposes	Establish	16.0101	Fall 2027
UGRAD CERT	Language, Culture and Artificial Intelligence	Establish	45.9999	Fall 2028
BS	Biochemistry	Establish	26.0202	Fall 2026
GRAD CERG	Small Molecule Analysis	Establish	40.0502	Fall 2026
UGRAD CERT	Small Molecule Analysis	Establish	40.0502	Fall 2026
UGRAD CERT	Protein Engineering and Characterization	Establish	41.0101	Fall 2026
GRAD CERG	Protein Engineering and Characterization	Establish	41.0101	Fall 2026
UGRAD CERT	Chemical Synthesis	Establish	51.2004	Fall 2026
GRAD CERG	Chemical Synthesis	Establish	51.2004	Fall 2026
UGRAD CERT	Lipid Nanoparticle Formulations	Establish	26.1201	Fall 2026
GRAD CERG	Lipid Nanoparticle Formulations	Establish	26.1201	Fall 2026
UGRAD CERT	Biomolecular X-ray Crystallography	Establish	26.0207	Fall 2026
GRAD CERG	Biomolecular X-ray Crystallography	Establish	26.0207	Fall 2026

UGRAD CERT	Drug Discovery	Establish	26.1002	Fall 2026
GRAD CERG	Drug Discovery	Establish	26.1002	Fall 2026
PHD	Health Informatics	Establish	51.2706	Fall 2027
PHD	Social Work	Establish	44.0701	Fall 2027
DrPH	Public Health	Establish	51.2201	Fall 2029
MS	Clinical Health Research	Establish	51.0719	Fall 2028
BS	Nutrition Sciences	Establish	51.3102	Fall 2028
BS	Public Health	Establish	51.2201	Fall 2028
GRAD CERG	Clinical Health Research	Establish	51.0719	Fall 2028
BA	Integrative Arts	Establish	50.0706	Fall 2027
MA	Studio Art & Pedagogy	Establish	50.0702	Fall 2027
BA	Graphic Design	Establish	50.0410	Fall 2027
MA	Theater Education	Establish	13.1324	Fall 2028
BFA	Film and Video Studies	Establish	50.0602	Fall 2028
BFA	Studio Art	Establish	50.0702	Fall 2027
BFA	Graphic Design	Establish	50.0409	Fall 2027
GRAD CERG	Arts Management/Fundraising	Establish	50.1002	Fall 2028
GRAD CERG	Global Antitrust Regulatory Development	Establish	22.0205	Fall 2026
GRAD CERG	Immigration Compliance	Establish	44.0504	Fall 2026
GRAD CERG	National Security	Establish	43.0301	Fall 2026
PHD	Law	Establish	22.0101	Fall 2027
GRAD CERG	Technology Policy	Establish	30.1501	Fall 2026

MA	Technology Policy	Establish	30.1501	Fall 2027
DPA	Public Administration	Establish	44.0401	Fall 2027
DIA	International Affairs	Establish	45.0901	Fall 2027
BA/BS	Political Science	Establish	45.1001	Fall 2027

, and close in the upcoming 2026-28 biennium. SCHEV's new degree program approval process will

cate Programs -2028
Explanation (please describe projected costs/savings from program establishment, growth, or closure)
Low cost, leverages existing faculty and course development: \$25K -\$50 K (faculty time, marketing, course development)
Low cost, leverages existing faculty and course development: \$25K -\$50 K (faculty time, marketing, course development)
Low cost, leverages existing faculty and course development: \$25K -\$50 K (faculty time, marketing, course development)
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
Low cost, leverages existing faculty and course development: \$25K -\$50 K (faculty time, marketing, course development)
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
Cost of developing 3 courses at ~\$15,000; incremental marketing and staff costs ~\$15,000 = \$30,000
Cost of developing 1 course ~\$5,000; incremental marketing and staff costs ~\$15,000 = \$20,000
Cost of developing 3 courses at ~\$15,000; incremental marketing and staff costs ~\$15,000 = \$30,000
Cost of developing 2 courses ~\$10,000; incremental marketing and staff costs ~\$15,000= \$25,000
Cost of developing 3 courses at ~\$15,000; incremental marketing and staff costs ~\$15,000 = \$30,000
Cost of developing 1 course ~\$5,000; incremental marketing and staff costs ~\$15,000 = \$20,000
This program has not been launched and the College has decided not to in the foreseeable future so would like to remove it from the SCHEV roster.

Cost of developing 4 courses at ~\$20,000; incremental marketing and staff costs ~\$15,000 = \$35,000
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
The program, if proposed, would be designed to utilize existing resources and faculty such that it would be revenue positive
Main costs: Recruitment of one or two faculty; summer salary support for two instructors to do introductory course development.
Low cost; faculty and resources already available via existing courses.
Low cost; leverages existing faculty and course development. \$20K–\$50K (faculty time, marketing, admin setup)
Moderate investment; faculty and resources already available via existing courses; projected high enrollment and job market alignment. \$150K–\$300K (faculty time, more courses, advising, marketing)
Low to moderate cost; faculty and resources mostly available via existing courses; high relevance to national AI policy & workforce needs. \$20K–\$50K (faculty time, marketing, admin setup)
Low cost; repackaging existing AIT courses for online delivery.
Low cost; repackaging existing AIT courses for online delivery.
Low cost; repackaging existing AIT courses for online delivery.
Low cost; repackaging existing AIT courses for online delivery.
Moderate initial cost, but partnerships Business School will reduce cost and broaden appeal; long-term savings with increased online enrollment.
Moderate to high cost; new faculty lines; will require additional faculty time and administrative support. \$250K–\$500K (faculty time, faculty lines, assistantships, advising, marketing)
Low cost; courses already in place.
Moderate investment; potential partnerships with CHHS. \$150K–\$300K (faculty time, more courses, advising, marketing)
Moderate cost; strong industry alignment and growth potential. \$20K–\$50K (faculty time, marketing, admin setup)
Justification: To serve professionals working in DC area who would like to supplant their statistics skills through a certificate, run out of Mason Square. Anticipated Budget Needs: Course/program development support
Justification: Many of our Statistics PhD students get positions with pharmaceutical companies. This would provide specialized training for those students. Anticipated Budget Needs: Program development support

None. This degree program no longer meets the needs of the field. No savings from closure as this will be replaced with more current degree program (See BS in Hospitality).
None. All courses and resources currently exist. This new degree would be a repackaging of the current Tourism and Events Management BS to better align with the hospitality field. Increase in enrollment expected but within current resource needs.
None. All courses and resources currently exist. This new degree would be a repackaging of the current Sport and Recreation Studies MS to better align with the sport field. Increase in enrollment expected but within current resource needs.
None. All courses and resources currently exist. This new degree would be a repackaging of the current Sport and Recreation Studies MS to better align with the recreation field. Increase in enrollment expected but within current resource needs.
None. This degree program no longer meets the needs of the field. No savings from closure as this will be replaced with more current degree program (See MS in Sport Management and MS in Recreation Management).
All courses and resources currently exist. No cost/savings expected. Increase in enrollment expected but within current resource allocations.
None. All courses and resources currently exist. This new degree would be a repackaging of 8 concentrations in the MEd in Curriculum and Instruction. Increase in enrollment expected but within current resource needs.
None. All courses and resources currently exist. This new degree would be a repackaging of 2 concentrations in the MEd in Curriculum and Instruction. Increase in enrollment expected but within current resource needs.
None. The current MEd in Counseling is 60 credits. The MEd would be reduced to 30 credits. The EdS would comprise the remaining 30 credits. No additional courses/credits would be created. Cost would not be affected.
All courses and resources currently exist. No cost/savings expected. Increase in enrollment expected but within current resource allocations.
Most courses and resources currently exist. Minimal cost/savings expected. Increase in enrollment expected but within current resource allocations.
All courses and resources currently exist. No cost/savings expected. Increase in enrollment expected but within current resource allocations.
All courses and resources currently exist. No cost/savings expected. Increase in enrollment expected but within current resource allocations.
All courses and resources currently exist. No cost/savings expected. Increase in enrollment expected but within current resource allocations.
All courses and resources currently exist. No cost/savings expected. Increase in enrollment expected but within current resource allocations.
Masters in Forensic Psychology would share some existing courses with clinical but the focus would be on justice system applications. 4 new courses=\$20,000
This degree that is more for practioners and less research focused. Would like to guage interest in collaboration with Risepoint. Costs TBD on market study.
This is an essential workforce development dgree and would be for students who want certiciation in applied clinical psychology/therapy
Builds on and complements current I/O Psychology Master's and MPS degrees. Would be offered online only. \$10,000 for course development and \$10,000 for modality and expertise.
Long-term goal; outrowth of GLOA reorganization. No additional projected cost; building on existing offerings..

A certificate focusing specifically on language-based AI systems. Design and evaluate AI systems with greater linguistic and cultural awareness, ethical awareness, and a focus on communicating across disciplinary and cultural boundaries. There would be a significant connection to workforce development and experiential learning. 4 new courses @\$5,000=\$20,000.
Utilizes existing and to-be-developed coursework focusing on global Asia, the diaspora and heritage contexts; interdisciplinary, featuring language, experiential learning and workforce orientation; curriculum development to begin Fall 2025; 5 new courses @ \$5000 = \$25,000
Preferably to complement the BS in Artificial Intelligence; will utilize existing coursework with some new development (4-5 new courses @\$5000 each); Main costs: recruitment of one or two faculty
To complement existing BA; will utilize existing coursework with some new development; 2 new courses at \$5000=\$10,000
New and redevelopment/enhanced curriculum required and faculty training; with grant support from the Mellon Foundation. 2 new courses @ \$5000; Faculty training @ \$15,000= \$25,000
Interdisciplinary undergraduate certificate that draws upon mostly existing coursework and prepares students to work professionally in the production and analysis of translations; emphasis on translation in the context of AI tools; 1 new course @ \$5000
will utilize existing coursework; designed to enable language learners and heritage speakers to leverage skills in multiple career fields and workplaces
will utilize existing coursework; designed to enable language learners and heritage speakers to leverage skills in multiple career fields and workplaces; focusing on specific language skills, allows for immersive language learning experience in field-based environment
A certificate focusing specifically on language-based AI systems. Design and evaluate AI systems with greater linguistic and cultural awareness, ethical awareness, and a focus on communicating across disciplinary and cultural boundaries. There would be a significant connection to workforce development and experiential learning. 4 new courses @\$5,000=\$20,000.
Will utilize current faculty expertise and current course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise to teach NEW course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise to teach NEW course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise to teach NEW course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise to teach NEW course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise to teach NEW course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise to teach NEW course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise to teach NEW course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise to teach NEW course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise to teach NEW course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise to teach NEW course offerings, therefore minimal costs are anticipated.

Will utilize current faculty expertise with current and NEW course offerings, therefore minimal costs are anticipated.
Will utilize current faculty expertise with current and NEW course offerings, therefore minimal costs are anticipated.
Low Cost: Existing faculty already in place and courses developed.
Low Cost: Existing faculty already in place and courses developed.
Note: This is a request for a DrPH (drop down did not included); Moderate Cost: 3 faculty lines, Risepoint program-level contract, and DrPH coordinator role.
Moderate Cost: 2 faculty, program coordinator, course development costs.
Low Cost: Existing faculty already in place and courses developed.
Low Cost: Existing faculty already in place and courses developed.
Low Cost: Costs associated would be absorbed by MS Clinical Health Research development.
Intent is for an interdisciplinary approach to the BA degree for students who are looking for a broader approach to study of the Arts, not necessarily based in a creative practice but in scholarship, criticism, and cultural context. Existing faculty will deliver the coursework.
New MA program supporting art educators; utilizes existing faculty and curriculum; minor administrative adjustments anticipated.
New major within existing BA framework; utilizes existing faculty expertise; no new faculty lines anticipated.
New MA program supporting theater educators; utilizes existing faculty and expanded curriculum from an existing certificate program; minor administrative adjustments anticipated.
New major within existing BA framework, using existing faculty expertise. Hope also for new and/or collaborative faculty line in advancing technology (for instance, AI, animation).
New major (former concentration) within existing BFA framework; utilizes existing faculty expertise; no new faculty lines anticipated.
New major (former concentration) within existing BFA framework; utilizes existing faculty expertise; no new faculty lines anticipated.
Utilizing current full-time and adjunct professor expertise and curriculum.
Zero cost. LLM already exists. We'd just do a Certificate from within curriculum
\$25,000. We teach the courses now live online. Cost would be to develop in Canvas
\$25,000. Courses are taught now live online. Cost is to develop in Canvas
Unknown cost, but there has been interest in having a PhD
combined with establishing MA Technology Policy

Two junior faculty hires over first two years of program (Salary, fringe, start up funding ~\$300,000 x 2); anticipate 20 students x \$40,000
use existing faculty resources; anticipate 10 self-funded students @\$40,000
use existing faculty resources; anticipate 10 self-funded students @\$40,000
use existing faculty resources; anticipate 10 self-funded students @\$40,000

CONFIDENTIAL GOVERNOR WORKING PAPERS

Federal Grants Update Form

Secretariat	Receiving Agency	Federal Disbursement Agency	Subrecipients (if applicable)	Grant / Loan Name	Date of Notice of Freeze	Changes to Status and Date	Activity / Purpose	Connection to IUA / IRA	Total Award Amount (\$)	Amount Remaining (\$)	Consequences of Freeze (People Impacted, etc.)	Award Date	Frequency of Agency Draw	Term of Grant / Renewal Periods	FTEs Supported by Grant	Comments
Secretary Marco Rubio	George Mason University / Carter School for Peace and Conflict Resolution	US Department of State	0	Research & Evaluation Innovation Fund: Contact Theory in Democracy, Human Rights & Governance Programs	Notice of Suspension: 1/24/25	Termination Notice: 2/26/25	Research & Evaluation Innovation Fund: Contact Theory in Democracy, Human Rights & Governance Programs		\$659,961	\$279,963.39	6	9/30/2022	Monthly	Original Term: 9/30/22-10/31/25		
Secretary Marco Rubio	George Mason University / Carter School for Peace and Conflict Resolution	US Department of State	YES (2 planned, award terminated before issued)	Promoting youth leadership in Poland: developing awareness and resilience to disinformation on US and Polish policies toward Ukraine	Notice of Suspension: 1/27/25	Termination Notice: 2/26/25	Promoting youth leadership in Poland: developing awareness and resilience to disinformation on US and Polish policies toward Ukraine		\$39,939	\$28,139.78	1	9/30/2024	Monthly	Original Term: 9/30/24-9/30/25		
Secretary Marco Rubio	George Mason University / Carter School for Peace and Conflict Resolution	US Agency for International Development	0	Burma Leadership Activity	Notice of Suspension: 1/27/25	Termination Notice: 3/2/2025	The Burma Leadership Activity is a scholarship program for promising young individuals in Burma to improve technical competencies and leadership. The scholarship program also prepares participants to promote respect for ethnic and religious diversity. Shedd and Jafari are developing a graduate-level conflict resolution training course that will supplement master's degree curricula of approximately 100 Burma Leadership Activity scholars. The participants will be spread across two to three cohorts over a five-year period.		\$361,049.00	(\$0.19)	4	1/1/2020	Monthly	Original Term: 1/1/20-7/15/26		
Secretary Marco Rubio	George Mason University / Schar School Policy and Government	US Department of State		Regional Support Center for Anti-Corruption Defense in El Salvador (RESCATE).	Stop Work Order: 1/27/25	Stop work order: 1/27/25; Termination notice 3/20/25	Regional Support Center for Anti-Corruption Defense in El Salvador (RESCATE).		\$260,000.00	\$184,337.58	3	5/15/2024	Monthly	Original Term: 5/15/24 - 8/31/25		
Secretary Marco Rubio	George Mason University / Carter School for Peace and Conflict Resolution	US Department of State	0	Interactive Peacemaking	Stop Work Order: 1/27/25	Suspension Lifted: 3/11/25 Termination: 4/24/25	The objectives are to increase constructive connections between civil society representatives relevant to Georgian-South Ossetian conflict.		\$141,988.00	\$9,500.20	2	9/30/2022	Monthly	Original Term: 9/20/22-9/30/25		
Secretary Marco Rubio	George Mason University / College of Public Health	US Agency for International Development	NA	Supporting, Mobilizing, and Accelerating Research for Tuberculosis Elimination (SMART4TB)	Stop Work Order: 1/27/25		Supporting, Mobilizing, and Accelerating Research for Tuberculosis Elimination (SMART4TB)		\$614,913.00 (proposed)	NA	0	10/1/2024	Monthly	Original Term: 10/1/24-7/31/27		
Secretary Marco Rubio	George Mason University / College of Education and Human Development	US Department of State	0	Education Leadership Development Program for School Administrators in Uzbekistan	Stop Work Order: 1/29/2025		Education Leadership Development Program for School Administrators in Uzbekistan		\$349,971.00	\$197,276.54	6	3/18/2024	Monthly	Original Term: 3/18/24-11/30/25		
Administrator Lee Zeldin	George Mason University / College of Science	Environmental Protection Agency	0	Arlington County - ENERGY-HEALTH-EQUITY Project - EJG2G	5/1/2025		Arlington County - ENERGY-HEALTH-EQUITY Project - EJG2G		\$121,229.00	\$121,229.00	1	12/9/2024	Monthly	Original Term: 12/9/24-3/1/27		

Secretariat	Receiving Agency	Federal Disbursement Agency	Subrecipients (if applicable)	Grant / Loan Name	Date of Notice of Freeze	Changes to Status and Date	Activity / Purpose	Connection to IJUA / IRA	Total Award Amount (\$)	Amount Remaining (\$)	Consequences of Freeze (People Impacted, etc.)	Award Date	Frequency of Agency Draw	Term of Grant / Renewal Periods	FTEs Supported by Grant	Comments
Secretary Marco Rubio	George Mason University / Carter School for Peace and Conflict Resolution	US Department of State	0	YSU Conflict Resolution Program Support	Stop Work Order: 1/27/25	Termination: 2/26/25	YSU Conflict Resolution Program Support		\$25,189.00	\$25,189.00	0	12/1/2024	Monthly	Original Term: 12/1/24-8/31/26		
Acting Administrator Janet Petro	George Mason University / College of Science	NASA	3	Disparities in health and safety effects of dust storms in the United States	Termination Notice: 3/24/2025		Disparities in health and safety effects of dust storms in the United States		\$1,469,639.00	Not Set Up	0	3/9/2024	Monthly	Original Term: 3/29/24-3/21/25		
Secretary Marco Rubio	George Mason University / Schar School Policy and Government	US Department of State	1	Anti-Corruption Defenders Fellowship Program	Termination Notification: 2/26/25	The award had previously been early terminated with end date of 8/20/24	Anti-Corruption Defenders Fellowship Program		\$1,400,000.00	\$510,100.09	14	2/15/2023	Monthly	Ortinal Term: 2/15/23-8/20/24		
Secretary Marco Rubio	George Mason University / Schar School Policy and Government	US Department of State	1	Anti-Corruption Defenders Fellowship Program	Termination Notification: 2/26/25	The award had previously been early terminated with end date of 8/20/24	Anti-Corruption Defenders Fellowship Program		\$3,000,000.00	\$851,807.12	18	2/15/2023	Monthly	Ortinal Term: 2/15/23-8/20/24		
Secretary Marco Rubio	George Mason University / Schar School Policy and Government	US Department of State	1	Anti-Corruption Defenders Fellowship Program	Termination Notification: 2/26/25	The award had previously been early terminated with end date of 8/20/24	Anti-Corruption Defenders Fellowship Program		\$2,500,000.00	\$2,170,501.56	17	2/15/2023	Monthly	Ortinal Term: 2/15/23-8/20/24		
Secretary Marco Rubio	George Mason University / Schar School Policy and Government	US Department of State	1	Anti-Corruption Defenders Fellowship Program	Termination Notification: 2/26/25	The award had previously been early terminated with end date of 8/20/24	Anti-Corruption Defenders Fellowship Program		\$3,000,000.00	\$1,807,277.99	11	2/15/2023	Monthly	Ortinal Term: 2/15/23-8/20/24		
Acting Executive Director Kevin T. Geiss	George Mason University / College of Science	Air Force Research Laboratory	0	Contested Cross-border Spaces, Illicit Flows, and Order in the Contemporary World	Termination Notification: 2/28/25		Contested Cross-border Spaces, Illicit Flows, and Order in the Contemporary World		\$99,920.00	\$69,557.72	2	9/1/2022	Monthly	Original Term: 9/1/22-8/31/27		
Secretary Dr. Troy E. Meink	George Mason University / Schar School Policy and Government	US Department of the Air Force	0	The Cultural, Economic, and Institutional Determinants of AI Infrastructures and their Consequences In Global Contexts	Termination Notification: 3/12/25		The Cultural, Economic, and Institutional Determinants of AI Infrastructures and their Consequences In Global Contexts		\$1,389,611.00	\$521,931.16	13	4/15/2022	Monthly	Original Term: 4/15/22-4/14/26		
Director Jay Goodwin	George Mason University / College of Humanities and Social Science	Army Research Institute	0	Adaptive Multispectral Sensor Fusion for Object Detection in Complex Illumination Conditions	3/14/2025	Award was in Draft	Adaptive Multispectral Sensor Fusion for Object Detection in Complex Illumination Conditions		\$300,000.00	Not Set up	0	12/15/2024	Monthly	Original Term: 12/15/24-12/31/26		
Secretary Robert F. Kennedy Jr	George Mason University / College of Public Health	National Institutes of Health	0	Synergistic epidemics of non-communicable diseases, stigma, depression, and material insecurities among sexual and gender minorities living with HIV in Nigeria	Stop Work Order: 3/20/25		Synergistic epidemics of non-communicable diseases, stigma, depression, and material insecurities among sexual and gender minorities living with HIV in Nigeria		\$58,030.00	\$11,010.25	1	8/1/2022	Monthly	Original Term: 8/1/22-7/31/25		
Secretary Robert F. Kennedy Jr	George Mason University / College of Humanities and Social Science	National Institutes of Health	0	Autism Center of Excellence Network: Neurodevelopmental Biomarkers of Late Diagnosis in Female and Gender Diverse Autism	Termination Notice: 5/14/25		Autism Center of Excellence Network: Neurodevelopmental Biomarkers of Late Diagnosis in Female and Gender Diverse Autism		\$1,187,487.00	\$681,315.33	4	9/6/2022	Monthly	Original Term: 9/6/22-6/30/25		
Secretary Robert F. Kennedy Jr	George Mason University / College of Public Health	National Institutes of Health	0	Using digital photovoice to explore the relationships between social media content and suicidality among transgender adolescents	Termination Notice: 3/21/25		Using digital photovoice to explore the relationships between social media content and suicidality among transgender adolescents		\$36,429.00	\$12,813.59	2	9/5/2024	Monthly	Original Term: 9/5/2024-7/31/2025		

Secretariat	Receiving Agency	Federal Disbursement Agency	Subrecipients (if applicable)	Grant / Loan Name	Date of Notice of Freeze	Changes to Status and Date	Activity / Purpose	Connection to IUA / IRA	Total Award Amount (\$)	Amount Remaining (\$)	Consequences of Freeze (People Impacted, etc.)	Award Date	Frequency of Agency Draw	Term of Grant / Renewal Periods	FTEs Supported by Grant	Comments
Secretary Robert F. Kennedy Jr	George Mason University / College of Public Health	National Institutes of Health	0	Identifying socioecological profiles that impact changes in care outcomes among Black sexual minority men living with HIV	Termination Notice: 3/21/25		Identifying socioecological profiles that impact changes in care outcomes among Black sexual minority men living with HIV		\$93,027.00	\$14,847.91	1	7/15/2023	Monthly	Original Term: 7/15/2023-5/31/2025		
Commissioner Dr. Laurie Fortano	George Mason University / College of Public Health	Virginia Department of Health	0	Equitable Access to COVID-19 Vaccines: Community-based strategies and solutions to increase access to COVID-19 vaccines among those disproportionately affected by COVID-19 in Prince William County.	Stop Work Order: 3/25/25		Equitable Access to COVID-19 Vaccines: Community-based strategies and solutions to increase access to COVID-19 vaccines among those disproportionately affected by COVID-19 in Prince William County.		\$95,000.00	\$51,850.53	2	10/21/2024	Monthly	Original Term: 10/21/2024-4/30/2025		
Acting Chair Michael McDonald	George Mason University / College of Humanities and Social Science	National Endowment for the Humanities	0	Rail Against Sprawl: A History of the Dulles Corridor Metrorail Project	Termination Notice: 4/2/25		Rail Against Sprawl: A History of the Dulles Corridor Metrorail Project		\$74,999.00	\$0.88	1	7/1/2024	Monthly	Original Term: 7/1/2024-6/30/2025		
Acting Chair Michael McDonald	George Mason University / College of Humanities and Social Science	National Endowment for the Humanities	1 (not yet issued)	La sfera (The Globe): A Late Medieval World of Merchants, Maps, & Manuscripts	Termination Notice: 4/2/25		La sfera (The Globe): A Late Medieval World of Merchants, Maps, & Manuscripts		\$99,599.00	\$37,142.36	2	10/1/2024	Monthly	Original Term: 10/1/2024-9/30/2025		
Acting Chair Michael McDonald	George Mason University / College of Humanities and Social Science	National Endowment for the Humanities	0	Mapping American Religious Ecologies:1926 USCensus	Termination Notice: 4/2/25		Mapping American Religious Ecologies:1926 USCensus		\$350,000.00	\$216,310.56	18	6/1/2023	Monthly	Original Term: 6/1/23-5/31/26		
Acting Chair Michael McDonald	George Mason University / College of Humanities and Social Science	National Endowment for the Humanities	0	Connecting Threads: Digitally Connecting Collections, Expanding Public Engagement	Termination Notice: 4/2/25		Connecting Threads: Digitally Connecting Collections, Expanding Public Engagement		\$138,256.00	\$128,779.30	1	11/1/2024	Monthly	Original Term: 11/1/24-10/31/25		

Secretariat	Receiving Agency	Federal Disbursement Agency	Subrecipients (if applicable)	Grant / Loan Name	Date of Notice of Freeze	Changes to Status and Date	Activity / Purpose	Connection to IJJA / IRA	Total Award Amount (\$)	Amount Remaining (\$)	Consequences of Freeze (People Impacted, etc.)	Award Date	Frequency of Agency Draw	Term of Grant / Renewal Periods	FTEs Supported by Grant	Comments
Acting Chair Michael McDonald	George Mason University / College of Humanities and Social Science	National Endowment for the Humanities	0	Off the Wall: Digital Preservation of Civil War Graffiti Houses	Termination Notice: 4/2/25		Off the Wall: Digital Preservation of Civil War Graffiti Houses		\$350,000.00	\$203,593.74	6	6/1/2024	Monthly	Original Term: 6/1/24-5/31/26		
Acting Chair Michael McDonald	George Mason University / College of Humanities and Social Science	National Endowment for the Humanities	0	Hosting and Support for Democracy in the 19th Century Black Press of Ohio by Jewon Woo FEL-273870-21	Termination Notice: 4/2/25		Hosting and Support for Democracy in the 19th Century Black Press of Ohio by Jewon Woo FEL-273870-21		\$29,899.00	\$1,970.60	4	2/1/2021	Monthly	Original Term: 2/1/21-12/31/25		
Acting Chair Michael McDonald	George Mason University / College of Humanities and Social Science	National Endowment for the Humanities	1 (ended)	Mathematical Humanists	Termination Notice: 4/2/25		Mathematical Humanists		\$240,787.00	\$139,799.60	4	10/1/2023	Monthly	Original Term: 10/1/23-9/30/26		
Acting Chair Michael McDonald	George Mason University / Carter School for Peace and Conflict Resolution	National Endowment for the Humanities	0	Truth Telling About Collective Resilience with Diasporic Communities: Navigating Displacement, Erasure, and the Impacts of COVID-19	Termination Notice: 4/2/25		Truth Telling About Collective Resilience with Diasporic Communities: Navigating Displacement, Erasure, and the Impacts of COVID-19		\$148,022.00	\$6,269.79	3	2/1/2024	Monthly	Original Term: 2/1/24-1/31/26		
Secretary Kristi Noem	George Mason University / Criminal Investigations and Network Analysis Administration	US Department of Homeland Security	22	Criminal Investigations and Network Analysis (CINA) Administration	Termination Notice: 4/8/25		Criminal Investigations and Network Analysis (CINA) Administration		\$28,902,868.00	\$2,920,896.00	16	7/1/2024	Monthly	Original Term: 8/15/17-6/30/27		
Secretary Kristi Noem	George Mason University / College of Engineering and Computing	US Department of Homeland Security	0	DHS/CINA Analyze Dynamic Knowledge	Termination Notice: 4/8/25		DHS/CINA Analyze Dynamic Knowledge		\$280,114.00	\$182,229.72	2	8/25/2024	Monthly	Original Term: 8/25/24-6/30/25		
Secretary Kristi Noem	George Mason University / College of Engineering and Computing	US Department of Homeland Security	0	Source Attribution of Fentanyl via Multivariate Metals Analysis	Termination Notice: 4/8/25		Source Attribution of Fentanyl via Multivariate Metals Analysis		\$236,634.00	\$130,019.05	2	9/3/2024	Monthly	Original Term: 9/3/24-6/30/25		

Secretariat	Receiving Agency	Federal Disbursement Agency	Subrecipients (if applicable)	Grant / Loan Name	Date of Notice of Freeze	Changes to Status and Date	Activity / Purpose	Connection to IJUA / IRA	Total Award Amount (\$)	Amount Remaining (\$)	Consequences of Freeze (People Impacted, etc.)	Award Date	Frequency of Agency Draw	Term of Grant / Renewal Periods	FTEs Supported by Grant	Comments
Acting Director Keith E. Sonderting	George Mason University / Schar School Policy and Government	Institute of Museum and Library Services	4	Archive for Racial and Cultural Healing (ARCH™)	Termination Notice: 4/8/25		Archive for Racial and Cultural Healing (ARCH™)		\$750,000.00	\$159,962.93	8	9/27/2023	Monthly	Original Term: 9/27/23-9/30/25		
Pedro Sancha, President and Chief Executive Officer	George Mason University / Carter School for Peace and Conflict Resolution	National Science Foundation	0	Collaborative Research: Advancing Infrastructure for Anti Racist Collaboration in Marine & Climate Sciences (ARC MCS)	Termination Notice: 4/18/25	Termination: 4/29/25	Collaborative Research: Advancing Infrastructure for Anti Racist Collaboration in Marine & Climate Sciences (ARC MCS)		\$1,200,524.00	\$750,385.04	4	9/15/2023	Monthly	Original Term: 9/15/23-8/31/26		
Pedro Sancha, President and Chief Executive Officer	George Mason University / College of Engineering and Computing	National Science Foundation	0	Collaborative Research: Engaging Marginalized Groups to Improve Technological Equity	Termination Notice: 4/18/25		Collaborative Research: Engaging Marginalized Groups to Improve Technological Equity		\$439,380.00	\$218,703.33	3	6/15/2023	Monthly	Original Term: 6/15/2023-5/31/2028		
Acting Director Keith E. Sonderting	George Mason University / Office of the Provost	Institute of Museum and Library Services	0	IMLS/COALA/OER Homework Solution	Termination Notice: 4/19/25		IMLS/COALA/OER Homework Solution		\$248,235.00	\$94,380.34	1	8/1/2024	Monthly	Original Term: 8/1/2024-7/31/2026		
Attorney General Pam Bondi	George Mason University / College of Science	US Department of Justice	0	NIJ Forensic Technology Center of Excellence	Termination Notice: 4/22/2025	Award ended on 8/1/2024 and final payment received on 12/4/2024	NIJ Forensic Technology Center of Excellence		\$130,291.00	\$40,651.55	4	12/12/2022	Monthly	Original Term: 12/12/2022-8/1/2024		
Pedro Sancha, President and Chief Executive Officer	George Mason University / Schar School Policy and Government	National Science Foundation	0	Collaborative Research: SBP: Scientific topics and careers at the intersection: an algorithmic approach	Termination Notice: 4/25/25	Termination: 5/19/25	Collaborative Research: SBP: Scientific topics and careers at the intersection: an algorithmic approach		\$209,205.00	\$118,218.27	1	6/1/2024	Monthly	Original Term: 6/1/2024-3/31/2026		
Pedro Sancha, President and Chief Executive Officer	George Mason University / Schar School Policy and Government	National Science Foundation	0	The Racial Gap in Entrepreneurship and Business Ownership	Termination Notice: 4/25/25		The Racial Gap in Entrepreneurship and Business Ownership		\$350,000.00	\$81,171.83	5	8/15/2022	Monthly	Original Term: 8/15/22-7/31/26		
Pedro Sancha, President and Chief Executive Officer	George Mason University / College of Education and Human Development	National Science Foundation	0	Collaborative Research: Developing and Testing Innovation [DTI]: Framework for Integrating Technology (FIT) for Equity	Termination Notice: 4/25/25		Collaborative Research: Developing and Testing Innovation [DTI]: Framework for Integrating Technology (FIT) for Equity		\$434,522.00	\$376,281.99	2	9/1/2024	Monthly	Original Term: 9/1/2024-8/31/2027		
Pedro Sancha, President and Chief Executive Officer	George Mason University / Executive Administration	National Science Foundation	0	Racial Equity: Positioning Engineering Faculty to Support Black Engineering Graduate Students through Awareness, Knowledge and Capacity Building, and Community	Termination Notice: 4/25/25		Racial Equity: Positioning Engineering Faculty to Support Black Engineering Graduate Students through Awareness, Knowledge and Capacity Building, and Community		\$1,188,830.00	\$1,118,539.77	2	9/1/2024	Monthly	Original Term: 9/1/2024-8/31/2029		

Secretariat	Receiving Agency	Federal Disbursement Agency	Subrecipients (if applicable)	Grant / Loan Name	Date of Notice of Freeze	Changes to Status and Date	Activity / Purpose	Connection to IUA / IRA	Total Award Amount (\$)	Amount Remaining (\$)	Consequences of Freeze (People Impacted, etc.)	Award Date	Frequency of Agency Draw	Term of Grant / Renewal Periods	FTEs Supported by Grant	Comments
Pedro Sancha, President and Chief Executive Officer	George Mason University / College of Humanities and Social Science	National Science Foundation	0	Biological Impacts of Colonial Practices: Bioarchaeological Reconstruction of Health Demography	Termination Notice: 4/28/25	Termination Notice: 4/28/25; Formal amendment 5/22/25	Biological Impacts of Colonial Practices: Bioarchaeological Reconstruction of Health Demography		\$53,407.00	(\$0.62)	3	5/1/2024	Monthly	Original Term: 5/1/24 - 8/31/25		
Pedro Sancha, President and Chief Executive Officer	George Mason University / College of Humanities and Social Science	National Science Foundation	0	DASS: Exploring how convergence methods foster shared accountability to reveal, map, and mitigate the sources and dynamics of bias across social service providing systems	Termination Notice: 4/24/25		DASS: Exploring how convergence methods foster shared accountability to reveal, map, and mitigate the sources and dynamics of bias across social service providing systems		\$153,440.00	\$17,859.11	2	10/1/2022	Monthly	Original Term: 10/1/22-9/30/25		
Pedro Sancha, President and Chief Executive Officer	George Mason University / College of Engineering and Computing	National Science Foundation	0	Louis Stokes New STEM Pathways and Research Alliance: Virginia--North Carolina (2023-2028)	Termination Notice: 5/2/25		Louis Stokes New STEM Pathways and Research Alliance: Virginia--North Carolina (2023-2028)		\$57,137.00	\$6,430.88	2	9/1/2023	Monthly	Original Term: 9/1/22-8/31/28		
Chair Maria Rosario Jackson	George Mason University / College of Visual and Performing Arts	National Endowment for the Arts	0	Silkroad Ensemble Multi-Year Residency	Termination Notice: 5/2/25		Silkroad Ensemble Multi-Year Residency		\$25,000.00	\$0.20	0	6/1/2023	Monthly	Original Term: 6/1/2023-5/31/25		
Chair Maria Rosario Jackson	George Mason University / College of Humanities and Social Science	National Endowment for the Arts	0	To support the renewal of the Mason Arts Research Center, and National Endowment for the Arts Lab.	Termination Notice: 5/2/25		To support the renewal of the Mason Arts Research Center, and National Endowment for the Arts Lab.		\$150,000.00	\$112,182.51	5	9/1/2024	Monthly	Original Term: 9/1/2024-8/31/26		
Pedro Sancha, President and Chief Executive Officer	George Mason University / Office of the Provost	National Science Foundation	0	Broadening Participation in STEM Graduate Degrees and the U.S. STEM Workforce - Pilot Project	Termination Notice: 5/6/25		Broadening Participation in STEM Graduate Degrees and the U.S. STEM Workforce - Pilot Project		\$45,000.00	\$45,000.00	0	10/1/2024	Monthly	Original Term: 10/1/2024-9/30/27		
Acting Chair Michael McDonald	George Mason University / College of Humanities and Social Science	National Endowment for the Humanities	0	Global Passages: Creating a Public Database of Slaving Voyages across the Indian Ocean and Asia	Termination Notice: 5/7/25		Global Passages: Creating a Public Database of Slaving Voyages across the Indian Ocean and Asia		\$65,544.00	\$19,770.96	1	3/1/2023	Monthly	Original Term: 3/1/2023-2/28/26		
Pedro Sancha, President and Chief Executive Officer	George Mason University / College of Science	National Science Foundation	0	George Mason University Quantum Education Research Postdoctoral Fellowship	Termination Notice: 5/9/25		George Mason University Quantum Education Research Postdoctoral Fellowship		\$1,246,608.00	\$1,228,008.40	2	1/1/2025	Monthly	Original Term: 1/1/2025-12/31/27		
Pedro Sancha, President and Chief Executive Officer	George Mason University / Schar School Policy and Government	National Science Foundation	0	CAREER: Investigating Undergraduate Student Persistence Intentions for a Diverse Data Science Community	Termination: 5/9/25	This is an award that was going to be transferred from Berry College. There is no award record created	CAREER: Investigating Undergraduate Student Persistence Intentions for a Diverse Data Science Community		\$452,724.00	\$452,724.00	0	8/15/2024	Monthly	Original Term: 8/15/2024-7/31/29		

Secretariat	Receiving Agency	Federal Disbursement Agency	Subrecipients (if applicable)	Grant / Loan Name	Date of Notice of Freeze	Changes to Status and Date	Activity / Purpose	Connection to IJUA / IRA	Total Award Amount (\$)	Amount Remaining (\$)	Consequences of Freeze (People Impacted, etc.)	Award Date	Frequency of Agency Draw	Term of Grant / Renewal Periods	FTEs Supported by Grant	Comments
Administrator Lee Zeldin	George Mason University / Department of Civil, Environmental, and Structural Engineering	Environmental Protection Agency	0	Septic to Sewer?: Justice-focused strategies for addressing coastal septic failures under sea-level rise and increased flooding	Termination Notice: 5/12/25		Septic to Sewer?: Justice-focused strategies for addressing coastal septic failures under sea-level rise and increased flooding		\$226,000.00	\$90,164.60	4	8/1/2025	Monthly	Original Term: 8/1/2022-7/31/25		
Secretary Linda McMahon	George Mason University / College of Education and Human Development	U.S. Department of Education	0	School Based Mental Health Alliance Project (SBMHA)	Non-Continuance Notice: 5/16/28	Termination: 5/16/25	School Based Mental Health Alliance Project (SBMHA)		\$983,439.00	\$686,834.20	10	1/1/2025	Monthly	Original Term: 1/1/2025-12/31/2029		
Rear Admiral Kurt J. Rothenhaus	George Mason University / College of Engineering and Computing	Office of Naval Research	0	Habitus and the Information Environment: An ethnographic case study of digital anthropology	Termination Notice: 6/11/25		Habitus and the Information Environment: An ethnographic case study of digital anthropology		\$1,759,081.00	(\$20,890.62)	2	9/1/2022	Monthly	Original Term: 9/1/2022-8/31/2027		
Acting Administrator Janet Petro	George Mason University / College of Science	NASA	0	Assessing environmental justice, air quality, and health co-benefits of transport interventions in U.S. urban areas	Termination Notice: 6/13/25		Assessing environmental justice, air quality, and health co-benefits of transport interventions in U.S. urban areas		\$124,300.00	\$104,808.71	1	3/15/2024	Monthly	Original Term: 3/15/2024-3/14/2026		

2025 SIX-YEAR PLAN NARRATIVE (Part II)
INSTITUTION: George Mason University

OVERVIEW

The six-year plan should describe the institution's goals as they relate to the Commonwealth's goals which are articulated in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); the Restructured Higher Education Financial and Administrative Operations Act of 2005; and the Governor's objectives to prepare every graduate for success in life. Please use this opportunity to outline your institution's plans and objectives.

The instructions within the institutional mission and priorities section below ask for specific strategies related to affordability and access to quality postsecondary education that prepare students for success in life. Other sections offer institutions the opportunity to describe additional strategies to advance institutional goals and Commonwealth needs.

The intent of this process is for each of the commonwealth's higher education institutions to complete a consistent, detailed biennial strategic plan, with an update to that plan in the second year of the biennium. This process should coincide with any planning processes completed by the institution and presented to their board of visitors. It is also expected that the plans rely on the fact packs maintained by SCHEV for key statistics and financial metrics.

Please be comprehensive but as concise as possible with responses; you are encouraged to use bullet points vs. prose. Consider this a starting point for the dialogue with OpSix; you will have the opportunity to further elaborate on the narrative in your review session later this summer.

Please save this narrative document with your institution's name added to the file name.

SECTION A: MISSION & PRIORITIES

Key question: What are your institution's unique strengths and how do those inform your strategic priorities?

A1. Describe how your institutional strategic plan goals align to your institutions mission. Please share any plans you have to change your mission over the six-year period.

As noted by President Washington “when you know who you are, when you know what you stand for, you can proceed with purpose and dignity.” Decision-making at George Mason University is guided by our Mission, Vision and Purpose, and our Core Values. Our [Strategic Directions](#) are a result of deliberate and careful consideration of those foundational elements and they highly correlate to our strategic plan. The plan is a living document and will be updated in the next three years.

Mission: To be an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.

Vision and purpose: As a public, comprehensive, R1 institution, Mason provides opportunities and access to excellence for those who seek a quality, affordable education. Mason leverages our collective talents to solve the world’s most pressing challenges.

Our **Core Values** guide and drive our decision-making, reminding ourselves of what is important and the center of our university:

- Our students come first.
- Innovation is our tradition.
- We are careful stewards.
- We thrive together.
- Diversity is our strength.
- We honor freedom of thought and expression.
- We act with integrity.

Mason’s [Strategic Directions](#) (as outlined in our strategic plan):

- Deliver a distinctive and inclusive student experience that fosters lifelong engagement.
- Expand the impact of Mason’s research, scholarship, and creative enterprise.
- Expand partnerships for economic and social impact.
- Exemplify a university culture of diversity, equity, and inclusion.
- Invest in faculty and staff success

A2. What are your institution’s greatest strengths and areas of distinctiveness that it should continue to invest in? Looking ahead, what are your institution’s greatest opportunities for improvement?

George Mason’s unparalleled access (as evidenced by its high admit rate) and demonstrable opportunity of outcomes (as evidenced by its relatively high graduation and job placement rates regardless of ethnicity or economic status) is our institution’s greatest strength. This is reflected in the highest tier ranking from the Carnegie Foundation and American Council for Education of [Opportunity Colleges and Universities](#).

- Of the 6 R1 institutions in Virginia, only Mason was recognized for being high access with high outcomes.
- Further, of the 96 large or very large R1 institutions in the nation, only 13 were recognized for high access with high outcomes with Mason being 1 of 5 very large institutions in that category.

This affirmation of our value, our success rate, and commitment to graduating students prepared to enter the evolving workforce is especially notable given the following:

- Mason educates more in-state undergraduates than any other Virginia 4-year, and has for several years.

- Mason’s admission rate of nearly 90% paired with our extraordinary 1-year retention and 6-year graduation rates exceeds the mean for R1/Access (admission rates of 80% or higher) peers by as much as 6ppts for both. This reflects our success in educating and enabling social mobility for underserved populations and reinforces the ranking in the highest tier for Opportunity Colleges and Universities. For that even more select group, Mason exceeds the mean 1-year retention rate by 3ppts and the 6-year graduation rate by 2ppts.

Source: IPEDS	1 Year Retention Rate. Fall 22 Cohort	6 Year Graduation Rate. Fall 17 Cohort
Mason	87%	69%
R1 Access Peer Mean/Median/Min/Max	81%/82%/69%/91%	63%/64%/44%/82%
Carnegie Opportunity Ranking Peers Mean/Median/Min/Max	84%/84%/69%/94%	67%/68%/46%/86%

- The percent of Mason low-income graduates who achieve upward mobility in Virginia exceeds the Commonwealth rate for all public 4 years by 10+ percentage points year after year.
- Mason’s graduates contribute to the Commonwealth’s tax base at higher rates than other public 4-year institutions, the effect of which is amplified by the volume we serve.
 - 73% of in-state graduates remain in Virginia, exceeding the mean for all public 4-year institutions by 3ppts.
 - 30% of out-of-state graduates also stay in Virginia, again exceeding the mean for all public 4-year institutions by 8ppts.
- Mason is cost efficient. FY 24 E&G expenses per student is 3K below the commonwealth average while operating in the most expensive commonwealth market by far. Indeed, it is one of the most expensive markets in the United States.
- A comprehensive institution serving the diverse needs of a diverse population, Mason’s innovative program portfolio, mindful of workforce and pipeline development includes:
 - A growing collaborative portfolio that pairs GMU’s research with industry as manifested by unique co-working relationships in the new FUSE building.
 - Broad pathways for stackable and modular study options between the Costello College of Business and other colleges across the university.
 - Virginia’s first College of Public Health.
 - Tech Talent programming, including programs in cyber-security, artificial intelligence, and the ethics of artificial intelligence.
 - Our acclaimed College of Visual and Performing Arts includes the Virginia Serious Game Institute which cultivates and supports Mason-founded startups, rapid prototype development, high-value knowledge job creation, and regional economic development.
- In 23-24 Mason graduated more than 150 students in each the following programs, demonstrating our role in meeting a broad spectrum of workforce needs:
 - Across all degree levels: Global Affairs, Social Work, Economics.
 - Undergraduate Programs: Business, Information Technology, Psychology, Computer Science, Criminology, Biology, Nursing, Community Health
 - Graduate Programs: Law, Computer Science, Data Analytics Engineering, Special Education, Curriculum and Instruction, Business Administration.

The undergraduate students Mason serves (27% low income, 16% middle income, 59% minority, 25% first generation) often require additional, targeted support compared to students from other types of backgrounds. Unlikely to add additional expense to achieve their education goals, many students from Northern Virginia choose Mason because it is cost effective for themselves and their families. Given the cost of living in Northern Virginia, the Mason value proposition that demonstrably enables social

mobility while meeting workforce demands is undeniable. But it comes with funding needs commensurate with those factors.

The Commonwealth has lauded George Mason for our effective and strategic use of funds to ensure a safe and productive campus environment that capitalizes the return on the investment. Simultaneously, the deficit in our maintenance reserve funding has been acknowledged.

George Mason's capital plan is multifaceted with interwoven short-term and long-term objectives that build upon each other. Embedding lifecycle and deferred maintenance into project planning as well as ensuring long-term financial sustainability by managing debt capacity and institutional reserves are top priorities for capital planning at George Mason. For the next biennium there are 4 goals:

- Support the development of student centric spaces that enhance learning and development.
- Maximize square footage through innovation and careful planning and deployment.
- Continued the skilled stewardship of the resources, for which George Mason is recognized, to modernize instructional facilities and strengthen research capabilities.
- Divest from lease holdings.

Within in that context, our strategic capital planning requests focus on maximizing opportunities for critical investments.

1. The **Interdisciplinary Science and Engineering Building (ISEB)** will enable Mason to modernize stem-based learning facilities and maximize student opportunities in industries and employment critical to the Commonwealth. With STEM enrollment ever increasing, the need to ensure facilities appropriately equipped with labs engineered for innovative research and discovery is paramount. ISEB will create a modern, 150,000 GSF facility to house student project spaces, engineering labs for both instruction and research, and updated laboratory environments to replace outdated spaces located within Planetary and David King Halls. Further, ISEB will spark the evolution of spaces that support students in ecosystems of engagement where they live and learn within a Living Learning Village.
2. Mindful of opportunities within the business sector and enhanced student experiences, the **Costello College of Business Building** would collocate the operations, including dedicated teaching, collaboration and student engagement space. The Costello College of Business currently has the fourth-largest enrollment and the second-highest projected growth among Mason's academic units. This investment will provide space for that growing student population, ensure Mason's competitiveness in the executive education market, reduce off-campus lease dependence, and enable the renovation of Enterprise Hall. Like ISEB, the Costello College of Business Building will also serve as the anchor of a Living Learning Village.
3. **Aggregated Critical Deferred Maintenance:** This request consolidates multiple facility needs, e.g. replacement of air handling units (AHUs), switchgear, elevators, generators, and other critical infrastructure. With a projected shortfall of \$56 million for critical deferred maintenance in E&G (Education and General) facilities over the next biennium, the request is intended to fill the Mason's historic funding gap. Total investment needs are as much as \$96M. In the next fiscal year, we seek funding of \$32M as we begin the process of addressing those critical needs.

These immediate projects will lay the foundation for planned next steps to include the development of the Student Innovation Factory as part of David King Hall renovations and development of an interdisciplinary science and engineering laboratory facility on the Sci Tech Campus.

A3. What are the top 3-5 strategic priorities you are currently pursuing or planning to pursue in the next six years? Please explain how each strategy relates to the statewide strategic plan for higher education, to the strengths and/or opportunities for improvement mentioned above, and will ultimately drive better outcomes for students. If

the strategy has a general fund component (operating and/or capital, equipment, renovation) please include the operating request in the “General Fund Request” tab and the capital or equipment request in the “Capital” tab of the excel file.

Supporting our Strategic Directions built on George Mason strengths that pair opportunity with exceptional education and innovation, the following initiatives are priorities for advancement and investment.

1. Developed through a faculty-driven task force, George Mason has identified six interlocking solution areas that shape the framework for [George Mason’s Grand Challenge Initiative](#). Rooted in the university’s core strengths, they reflect our capacity and engagement in deeply collaborative, multidisciplinary approaches to research, education, and community partnerships. The Grand Challenges include:

- Advancing 21st-Century Education for All
- Building a Climate-Resilient Society
- Driving Responsible Digital Innovation and Sustainable Cyberinfrastructure
- Improving Human Health, Well-Being, and Preparedness
- Pioneering Space Exploration, Research, and Collaboration for Humanity
- Strengthening Peace, Trust, and Engagement in Democracy

This work will enhance educational and research opportunities via integration with the university’s degree programs. Expected outcomes include:

- Increased faculty, post doc, and graduate student talent;
- Refined and grow issue-expertise, project alignment and research proposals through pilot and grant programs,
- Build infrastructure and resources needed to contribute to solving these global challenges. In partnership with the [MasonNow](#) campaign, the work surrounding the Grand Challenges will secure partnerships, funding, and support from government, industry, and nongovernmental organizations.

2. **Artificial Intelligence** is a key focus at Mason as we identify opportunities to lead and partner across the commonwealth in this rapidly changing landscape. To support the key initiatives detailed below, each of which require significant institutional and commonwealth investment, is a foundational investment required in the technology infrastructure of George Mason.

- AI initiatives are specifically integrated with the [Grand Challenges](#) as part of Driving Responsible Digital Innovation and Sustainable Cyberinfrastructure challenge where George Mason will look for opportunities to harness AI and other emerging technologies to solve challenges while promoting ethical innovation.
- Virginia can, and should, serve as a leader in responsible AI – in business, education, research, and policy. A coordinated AI Institute will position Virginia as a top AI state by enabling resource-sharing, increasing efficiency, and reducing redundancies. It will enable Virginia to leverage expertise across the state to meet the substantial challenges and opportunities presented by AI.
 - To help realize this goal, several Virginia universities (UVA, George Mason, James Madison, ODU, VCU, VT, VSU, and William & Mary) are planning for a Commonwealth-wide AI institute (CAII).
 - The CAII will coordinate industry, higher education, and government entities throughout the state for four purposes:
 - 1) education and workforce development;
 - 2) innovation and economic development;
 - 3) research and discovery; and
 - 4) serving as a trusted source of AI expertise for local, state, and national government.
 - The next 12 months will serve as a planning phase, with the objective of delivering an operational blueprint and budget for the Institute. This goal requires developing

partnerships; informing and convening stakeholders in government, education, industry, and communities across the Commonwealth; and determining the strategy and operational details of the CAII.

- Capitalizing on partnerships across the commonwealth, George Mason is building a nexus of collaboration and resources around artificial intelligence as a model for universities.

[AI²Nexus](#) is built on four key principles:

- Integration AI to transform education, research and operations.
- Inspiring with AI to advance education and learning for workforce needs.
- Innovating with AI to lead in the responsible AI-enabled discovery and advancements.
- Impacting with AI to drive partnerships and engagement for societal use.

3. As an institution for all Virginians, expansion of the **Mason Virginia Promise (MVP)** is engineered to meet students where they are and builds on Mason's proven formula for success. Always innovative, under the MVP umbrella Mason offers multiple pathways to success including degrees, entrepreneurship opportunities, advanced credentials, and certificate attainment for any Virginian who seeks it. MVP is built around student-defined success strategies that support them through their journey, advancing achievement and upward mobility, feeding the Commonwealth's ecosystem of knowledge, skill, and high wage employment. Pathways include:
 - Since 1987, the [Early Identification Program \(EIP\)](#) has empowered first-generation student success by providing mentoring, academic, and socio-emotional resources in their middle and high school years. Partnering with over 70 schools, 98% of EIP high school seniors go on to pursue a college degree.
 - The newly launched [Mason Career Academy](#), in which Mason has invested \$650K is engineered to provide access to job-aligned career training through Coursera's online courses for students to earn industry professional certificates and micro-credentials from the world's leading companies, e.g. Google, Meta, and IBM. Over 90 online courses and industry-recognized technical certifications are offered through this partnership. For a nominal registration fee, Mason Career Academy is available to anyone in this rapidly changing employment landscape. The certifications will provide opportunities for Virginians to increase earning potential, support career advancement and/or career pivots, with new skills matched to current opportunities.
 - [Mason Small Business Development Center \(SBDC\)](#) provides
 - Expert counseling with experienced business executives and subject matter experts,
 - Workshops ranging from how to start a business to finance to cybersecurity, all paired with extensive connections to additional resources that assist entrepreneurs start and build their enterprise.
 - Mason's signature partnership to ease transfer student processes with Northern Virginia Community College, [ADVANCE](#) has been widely recognized as a [national model](#). Principles from that partnership have now been adapted to create transfer pathways with additional community college institutions administered through the [Office of Community College Partnerships](#). These pathways are expanding given the efforts of the Office of Academic Alliances whose work focuses on bringing faculty across institutions together to explore opportunities and create innovative academic strategies focused on enabling students to complete their bachelor's degree at Mason after building strong foundations at their 2-year institutions.
 - The [Mason Virginia Promise Grant](#), available to full-time enrolled Virginia residents participating in one of the many community college partnerships or the Early Identification Program with a family income of less than \$75,000 or Pell Eligible with an expected family contribution of less than \$25,000, closes any remaining financial gap after all other

gift aid has been applied. This effort reinforces the access mission of Mason to ensure upward mobility and workforce development.

4. Capital Investments as outlined above, i.e. the ISEB, Costello College of Business Building and Aggregated Critical Deferred Maintenance. Since 2015, Mason's growth, which exceeds the total population of at least 5 other Commonwealth institutions, contributes in a manner that few Virginia institutions of higher education can to the success of the Commonwealth's talent needs. To continue to provide high quality talent in high paying jobs, additional resources for facilities management and maintenance are required. This strategic investment, given George Mason's proven track record in enabling upward mobility, increasing the Commonwealth tax base, and educating skilled employees in critical areas promises an exceptional return on investment for the commonwealth. The value proposition of George Mason is undeniable.

A4. Please explain how your institution has engaged your Board of Visitors and institution leadership in the mandatory review of the Pell Initiative for Virginia.

Receipt of PIV funding is contingent upon completion of a SCHEV-required Institution Wide Barrier report due in September 2025. George Mason hired a faculty member to organize the report, held a PIV self-study retreat in March and is currently preparing the final report, with a draft expected to be shared with university leadership in July. Mason's Executive Council recently became involved in the development as part of the annual planning activities. Mason members of the Board of Visitors will be engaged during the Summer Planning Conference and BOV meeting July 30-August 1.

SECTION B: STRATEGIC DEEP DIVE – ENROLLMENT VOLUME & COMPOSITION

Key question: How is your institution managing enrollment in light of state and national trends, and what are the financial implications?

B1. What do you see as the primary drivers of recent enrollment trends for your institution? Further, describe your 2023 enrollment projections and explain why those projections have (or have not) resulted as projected. Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant. When responding to this question please consider data under the “Enrollment” section of your institution’s fact pack ([linked here](#)).

George Mason's [recent undergraduate population growth](#) is due to a combination of factors, not the least of which is geography, paired with strategic decisions related to recruitment, financial aid packaging, and prospect socioeconomic factors.

- Located in the most populated region of the state, roughly 70% of the undergraduate population at George Mason originates in northern Virginia. This community has an increasing appreciation for, and recognition of, the value proposition Mason offers as an access oriented R1 institution with impressive student outcomes.
- High school senior enrollments have increased in key feeder counties.
 - Strategic recruitment activities capitalize on the growth within those populations
 - Direct admissions programming has enhanced the recruitment process.
- Mason has leveraged federal, state, and institutional resources for enhanced opportunities for Virginia residents, particularly for those at lower income levels.
 - Average gift aid has risen approximately \$4,000 over the last 10 years.
 - Lower income students have benefited by an increase of 70% rising nearly \$5,000.
 - Those increases have allowed our local lower income population to pursue their education while allowing them the cost-effective approach of living at home.

Re: 2023 enrollment projections. George Mason surpassed commonwealth freshmen targets and transfer targets. At the freshman level, our efforts resulted in higher than anticipated enrollments of 5% in Fall 23 and 3% in Fall 24. Projections were based on:

- High school populations in primary feeder counties,
- Enrollment in the commonwealth's community college system,
- The realized growth trajectory witnessed within key programs focused on critical workforce development needs, such as the Tech Talent Pipeline, and
- Expanded outreach and financial support to VA lower income students via the Mason Virginia Promise.

However, the nonresident undergraduate population fell short of targets by roughly 4% in Fall 23 and 14% in Fall 24. This was the result of two factors:

- Changes in the market and price sensitivity for out of state students, and
- In line with the Governor's goals and in support of the commonwealth workforce needs, George Mason shifted financial resources to support more commonwealth residents.

At the graduate level, master's degree level enrollment experienced some declines in the last two years.

- George Mason anticipated a leveling off within our projections regarding international interest and growth related to TTIP programs.
- However, there was a significant reversal in a brief two-year period which resulted in falling short of our non-resident Master goal.
- George Mason's investments over the last several years in Commonwealth resident graduate enrollment buffered the international reversal in those same programs.

B2. Please summarize your institutions enrollment management strategy to align with recent demographic and enrollment trends. Consider online education enrollment in your response. What is the level of confidence in your 2025 enrollment projections, considering potential risks and unknowns such as economic factors, shifting student preferences, and regional demographic changes? Please reference national and statewide enrollment trends/projections and cite any other data (e.g. regional trends, performance of prior enrollment strategies) that informed your projections.

Department of Education data predicts Northern Virginia high school graduates will grow through 2026. With a roughly 90% acceptance rate paired with George Mason's reputation for return on investment, the trend of students applying and being accepted by Mason is promising for the next several years.

- Nearly 18% of the Northern Virginia high school students apply to Mason—an impressive increase from roughly 14% just 5 years ago.
- Given a steady yield of admitted to enrolled, it is anticipated more students will choose Mason.
- In addition, expansion of entry portals plays a key role in George Mason growth.
 - The multiple pathways under [Mason's Virginia Promise](#) is yielding benefits for both the students and the commonwealth, increasing access, opportunity and upward mobility.
 - [George Mason's High School Direct Admission](#) program, an initiative that partners with local school districts to offer admission to qualified students without an application or fee, has helped increase enrollment from participating high schools by 16%.
 - Mason has a formal partnership with 40 Northern Virginia high schools for the graduating class of 2026. As a result, targets are expected to expand beyond 2026.
 - George Mason's signature transfer program with Northern Virginia Community College, [ADVANCE](#), has grown to 17.7% of our incoming transfers. The expectation is to continue to capture NVCC students who previously would not have transferred.
 - [Expansion of transfer programs](#) beyond Northern Virginia Community College includes additional VCCS institutions in addition to institutions in Maryland. These gains are anticipated in later years of the enrollment plan.
 - Regardless of potential changes to Pell eligibility, George Mason's strategy, in partnership with Pell Initiative for Virginia (PIV), is to encourage and enable Pell Eligible students, primarily from the Northern Virginia region, to enroll and graduate from Mason.
 - Expansion of Commonwealth need-based aid in the last five years (growing to \$76M in 2023/24 from \$29M in 2020/21) will improve yield and retention for needy students.
 - As an access R1 institution, Mason enrolls more Pell Eligible students than any other institution in the Commonwealth with [demonstrable upward mobility ROI](#) and employment outcomes that contribute to the Commonwealth's tax base.

However, Mason is keenly aware that absent in-state student tuition increases while facing inevitable rises in the cost to operate, the university will be challenged to support our students and their opportunity to contribute to the Commonwealth's prosperity. Critical state support and infrastructure investments will ease some limitations as we reach physical enrollment capacity. Opportunities for online program growth via [Mason Online](#) is under study to ensure program development meets student and employer need in a model that ensures not only available programs but quality guardrails and student supports to ensure success. In Fall 2024, 34% of all course credit hours were delivered fully online and 69% of students enrolled in at least one online course. George Mason will remain resilient to online needs with programming serves the needs of Commonwealth residents regardless of location and workforce development.

B3. Explain the implications of your enrollment strategy on your institution's financials. Please consider impacts on both revenues (e.g., discounting, financial aid, net tuition revenue) and expenditures (e.g., costs to implement enrollment management strategies, costs of enrolling more students or students with different needs, cost-per-student impact of flat/decreased enrollment).

Focusing strategies on affordability, George Mason serves the most diverse university population in the Commonwealth, 43% of which originate from low- or middle-income households. The revenue stream created by students is leveraged to support students in the form of merit and need-based aid to enroll students unable to afford the full cost of attendance. The strategies of pairing affordable tuition with financial aid promotes timely progress to degree, lowers the total cost of attendance, and reduces student debt.

- In FY 2024, Tuition and Fees comprised 67% of Mason's E&G Revenue (36% of Total All-Funds Revenues).
- Financial aid is second only to personnel for student-related cost. The financial aid investments made are foundational to enrollment and, therefore, financial viability.
 - George Mason has increased financial aid 70% over the last 10 years for low-income students, from \$6.9K to \$11.7K.
 - In 2024, [JLARC's study on Spending and Efficiency in Higher Education](#) found that George Mason has reduced the net price 15% (\$3,357) between FY 2014 and FY 2023.
 - Increasing rates of financial aid mitigates borrowing needs.
 - From 2013-22, institutional financial aid grew from 11% to 17% of gross tuition revenue.
 - At the same time, annual borrowing per student FTE was reduced from \$7.2K to \$5.8K.
 - In 2022 JLARC's study on [Higher Education Financial Aid Grant Programs and Awards](#) found that Mason would need an additional \$35.7M in order to meet the financial need of its students.
 - Limitations placed by the Commonwealth on assistance to part-time students affects approximately 20% of the undergraduate student body.
- The largest operational cost at George Mason is personnel.
 - In FY 2024, GMU had [fewer employees per student FTE](#) than the Commonwealth Public Four-Year average, 0.14 vs 0.19.
 - While the [Total Public Four-Year average](#) ratio grew annually at 1% over the past ten years, GMU's ratio has remained flat.
 - At the same time, [George Mason's share](#) of the combined net state-wide student growth was 49% of the total [growth in the commonwealth](#) (6658/13,498).

SECTION C: STRATEGIC DEEP DIVE – PROGRAM ALIGNMENT & PERFORMANCE

COMPLETION OUTCOMES

Key question: How is your institution supporting all students to succeed in completing their degree or credential in a timely manner?

C1. What are your highest-priority completion outcomes targets, both overall and for particular student segments? Please include aspirational targets, realistic expectations, and qualitative targets and specify by when and how you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030). Also include information on recent changes in completion outcomes. When responding please reference the “Completion” section of your institution’s fact pack data ([linked here](#)).

George Mason’s impressive [1-year retention and 6-year graduation rates](#) remain steady with 1-year retention consistently above 85% and 6-year graduation at or near 70%. Historically, gaps between subpopulations are marginal which is a remarkable outcome in the higher education landscape. George Mason’s rates exceed the mean for R1/Access (admission rates of 80% or higher) peers by as much as 6ppts for both. This reflects our success in educating and enabling social mobility for underserved populations and reinforces the ranking in the highest tier for [Opportunity Colleges and Universities](#). For that even more select group, Mason exceeds the mean 1-year retention rate by 3ppts and the 6-year graduation rate by 2ppts.

Source: IPEDS	1 Year Retention Rate. Fall 22 Cohort	6 Year Graduation Rate. Fall 17 Cohort
Mason	87%	69%
R1 Access Peer Mean/Median/Min/Max	81%/82%/69%/91%	63%/64%/44%/82%
Carnegie Opportunity Ranking Peers Mean/Median/Min/Max	84%/84%/69%/94%	67%/68%/46%/86%

Not surprisingly, as George Mason represents nearly 18% of higher education enrollment within the Commonwealth, the [rates in the Commonwealth](#) mirror those of George Mason, whose goals are to continue this pattern of exceptional success across populations.

C2. Please describe efforts at your institution to ensure all students are graduating in a timely manner. Reference data from the “Program Alignment and Performance” section of your fact pack ([linked here](#)).

George Mason admits 90% of those who apply achieving a remarkable 70% graduation rate who graduate on time.

- Our [time to degree](#) medians are consistent year to year at
 - 4.0 for first time in college students and
 - 3.0 for transfer students.
- George Mason’s new student population is roughly 40% transfer students. Their success is integral to what makes George Mason successful.
 - By the end of 3 years at George Mason, close to 60% of transfer students have graduated.
 - Over time, that rate climbs to 80%.

George Mason’s student success strategies take note of the students we serve as an access, R1 institution. This diverse population seeking upward mobility requires an approach that meets them where they are while encouraging them to develop into what they can become. Specific initiatives that George Mason is deploying includes:

- Expansion of community college transfer pathways administered through the [Office of Community College Partnerships](#) to adapt the principles and successes of [ADVANCE](#) with partnerships throughout the Virginia Community College System.
- Grow the number of students participating in Mason's college preparatory [Early Identification Program \(EIP\)](#).
- Over 40 Northern Virginia High Schools in Fall 2026 will partner with Mason in [Direct Admissions](#).

- Enrollment from the first-round pilot schools increased 16% in the first year.
- This program will expand further in Northern Virginia, prioritizing schools with the largest numbers of students labeled as 'Economically Disadvantaged' by the Virginia Department of Education.
- Carefully study and create structures around online offerings that provide the flexibility needed while ensuring academic rigor, integrity, and alignment with George Mason's market and mission.
- Technology improvements
 - [Patriot Connect](#) Phase 1 launched spring 2025: A customer relations management system, Patriot Connect integrates student support for advising, coaching and career opportunities.
 - [Canvas](#): learning management system was fully engaged summer 2025.
- The [Mason Student Service Center](#) is built upon a shared service model and delivers, through an integrated on-stop-shop, seamless support for students which builds upon technology investments and is enhanced by the adoption of Patriot Connect.
- Expansion of Bachelors-to-Accelerated-Masters (BAM) programs in partnership with other Virginia institutions.
- Expansion of the [Mason Virginia Promise Grant](#) guarantee of a minimum gift aid package equal to the published cost of tuition and fees. Eligible students include:
 - Participants of [ADVANCE](#)
 - Participants in [The Early Identification Program](#)
 - Mason employees who are Virginia residents with an annual income of less than \$75,000.
 - Full Pell grant eligible students - a group that has grown by 21% since 2022.
- Continual engagement and innovation in providing well-being, mental health, and accessibility services for students.

Mason has adopted several initiatives to increase student retention for targeted student populations:

- Emergency financial support
- Scholarship opportunities connected to majors and/or affinity groups.
- Increase childcare support for student parents, including military families.
- [Success Coaching](#) for all students.
- Continue to build the First-Generation Peer Mentoring program.
- Increase tutoring services for all students and implementation of [Knack](#) which offers free peer to peer mentoring employing tutors who are Mason students with proven success in the course for which they tutor.
- Enhance language support for multi-lingual learners.

Finally, a notable strategy aimed at student success contained within the capital plan are the development of **living learning villages**—where students with similar majors and career goals will live and learn in an academic ecosystem engineered to promote their development and success both at Mason and beyond.

POST-COMPLETION OUTCOMES

Key question: How is your institution preparing all students for success beyond completion (e.g., career preparation)?

C3. Please explain how you monitor post-completion outcomes (e.g., employment rates, wage attainment, debt load, upward mobility). What data do you collect? What metrics are you monitoring most closely? What does the data reveal about your institution's greatest strengths and areas for improvement with respect to post-completion outcomes? Please include any relevant data/reports in the appendix or as a separate attachment, including any data that captures outcomes by school/department/program. When responding please reference the "Post Completion" section of your institution's fact pack data ([linked here](#)).

To track post completion outcomes, Mason monitors several external sources in addition to collecting information from our graduates.

- The Career Plans Survey: anticipated degree recipients are requested to participate in the survey at the time of graduation and remains open for 6 months. For those who do not respond, supplemental data is sought from Alumni Pathways (e.g. LinkedIn profiles) and the National Student Clearinghouse. Using this collection process allows George Mason to monitor industries, employers, salary outcomes and goals
- The Post-Secondary Education Outcomes dashboard from the US Census enables Mason to track 1-, 5-, and 10-year wage outcomes by fields of study.
- [Patriot Connect](#) will, in phased expansions, seek opportunities to include engagement with students after graduation resulting in more comprehensive connections with our graduates and providing clarity on their career trajectories.

The fact pack demonstrates our strengths and contributions the Commonwealth including:

- [Over 80%](#) of lower-income students achieve upward mobility 5 years post-graduation. Given the volume of low- and middle-income populations that Mason serves, 43% in 2023, the value proposition is clear.
- Mason bachelors graduate median income 3 years post-graduation is [\\$26k higher than 25 year old high school graduate](#). For master graduates, the value is [\\$41K or double that of a 25 year old high school graduate](#).
- Regarding workforce development:
 - 40% of Mason graduates are from programs [aligned to occupations that are expected to see high growth](#) in the next 5 years. Of course, many graduates will also be employed in those areas, as the nature of high-growth fields inherently draws in degree fields outside of 1-1 matches.
 - More than 30% of Mason graduates are working in [VEDP-designated](#) high priority tradeable industries.
 - Over half, 54%, of Mason graduates are [entering industries with the highest job growth](#) in the Commonwealth.
 - Exceeding the Commonwealth totals, Mason [in-state graduates stay in Virginia at the rate of 73% and out-of state-graduates stay at the rate of 30%](#). Mason graduates contribute to the vitality of the workforce and Mason imports talent to Virginia

C4. What specific strategies/actions, including potential changes to your program portfolio or curriculum, are you planning to take to maximize the career readiness and job attainment of all students across programs of study, including increasing early career exposure for students (e.g., internships, work-based learning) during their time at your institution? How will you draw on successes/challenges from prior initiatives? Please describe how you intend to use existing/provided resources to execute the strategies.

Mason provides opportunities for transformational experiences that enable student growth in their personal and professional goals. To maximize student potential for job attainment and enhance opportunities for career exposure specifically, several proven strategies are planned and/or operational:

- **Living learning villages**, as envisioned within capital planning initiatives, will create spaces for students can develop and deepen their interests through social, educational and reflective activities. Focusing on active and collaborative learning, students living in the villages will interact with each other and with George Mason faculty in interactive spaces that promote shared experiences by developing intentional dialogue, informal interactions and shared experiences. The opportunity to deepen understanding within the theme of the community, engagement beyond the classroom dovetails with retention and graduation goals, improved time to degree and, subsequently, lowered cost to degree.
- **MasonWorks** is the on-campus student employment/internship program to increase on-campus internship/employment opportunities with an emphasis on building career readiness. Managed by University Career Services, all colleges and divisions throughout the university are offered the opportunity to hire a student intern at no cost to the individual unit in exchange for supervisor/student participation in [GROWTH](#), George Mason's on-campus student talent development program. With growing interest, we seek funding to bring this to scale to increase career readiness, retention and graduation.
- **Program Productivity and Alignment:** George Mason consistently evaluates all degree programs to ensure alignment with productivity goals and responsiveness to workforce demands. Program lifecycles, clear growth strategies, adjustment and/or potential discontinuation are considered within the context of research on national trends in undergraduate and graduate education.
- **Expanding Experiential Learning:** The SCHEV-funded "Virginia Workforce-Ready Patriots" program and partnership with Podium through the [George Mason Global Career Accelerator](#) has significantly increased experiential learning opportunities including increased internship-for-credit at the undergraduate level, enhanced virtual and global internships, capstone projects, and other industry-led student work. Our goal is to ensure every student has access to high-impact practices that enhance their college journey.
- **Strengthening Industry Engagement:** Roundtables and workforce summits have served to maximize learning initiatives, refine curricula, and forge new research partnerships including. new majors, concentrations, industry credentials, and updated curriculum, e.g., the cybersecurity and cloud concentrations within the Bachelor of Applied Studies program were directly informed by this type of collaboration. The completion of the Fuse Building at Mason Square in Arlington provides enhanced opportunities for new industry partnerships and student engagement.
- **Expanding Mason's Learning Initiatives Network and CPE Offerings:** Workforce development efforts are focused on increasing credentialing opportunities at both the graduate and undergraduate levels. Beyond traditional industry credentials, Mason now offers enhanced options for badging and certifications with flexible pathways to complement existing majors, e.g. a master's level student can earn a series of stackable certificates to a degree. Through the [Mason Career Academy](#), students at any level can pursue certifications from some of the nation's most profitable corporations. Moreover, Mason extends these opportunities to unemployed workers seeking to upskill into new career paths. This entry point for developing new skills and addressing workforce development gaps also allows for the potential to leverage the certifications into college credits.
- **Supporting International Students and Study Abroad:** George Mason is seeking to enhance study abroad opportunities for our online students and strengthen partnerships with other Commonwealth institutions as well as international campuses. Broadening student global understanding through both in-person and virtual study abroad experiences, George Mason is

also Mason is focused on options that enable students to begin their degrees and support access to education if their visas are denied and they are unable to physically reach the Fairfax campus, e.g. utilizing Mason's branch campus in Songdo, South Korea, identifying partners for instructional sites in India and the Middle East, and increasing online course delivery across the institution.

- **Developing Learning Support Services for All Students:** A task force is currently evaluating all student support services. Objectives include a complete inventory of all George Mason's student support resources with the aim of innovating delivery and resource allocations to serve our students better.
- **Designing Programs for Graduate Success:** To envision the future of graduate education and post-doctoral affairs, George Mason is examining institutional infrastructure and funding/financial support optimize success, experience, engagement and career readiness.
- **Analytics and data optimization** to enable understanding of student behavior, outcomes, opportunities and policy development. This requires investments in better data practices, collection, storage and access protocols. Current practices hamper this work requiring investment in enhance technology to collect, define, audit, and analyze data.

WORKFORCE ALIGNMENT

Key question: How are your institution's programs of study and degree conferrals aligned with the evolving talent needs of the Commonwealth?

C5. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment? When responding please reference the "Workforce Alignment" section of your institution's fact pack data ([linked here](#)).

Mason's program portfolio and student enrollment aligns with Virginia's occupational needs, the success of which is evidenced by the upward mobility reflected in the highest tier ranking from the Carnegie Foundation and American Council for Education of [Opportunity Colleges and Universities](#). This affirmation of our value, our success rate, and commitment to graduating students prepared to enter the evolving workforce is especially notable given that Mason educates more in-state undergraduates than any other Virginia 4-year and has for several years.

- [40% of Mason graduates](#) are from programs aligned to occupations that are expected to see high growth in the next 5 year. Of course, many graduates will also be employed in those areas, as the nature of high-growth fields inherently draws in degree fields outside of 1-1 matches.
- More than 30% of Mason graduates are working in [VEDP-designated](#) high priority tradeable industries.
- Over half, 54%, of Mason graduates are [entering industries with the highest job growth](#) in the Commonwealth.
- Exceeding the Commonwealth totals, Mason [in-state graduates stay in Virginia at the rate of 73% and out-of state-graduates stay at the rate of 30%](#). Mason graduates contribute to the vitality of the workforce and Mason imports talent to Virginia
- [In each area](#) (aside from skilled trades) George Mason offers multiple programs in high occupation areas.
- Areas in which George Mason leads the region include:
 - Computer Science, Cybersecurity, IT and related technology areas. The advancements of AI through the [Grand Challenges](#) and [AI²Nexus](#) will build upon that expertise and leadership.
 - K-12 Education including (Special Education and other Special Needs)
 - Nursing and related Health Sciences.
 - Given George Mason's location, we are a regional partner for public sector and service occupations as well as private sector occupations.
- Mason will continue to address workforce needs through several innovative practices.
 - The newly launched [Mason Career Academy](#), is engineered to provide access to job-aligned career training through Coursera's online courses to earn industry professional certificates and micro-credentials from the world's leading companies.
 - Expanding Experiential Learning through the SCHEV-funded "Virginia Workforce-Ready Patriots" program and partnership with Podium via the [George Mason Global Career Accelerator](#). The goal is to ensure every student has access to high-impact practices that enhance their college journey.
 - Continued exploration to address gaps and minimize structural impediments in areas of nursing/healthcare and education related fields. Clinical placements and collaboration for nursing and education students is a factor that affects the numbers of student we can serve in these critical workforce areas.

C6. Explain any additional initiatives or partnerships the institution is currently involved in to improve workforce alignment of academic programs.

- Workforce Development and Internship Growth
 - The newly launched [Mason Career Academy](#), is engineered to provide access to job-aligned career training through Coursera's online courses to earn industry professional certificates and micro-credentials from the world's leading companies. Over 90 online courses and industry-recognized technical certifications are offered through this partnership. The certifications will provide opportunities for Virginians to increase earning potential, support career advancement and/or career pivots, with new skills matched to current opportunities.
 - [The George Mason Global Career Accelerator](#) is offered in partnership with Podium Education, a leader in experiential education. Participation in this program offers field experience and certifications in high demand careers while earning 3-6 college credits.
- Partnerships with Higher Education Institutions
 - The Office of Community College Partnerships has been renamed the *Office for Academic Alliances* to reflect an expanded mission supporting increased collaborations across Virginia and internationally.
 - Development of academic pathways for transfer students at both undergraduate and graduate levels is underway with four-year institutions such as UMW, UVA, and VSU.
 - Additional partnerships are being established with community colleges, particularly in the southern regions of the Commonwealth.
- Mason Korea is being positioned as a gateway campus for international students, particularly for those facing challenges in obtaining U.S. visas.
 - Study abroad opportunities in South Korea are being expanded through new collaborations with other Virginia institutions.
 - Research initiatives in South Korea and partnerships with Korean business leaders in Northern Virginia are being enhanced.
- Final documentation is underway for submission to receive Carnegie Elective Classification in Sustainability. This recognition will serve as a catalyst for new research proposals and sustainability-focused events across the institution with enhanced student experiences in this growth field.

SECTION D: STRATEGIC DEEP DIVE – FINANCIAL EFFECTIVENESS & SUSTAINABILITY

AFFORDABILITY FOR STUDENTS & FAMILIES

Key question: How is your institution accounting for and improving affordability for students and families?

D1. What specific strategies/actions do you plan to take to improve affordability moving forward across your overall student body and priority subpopulations, and what is the expected impact? Please account for a broad range of factors including the full cost of attendance, net price, time to degree, debt load, etc. When responding please reference the “Financial Effectiveness & Sustainability: Affordability” and “Financial Health” section of your institution’s fact pack data ([linked here](#)).

George Mason's affordability innovations combine comprehensive strategies that incorporate accessible pathways to produce workforce-ready graduates with less debt than our peers. As the largest and most diverse institution in the Commonwealth, George Mason ranks first in Virginia for [best value](#), [internships](#), and [upward mobility](#) using strategies tailored to the students we serve ((27% low income, 16% middle income, 59% minority, 25% first generation) that integrate affordable tuition and targeted financial aid. The effects are reduced time to degree, a lower cost of attendance and reduced student debt. [JLARC](#) noted George Mason efforts reduced net price by 15% / \$3,357, between FY14 and FY23.

- **Tuition Moderation and Financial Aid:**

- For FY 2026, GMU was the singular Commonwealth public large research institution not to increase in-state tuition, signaling our affordability commitment. Out-of-state tuition was modestly increased by 1.5% to 2.5%. More than 20% of GMU aid is funded through redirecting non-resident tuition revenue and 1/3 of the revenue generated from this increase is earmarked to increase student aid funding for our neediest students.
- Robust aid programs at George Mason are designed to make education more affordable, support the university's enrollment and revenue targets, and provide economic opportunity to Virginians, serving more needy and very needy students than any other public state university.
- Pell Initiative for Virginia (PIV) Pell enrollment at George Mason has grown to more than 9,500 students. Mason has received funding from SCHEV in all 4 rounds of consideration for PIV, totaling over \$10M. Those funds have been deployed to expand recruitment staff, financial literacy programming, laptop loan programs, and a recently launched housing grant for Pell students.
- [Stay Mason](#) provides emergency student funding to help students facing financial hardships stay enrolled. Budgeted at \$1.1M, the funds reduce stop-outs and improve time to degree.
- The [Mason Virginia Promise Grant](#) enables low-income students to close any remaining financial gap after all other gift aid has been applied. Available to full-time enrolled Virginia residents participating in one of the many community college partnerships or the Early Identification Program with a family income of less than \$75,000 or Pell Eligible with an expected family contribution of less than \$25,000, this work reinforces the access mission of Mason to ensure upward mobility and workforce development.

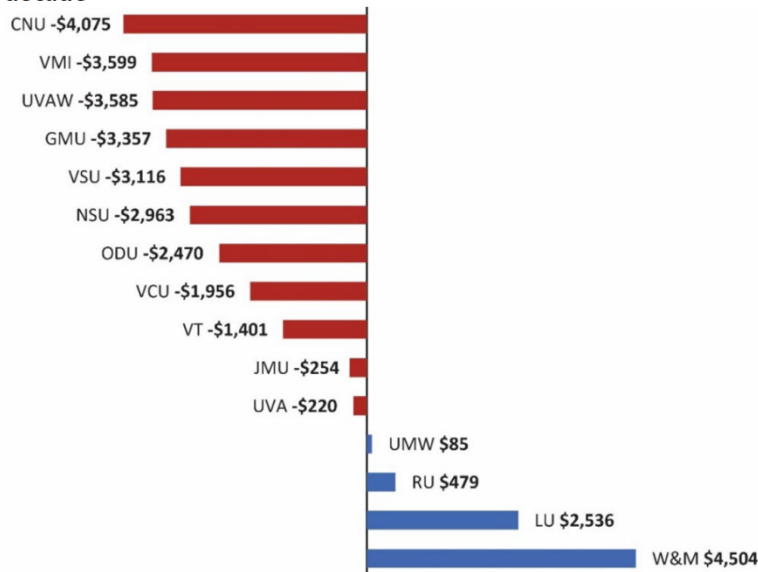
- **Accessible Pathways**

- [Early Identification Program \(EIP\)](#) - EIP targets early interventions for high ability, low resource students. More than 2,200 students have graduated from the program, and 98% of participating seniors enroll in postsecondary education each year.
- [ADVANCE](#) streamlines the transfer process for community college students by providing clearly defined transfer pathways, personalized coaching services, access to resources, facilities, and financial aid opportunities. During Spring/Fall 2024, Community College partners enrolled 1,500 new students. An additional 700 students successfully transferred to Mason to begin their four-year studies.
- The [Mason Career Academy](#) is engineered to provide access to job-aligned career training through Coursera's online courses to earn industry professional certificates and micro-credentials from the world's leading companies. For a nominal registration fee, Mason Career Academy is available to anyone in this rapidly changing employment landscape.

- **Cost of Attendance & Student Debt:** From FY 2014 to FY 2024, [GMU's total cost of attendance](#) grew at a lower rate annually than the [Total Public Four-Year average](#), 3.1% v 3.2%. Simultaneously, student debt declined with [annual borrowing per student FTE](#) dropping 2.8% over ten years from \$7.2K to \$5.8K. As a result, the annual borrowing rate is more than \$1,000 below the [Total Public Four-Year average](#). Per [JLARC](#), GMU's net price fell by \$3,357 between FY14 and FY23.

FIGURE 2-3

Most institutions have reduced their net price, relative to inflation, during the past decade



SOURCE: JLARC analysis of National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS) average net price data, FY14 to FY23. Inflation-adjusted to 2023 dollars.

NOTE: Represents prices for a full-time, in-state undergraduate student living on-campus. Net price includes only students who received federal, state, or institutional financial aid.

REVENUE

Key question: How is your institution approaching pricing and revenue management? What are the implications on long-term top-line financial health?

D2. Please explain the rationale behind your full pricing (i.e. published tuition & fees, including mandatory non-E&G fees) and financial aid award strategy (i.e. net tuition revenue projections). What data informed your assessment of T&F increase feasibility (e.g., market comparisons, student capacity to pay) and estimates of discounts/waivers/unfunded scholarships? What informed your strategy around financial aid awards, merit and need-based, particularly for various student segments by income level and academic preparation? Further describe your institution's discounting by type and if this is sustainable in future years. Please reference the "Revenue" and "Financial Health" slides of your institution's fact pack ([linked here](#)).

Access to a high-quality education is central to GMU's mission. Doing so requires a careful balance between affordability, institutional need, lower per FTE funding than our peers, and rising costs in the most expensive region of the Commonwealth. To remain competitive in the thriving Northern Virginia market and beyond, George Mason's tuition and fees are calibrated with careful consideration of:

- Peer pricing analyses.
- Price sensitivity surveys of primary markets.
- Institutional needs, e.g., support for academic initiatives, student support, faculty/staff retention, infrastructure improvements and other strategic initiatives.
- Compliance with not fully funded state mandates (e.g., salary increases, VMSDEP, etc.)
- Assessing discounting practices to achieve student support goals, enrollment targets and financial sustainability. While need-based aid remains the highest priority, merit aid is strategically deployed to attract and retain high-achieving students.

State support provides funding to reduce the cost of attendance by 33%. However, given the students we serve (27% low income, 16% middle income, 59% minority, 25% first generation) George Mason must find other revenue to meet the needs of our students. Strategies include:

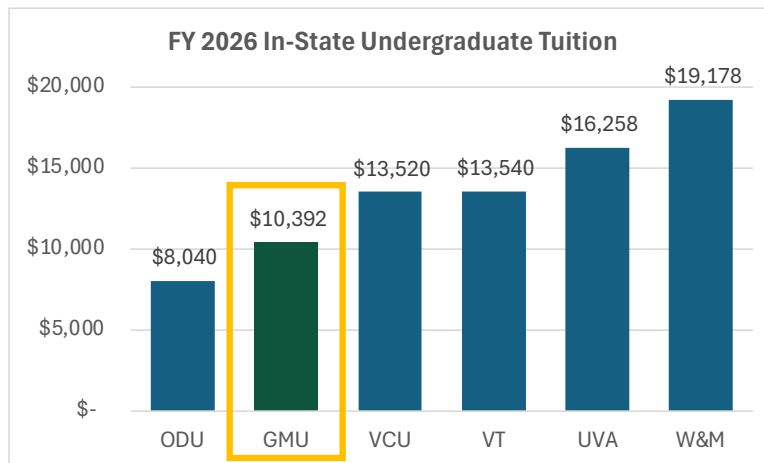
- Redirecting non-resident tuition dollars to student discounting which funds more than 20% of institutional aid.
- GMU's most recent Pell Initiative for Virginia funding request included millions in direct student aid to address the funding deficit.
- Mandatory student fees provide funding for student support services and operational programs. Funding for these essential programs which support retention and time to degree is balanced against ensuring affordability.

George Mason's financial aid strategy prioritizes supporting the neediest students while ensuring enrollment and revenue targets are achieved. The [rate of annual growth in institutional aid](#) is more than double the growth in net tuition revenue, 12.6% vs. 6.1%. George Mason continues to invest in key financial aid programs including:

- [Mason Virginia Promise Grant](#) is a last-dollar award that closes any remaining financial gaps for standard undergraduate tuition after all other gift aid has been applied, e.g., federal and state grants, institutional grants and scholarships, tuition assistance grants, and military tuition waivers. Eligibility for this program is expanding consistent with funding ability currently targeting ADVANCE and Early Identification program participants whose household income is less than \$75,000.
- [Stay Mason](#) provides emergency student funding to help students facing financial hardships stay enrolled. Budgeted at \$1.1M, the funds reduce stop-outs and improve time to degree.
- [Virginia Military Survivors & Dependents Education Program](#) (VMSDEP), which continues to experience tremendous year-over-year growth without commensurate growth in appropriations. Next year, VMSDEP will have resulted in more than \$50 million in cumulative costs for GMU since FY 2020.
- We also strategically deploy merit aid to attract and retain high-achieving students.

D3. What do you expect to be the impact of your pricing/discounting approach on enrollment numbers/mix (if any) and net tuition revenue moving forward and why? Please reference the "Financial Health" slides of your institution's fact pack ([linked here](#)).

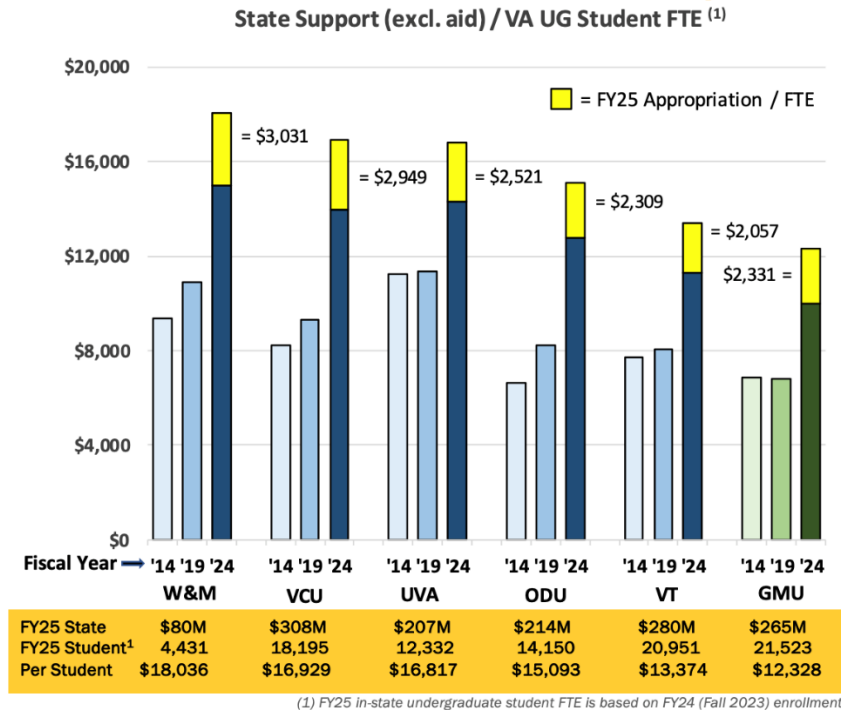
Committed to providing an affordable education while located in the highest cost of living region in Virginia, George Mason's in-state tuition continues to be lower than almost all of our large public research peers in the Commonwealth. Further, George Mason did not raise in-state tuition for FY 2026. Mason is grateful for the increased allocations and support from the Commonwealth in recent years. However, balancing low tuition and increased institutional aid paired with limited in-state tuition increases pressures GMU's operating budget and lean operations.



George Mason's [gross tuition revenue's compound annual growth](#) was 6.4% from FY 2016 to FY 2024, with an offsetting institutional aid annual growth of 12.6% and a net tuition revenue annual growth of 6.1%. Please note: this growth is not driven by tuition increases alone. Indeed, George Mason limited tuition increases during this time with a compound annual growth of 3.4%. A significant driver of our revenue base is a [20% increase in enrollment](#) over the past decade. At the same time, institutional aid grew from 16% to 28% of total aid, a purposeful strategy to meet the needs of our students.

- Since FY21, Mason has reallocated 33% of new revenue from tuition rate increases to support incremental institutional need-based and merit-based institutional aid as an important lever in our strategy to achieve freshman and transfer enrollment increases.
- This aid strategy has also enabled several initiatives to address unmet needs (e.g., the [Mason Virginia Promise Grants](#), [Early Identification Program](#), [Stay Mason](#), etc.)
- George Mason will continue to increase the enrollment of Pell-Eligible and needy students as part of our expanded discounting strategy.

Anticipating further enrollment growth given our proven value and demonstrated outcomes for workforce development and upward mobility, George Mason also anticipates our student body growth will be representative of the population in the Commonwealth and Northern Virginia, providing opportunity to those who may not otherwise be able to attend college. However, without increased Commonwealth financial aid and operational appropriation support, George Mason will continue to face budget pressures, particularly if we continue to institute lower tuition increases than our peers.



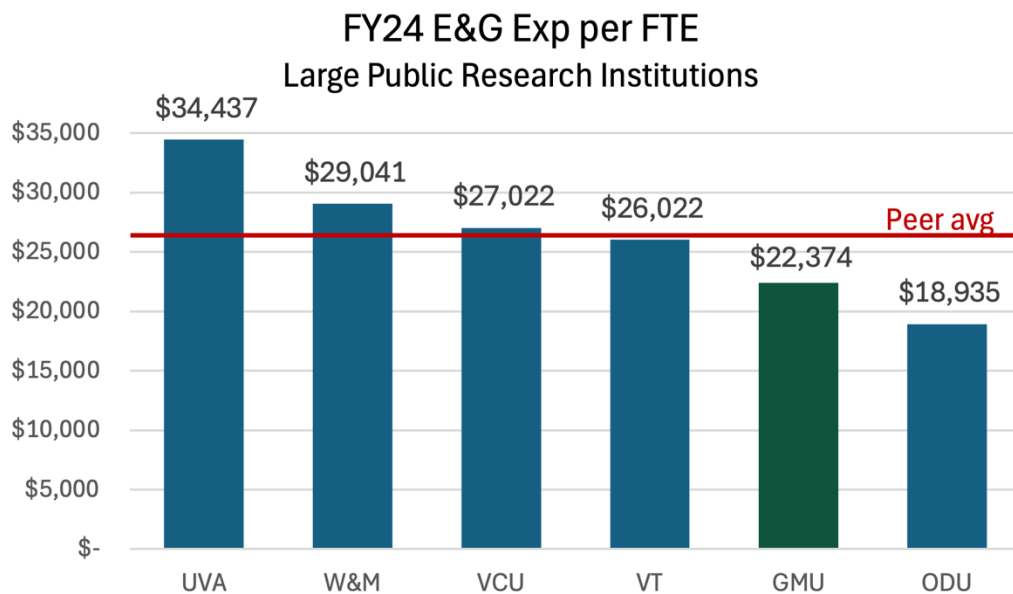
COST EFFECTIVENESS

Key question: How has your institution maintained bottom-line financial health and focused investment on the levers that will drive improvements in student outcomes?

D4. Reflect on the categories/subcategories of cost that have recently experienced the most significant increases on an absolute or per-student basis. What have been the primary drivers of those increases? Please be specific and include supporting data using the “Expenditures by Category” and “Financial Health” slides from your institution’s fact pack data ([linked here](#)).

Committed to acting as a responsible financial steward of Commonwealth resources, Mason seeks efficiency opportunities. While challenged by economic uncertainty and rising annual costs, expenditures reflect the requirements to meet the university's core educational mission.

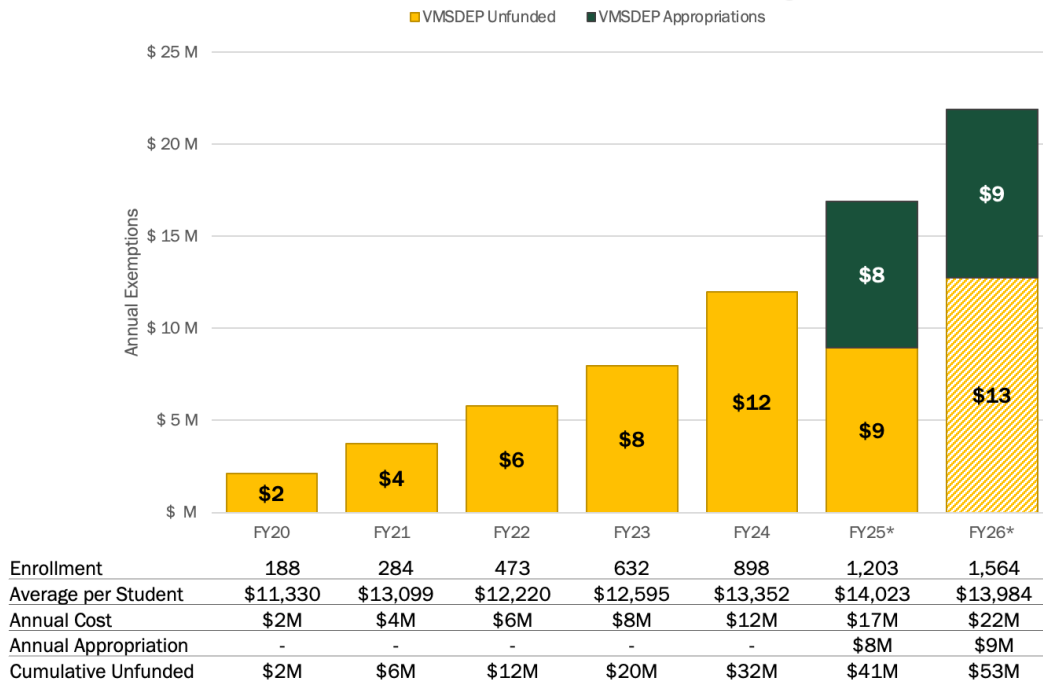
- According to the Fact Pack, [GMU's annual E&G program expenditures](#) have grown at an annual rate of 5.1% over a ten-year period, just above the average 4.8% [Total Public Four-Year growth rate](#).
- However, this comparison does not account for [GMU's enrollment growth](#) over the past ten years, i.e. a 20% increase of almost 6,700 students, and the cost containment and mitigation strategies that have enabled GMU to grow significantly, while scaling costs efficiently.
- In comparison, personnel cost growth and effective cost mitigation is illustrated in the chart below.
 - When factoring in student FTE growth, the number of [personnel per student FTE](#) remained flat (0.0%)
 - Simultaneously, the salary outlay per student FTE only rose 2.7% over ten years, slightly below the annual 2.8% HEPI and CPI increase.
 - GMU operated in a more cost-effective manner than the [Total Public Four-Year Institutions](#), which saw a 1% average annual increase in the number of employees per student FTE and a 4.1% average increase in the salary outlay per student FTE, despite lower growth in enrollment.
 - Further, George Mason's E&G expenditures per student FTE are almost \$4,000 below our Commonwealth peer's average.
- In recent years, the Commonwealth appropriations have grown, providing much-needed support, but as we continue to moderate our tuition rates, we continue to experience budget pressures from rising costs.



- Increased expenses are driven by:
 - Rising operational costs,
 - Continual need to invest in infrastructure and facilities exacerbated by historic underinvestment in our systems and maintenance.

- Market competitiveness and critical retention driven compensation increases. While improved, market gaps in key functional areas and disciplines remain in an environment of increasing regional competition.
- Commonwealth-mandated compensation increases only cover 47.8% of the total increase. GMU must cover the remainder from tuition and fees and other unrestricted E&G revenue resources.
- Enrollment growth has increased demand for additional student facing services with more personnel and infrastructure support.
- Virginia Military Survivors & Dependents Education Program (VMSDEP) continues to grow, providing an important resource to our Commonwealth veterans. While the Commonwealth provided appropriations for FY 2025 and FY 2026, next year GMU will have faced more than \$50 million in program costs since FY 2020.

VMSDEP Underfunding



FY25 VMSDEP cost is preliminary; FY26 cost is forecast

As demonstrated within the Fact Pack, George Mason exercises stringent management of expenses; however, growing costs, not fully funded mandates, and broader economic uncertainty (potential shifts in international enrollment, tariffs, federal research policy) challenge advancing strategic initiatives to support student success and institutional competitiveness.

George Mason seeks better alignment between state funding policies and actual institutional cost drivers, particularly salary support and enrollment-based funding, with a funding model that recognizes performance.

D5. What specific strategies/actions do you plan to take to contain/reduce key costs and improve fiscal health going forward while improving student outcomes? What are your objectives and what have been your results to date of any already-launched initiatives? What is the expected impact and timeframe of these strategies? Include any short-term costs that would need to be incurred to implement the strategies. Include the costs with a general fund request in the Excel file in the “GF Request” tab. Please reference the “Fastest Growing Expenditures” and “Financial Health” tables in your institution’s fact pack data [\(linked here\)](#).

As a responsible steward of Commonwealth resources, George Mason sustains performance through the implementation of multi-year, cross-functional strategies that contain costs, improve efficiency, diversify revenue, and enhance student outcomes in the face of growing economic uncertainty and rising cost pressures.

Ongoing and recently completed initiatives:

- Revenue Enhancements
 - Patriot Investment Fund (interest earnings from local cash investments) - \$2.2M in FY24, \$3.9M projected in FY25
 - Masonvale ground lease termination - \$3M annual
 - Vernon Smith Hall acquisition - \$12M in FY24 (one-time), \$2.3M annual
- Cost Savings/Avoidance
 - 64 positions not filled through Critical Vacancy Review - \$9.2M
 - Vernon Smith Hall rent expense elimination - \$4M annual
 - Faculty Incentive Retirement Plan - \$3M (*5-year period*)
 - Freedom Aquatic & Fitness Center renegotiation - \$2.1M (*5-year period*)
 - Parking contract savings - \$1.1M annual
 - Janitorial service adjustments - \$775K annual
 - Library material reduction (duplicate & underutilized) - \$750K annual
 - Energy efficiency improvements - \$475K annual
 - Piloting administrative shared service models in key functional areas (HR, research, finance)
- New Fiscal Budget Model
 - Deployed in FY26 designed to improve greater alignment of resources and incentivize progress toward key strategic goals.
 - Key business drivers include greater clarity around revenue generation and distribution, improved financial aid strategies, and physical space utilization and optimization.

Infrastructure and Process Improvements

- Student support enhanced with CRM tool focused on improved student advising, retention and completion FY24-27
- Continued financial transparency utilizing Banner Optimization/Chart of Accounts by leveraging resources to enhance analytics/report development.
- Eliminating resource-wasteful processes, e.g. manual processes, duplicate data entry, etc., with investments in technology solutions (e.g., Automation Center of Excellence).
- A development focused CRM to improve donor cultivation, fundraising analysis and capacity.
- Enhanced human resources operation by deploying technologies that lessen time to hire and improve processes, e.g., performance management, class and compensation analyses. Tools include Page Up (launched in FY23) Performance Management System (FY25), and other HR human capital management systems.
- Replacing the outdated degree audit and scheduler tool to enhance the student experience and allow for integration with other state-level systems such as the TransferVA portal.
- Implement unit reorganizations which require Commonwealth partnership for exceptions from state code and policies to provide the necessary flexibility to achieve efficiencies and optimizations.
- Continuing to improve instructional classroom and lab space utilization metrics.
- Refining the Electronic-MOU system to better manage contract and negotiation processes.
- Created a detailed capital outlay model that incorporates all facets of capital project approval, funding, and expenditure planning.
- Continuing to refine the data elements and reporting elements of our multi-year financial forecasting tool – Synario.
- Creating a robust data management program and data infrastructure as part of the Mason Impact: Data to Analytics Solutions (MIDAS) initiative. Implementing a new Identity and

Access management system to enable automatic role-based provisioning to improve efficiency and reduce operational risks. Managed services for Enterprise Cloud management and migration

- Student learning and faculty engagement through modernization of classroom technology refresh.
- Managed services to Enterprise Cloud Management and migration.
- Transition to a new learning management system (Canvas) that provides greater flexibility and consistent design elements, increasing value for students and faculty.

Appreciative of the Commonwealth's financial support, we require additional resources to provide the quality education that has proven ability to prepare career ready and upwardly mobile citizens for the Commonwealth and support the talented workforce at George Mason:

- Student Success Initiatives will continue to enhance access and affordability through the continuation of financial support programs and services to meet 100% of students' unmet needs.
- Investments in Faculty and Staff requests include the provision of 100% support for mandated salary increases as well as right-size GMU's low faculty percentile of 30% compared to the standard of 60%

These requests reflect a strong commitment to both student success and faculty & staff investments. Addressing unmet financial needs ensure accessibility and affordability, while advocating for state-funded salary increases to ensure institutional quality and competitiveness.

- With the opening of the new Fuse building at the Mason Square campus in Arlington in 2025, we are actively helping the property manager to recruit tenants who will be aligned with George Mason's mission and research interests. Project goals include engaging in public-private, joint research opportunities in the building, as well as encouraging internships and post-graduation placements with Fuse companies for our students.
- For George Mason's Grand Challenge Initiative, faculty proposals for funding will be highly encouraged to include external partnerships to show how their proposal will "move the needle" in each solution area beyond the internal walls of George Mason, including any external cost-sharing or outside funding available to reduce the internal cost of potential awards.

D6. Please describe the data in your fact pack ([linked here](#)) under "Expenditures by Category" and "Personnel". Provide an overview of any challenges present and what your institution is doing to get ahead of any anticipated challenges.

The Fact Pack data demonstrates that George Mason is leaner and more efficient than our peers, despite operating in the most expensive region in the Commonwealth – in fact, one of the most expensive regions in the country.

- GMU's largest operational cost is personnel.
 - In FY 2024, GMU had [fewer employees per student FTE](#) than the Commonwealth Public Four-Year average, 0.14 vs 0.19.
 - While the [Total Public Four-Year average](#) ratio grew annually at 1% over the past ten years, GMU's ratio has remained flat even while [GMU's enrollment](#) grew by 20%, adding almost 6,700 students.
 - State-wide, during this same ten-year period, the total net student growth of [Total Public Four-Years](#) combined was less than 13,500 students. GMU's capture of 83% of the net state-wide student enrollment increase is indicative of our reputation as the "best value in the state."
 - Despite the lower overall total employee ratio, GMU's ratio of Instructor to Student FTE is the same as the Public Four-Year average, 0.05. However, GMU's ratio of All

Other employees to Student FTE is below the Public Four-Year average, 0.10 vs 0.13, reflecting operational efficiency.

- George Mason must provide competitive salaries to retain high-performing faculty and staff. A longstanding challenge into which we have made significant investment over the past five years, GMU has seen a 7.1% increase in Salary Outlay per Student FTE vs the 4.6% Public Four-Year average increase. Even so, GMU's average salary outlay lags well below the Public Four-Year average, \$13.3k vs \$15.9k, with those schools operating in much less expensive regions.
- In 2024, [SCHEV](#) noted "In public higher education, the Commonwealth's policy has been to fund each institution's average faculty salary at the 60th percentile of its national peers...One institution, George Mason University, is below the 30th percentile." The subsequent recommendation was for an additional \$9.3 million and \$18.5 million in funding disparity support in FY 2025 and FY 2026 respectively.
- State-mandated compensation increases (i.e., salary, health insurance, bonuses) are funded by the Commonwealth at 47.8%. While welcome and necessary retention tools, lacking full funding, they represent additional costs which are remedied by seeking increases in tuition and fees to cover the budget shortfall and/or implement targeted reductions in student-related services and success initiatives.
- Strategic efforts to grow and diversify revenue streams
 - Targeted real estate and infrastructure investments in FY23 and FY24 which have resulted in increased Auxiliary revenues.
 - The university acquired Vernon Smith Hall and Masonvale from component units, which reduced debt, cut operating costs, and generated ongoing revenue, as well as enabling the establishment of the Patriot Investment Fund to generate investment income, \$3.9 million in FY 2025.
 - GMU continues to advocate for increased cash management authority to generate additional revenue, consistent with our Tier 3 peers, which would mitigate some of our need for additional operational appropriation support from the Commonwealth.

GMU continues to actively seek new and diverse revenue resources along with targeting cost reductions through continuous improvements in our processes and infrastructure systems, where available. Future efficiencies will hinge upon increased operating appropriations from the Commonwealth.

D7. Please discuss how statewide salary and health insurance premium increases impact your institution (please reference your institution's estimated cost impact from the salary and health insurance calculator file). Further describe any challenges or the ability to support the NGF portion of the statewide increases. If statewide salary and health insurance premium increases occur and you do not receive additional state support above the general fund share, please describe how you will manage the NGF portion of these increases.

George Mason faces challenges with the State-mandated salary and health insurance premium increases, exacerbated by underfunding and lean operations.

- The compensation increases are necessary in the competitive Northern Virginia market
- The Commonwealth's 47.3% cost-share creates significant financial challenges.
 - Revenue generated from enrollment growth and modest tuition increases and been used to offset state salary and benefit increases not fully funded by the Commonwealth, resulting in minimal resources for strategic priorities.
 - George Mason's ability to offset growing personnel costs is further constrained by tuition rate restrictions.
 - Uncertain timing and partial funding negatively impacts institutional year-end financial management and challenges George Mason's ability to plan, e.g. the FY 2025 1.5% one-time bonus approved late in May 2025.

As George Mason navigates additional pressures, including those stemming from broader economic trends, e.g., potential shifts in international enrollment, tariffs, federal research policy, all resources will be reevaluated and reconsidered. With a focus on improved operational efficiencies and identification of new revenue opportunities, continued Commonwealth support is essential to ensure George Mason can sustainably manage NGF cost increases, while maintaining its commitment to affordability, access, and educational quality.

D8. Using the information from the ProForma tab of the Excel file please describe any present funding concerns (if relevant) and how your institution plans to address any potential concerns.

GMU continues to manage effectively its limited financial resources through strategic cost mitigation strategies, on-going operational efficiencies, and revenue enhancements.

GMU ended FY25 with an operationally balanced budget. One-time General Fund (GF) support of \$13.3M appropriated in FY25 was reverted and re-appropriated in FY26. GMU plans to use this support to help offset GF cost increases and achieve a targeted balanced budget in FY26.

Nonetheless, GMU faces significant financial challenges in the next biennium, i.e. FY27-FY28 given the six-year plan's requirements and assumptions including:

- Maintaining GF annual base funding at FY25 levels.
- Partial funding of VMSDEP.
- Limited in-state tuition increases of 3% in FY27 and FY28 with no increases for FY29-FY32.

GMU is projected to have annual budget deficits ranging from \$12M in FY27, rising steadily to \$32M in FY32. Despite the university's proven ability to keep its operational costs low while growing enrollment, delivering high quality student outcomes, and low student FTE appropriation funding level compared to our Commonwealth Peers, GMU cannot maintain an annual balanced E&G budget without receiving additional state financial support. This financial outlook suggests the need for increased base-funded GF support in all cost categories as well as Board support for tuition increases.

SECTION E: ECONOMIC DEVELOPMENT ANNUAL REPORT

E1. Provide a link to any report your institution has produced about its economic development contributions. You may also share it in the appendix or as an attachment
See Appendix A

SECTION F: FREEDOM OF EXPRESSION AND INQUIRY, FREE SPEECH, ACADEMIC FREEDOM AND DIVERSITY OF THOUGHT

F1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.

Mason is committed to, and proudly recognized for, fostering an environment that welcomes free speech for all.

- Earns top national ranking (green light rating) for campus climate from the Foundation for Individual Rights in Education ([FIRE](#)) and in 2025 ranked 16th nationally for encouraging free speech.
- Ranked 2nd nationally, 1st amongst public universities and 1st among public universities for online students, for being an LGBTQ friendly campus.
- Mason affirms the principles outlined in the Chicago Statement: "the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed."
- Co-Curricular student programming:
 - "Rights and Responsibilities" during New Student Orientation paired with publication in orientation guide with a dedicated website
 - ["Dialogue and Difference"](#) programs are offered in multiple modalities throughout the year.
 - ["Constructive Dialogue Institute"](#) is delivered to new students leading up to Welcome Week with workshops offered throughout the academic year.
- Course offerings in this area include:
 - Schar School of Policy and Government: Civil Rights Law, Social Media Privacy and Innovation, Constitutional Law, Civil Rights and Civil Liberties, and the Democracy Lab Undergraduate Learning Community.
 - Antonin Scalia Law School: Foundational courses in Constitutional Law, Free Speech Clinic, Freedom of Speech and First Amendment Law, training on respectful discussion and debate during orientation;
 - College of Humanities and Social Sciences: Free Speech and Ethics course is offered that satisfies a Mason Core, general education requirement.
- [Statement of Faculty Principle](#): Affirms the faculty's commitment to "respectful debate and the full and open exchange of ideas."
- [Liberty & Law Center's Public Discourse Project](#)
- Mason's provides online resources to guide legal and safe First Amendment expressions at [Free Speech at Mason](#).
- [Student Media](#) offers hands-on training, co-curricular learning experiences, campus-wide events, publishing opportunities to elevate student voices, and connections to practicing media professionals and national organizations that protect free speech.
- Expansion goals:
 - Freedom & Learning Presidential Speaker Series.
 - Freedom of Speech teach-in series.
 - Implementation of Freedom of Expression and Intellectual diversity narrative action plan has been submitted to SCHEV.
 - Expanding freedom of expression modules into student organization leadership training.

SECTION G: NEW SCHOOLS, SITES, AND MERGERS

G1. Provide information on any new instructional sites, schools, or mergers supported by all types of funding that your institution is considering or planning to undertake during the six-year period.

To address challenges with student visa acquisition, we anticipate increased collaboration with our international partners and the development of new instructional sites, especially in India, to allow students to begin their graduate education before arriving in the U.S.

[OPTIONAL] SECTION H: RESEARCH

H1. [OPTIONAL] Highlight any strategic research priorities, programs, or key areas of investment (e.g., hiring plans, critical research agendas, interdisciplinary centers, business partnerships, commercialization efforts) and IP dissemination and commercialization priorities you intend to pursue over the next 6 years that have not already been mentioned in this narrative. What are the anticipated benefits to your faculty attraction/retention strategy, student value proposition, and the economic competitiveness of the Commonwealth?

- [George Mason's Grand Challenge Initiative](#) are rooted in the university's core strengths and reflect our capacity and engagement in deeply collaborative, multidisciplinary approaches to research, education, and community partnerships. The Grand Challenges include 6 Bold Solutions:

- Advancing 21st-Century Education for All
- Building a Climate-Resilient Society
- Driving Responsible Digital Innovation and Sustainable Cyberinfrastructure
- Improving Human Health, Well-Being, and Preparedness
- Pioneering Space Exploration, Research, and Collaboration for Humanity
- Strengthening Peace, Trust, and Engagement in Democracy

This 5 year, \$15M strategic research initiative will enhance educational and research opportunities via integration with the university's degree programs. It is expected that the initiative will increase faculty, post doc, and graduate student talent and domain-expertise, align projects and research proposals through pilot and grant programs, and build infrastructure and resources needed to contribute to solving these global challenges. In partnership with the [MasonNow](#) campaign, the work surrounding the Grand Challenges will secure partnerships, funding, and support from government, industry, and nongovernmental organizations.

- **Artificial Intelligence** is a key focus at Mason as we identify opportunities to lead and partner across the commonwealth in this rapidly changing landscape. Included as a research initiative, the impacts of the AI investment will reach far beyond contributing to student, faculty, and staff success and retention, and build innumerable public and private collaborative partnerships. To support the key initiatives detailed below, each of which require significant institutional and commonwealth investment, also requires a foundational investment in the technology infrastructure of George Mason. That investment will support growth in the following areas:
 - Specifically integrated with *Bold Solution: Driving Responsible Digital Innovation and Sustainable Cyberinfrastructure*, AI will support all the [Grand Challenges](#) with the development of a cross-cutting technology platform to harness emerging technologies solve the challenges while promoting ethical innovation.
 - Virginia can, and should, serve as a leader in responsible AI – in business, education, research, and policy. A coordinated AI Institute will position Virginia as a top AI state by enabling resource-sharing, increasing efficiency, and reducing redundancies. It will enable Virginia to leverage expertise across the state to meet the substantial challenges and opportunities presented by AI.
 - To help realize this goal, a number of Virginia universities (UVA, George Mason, James Madison, ODU, VCU, VT, VSU, and William & Mary) are planning for a Commonwealth-wide AI institute (CAII).
 - The CAII will coordinate industry, higher education, and government entities throughout the state for four purposes:
 - 1) education and workforce development;
 - 2) innovation and economic development;
 - 3) research and discovery; and
 - 4) serving as a trusted source of AI expertise for local, state, and national government.
 - The next 12 months will serve as a planning phase, with the objective of delivering an operational blueprint and budget for the Institute. This goal requires developing partnerships; informing and convening stakeholders in government, education, industry, and communities across the Commonwealth; and determining the strategy and operational details of the CAII.

- Capitalizing on partnerships across the commonwealth, George Mason is building a nexus of collaboration and resources around artificial intelligence as a model for universities. [AI²Nexus](#) is built on four key principles:
 - Integration AI to transform education, research and operations.
 - Inspiring with AI to advance education and learning for workforce needs.
 - Innovating with AI to lead in the responsible AI-enabled discovery and advancements.
 - Impacting with AI to drive partnerships and engagement for societal use.
- **Pilot centers** aligned with the [Grand Challenges](#) for which we seek investment include:
 - The [Quantum Science and Engineering Center \(QSEC\)](#) at George Mason University: Dedicated to creating a quantum workforce pipeline spanning K-20 education throughout the Commonwealth, the QSEC will develop a world-class quantum workforce within Virginia by combining hands on training within a collaborative network of academic and industry partners. Supporting advancements within [Mason's Grand Challenges Bold Solutions: Advancing 21st Century Education for All and Driving Responsible Digital Innovation and Sustainable Infrastructure](#), this work will also make Virginia an ideal location for quantum industry investment and prepare our students for the jobs of the future. Key initiatives include:
 - [Quantum in Your Classroom](#) led by Mason in collaboration with VT, UVA, William & Mary, VCU, and ODU will expand K–12 and undergraduate quantum education;
 - **Quantum Research Experiences for Undergraduates (Q-REU)**, a statewide summer research program modeled after NSF's REU;
 - **Quantum Explorers Fellowship** supporting graduate students with competitive stipends, interdisciplinary research, and industry internships.
 - The **Virginia State Climatologist Office** (in coordination w/ VT) will facilitate partnerships and collaborations between faculty and community organizations in climate-related projects. Funding will support efforts to provide data, analysis, and guidance to local governments, community leaders and the general public. Connecting universities with local communities, the work will enhance public awareness, support economic development in green technologies and develop a skilled workforce in climate-focused and related fields.
 - Positioning Virginia as a leader in Lyme disease response and treatment, George Mason has pioneered a highly sensitive diagnostic test for Lyme Disease. Support for the **Tick-borne Disease Clinic and Extension Center** will build upon previously provided funds and additional grant support. Early detection and treatment, enabled through a statewide mail-in system, will reduce long term health impacts, economic costs, and provide access to underserved communities.
- The Virginia SBDC network is the most extensive business development program in the state. As a partnership among the U.S. Small Business Administration, George Mason and local host organizations throughout Virginia, the impact in the last year included \$183.4 million in capital, 34,000 hours of 1:1 counseling to 6,300 small businesses, and 572 training programs for 13,000 attendees. Mason is seeking a renewed state investment to support the critical workforce development programs led by the SBDCs across the commonwealth, to facilitate current and future innovators and entrepreneurs to address regional, state, national and global economic opportunities.

[OPTIONAL] SECTION I: COLLABORATION

I1. [OPTIONAL] Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions and the K-12 sector (and other state agencies as appropriate) in furthering the goals outlined in sections B-D. What is the expected impact and in what timeframe? What is the timeline for the initiative and how far along is it? What (if anything) would be required from a budget or policy perspective to facilitate the success of the initiative?

- Virginia can, and should, serve as a leader in responsible AI – in business, education, research, and policy. A coordinated AI Institute will position Virginia as a top AI state by enabling resource-sharing, increasing efficiency, and reducing redundancies. It will enable Virginia to leverage expertise across the state to meet the substantial challenges and opportunities presented by AI.
 - To help realize this goal, a number of Virginia universities (UVA, George Mason, James Madison, ODU, VCU, VT, VSU, and William & Mary) are planning for a Commonwealth-wide AI institute (CAII).
 - The CAII will coordinate industry, higher education, and government entities throughout the state for four purposes:
 - 1) education and workforce development;
 - 2) innovation and economic development;
 - 3) research and discovery; and
 - 4) serving as a trusted source of AI expertise for local, state, and national government.
 - The next 12 months will serve as a planning phase, with the objective of delivering an operational blueprint and budget for the Institute. This goal requires developing partnerships; informing and convening stakeholders in government, education, industry, and communities across the Commonwealth; and determining the strategy and operational details of the CAII.
- Enhancing our partnership with the Smithsonian Institution in FY26 to expand research and academic opportunities for faculty and students at the [Smithsonian-Mason School of Conservation](#) at our Front Royal campus.
- Continuing to expand our [Direct Admissions](#) program to ease the burden for students applying for college: in FY26, adding 7 schools from Loudoun County and Stafford County public school districts into the program as well as an additional 9 schools from Prince William County and Fairfax County, for a total of 40 partner high schools.
- Expanding enrollment in the [Early Identification Program \(EIP\)](#) for 8th-12th graders, partnering with multiple K-12 school districts. Recent discussions with Arlington County Public Schools (APS) indicated their intent to expand their EIP participating schools district-wide by FY28.
- Partnering with the Aviation Career Education (ACE) program to provide summer educational opportunities for youth (ages 13-18) in the field of Aerospace. The [Northern Virginia ACE Academy](#) is one of forty Academies nationwide run by OBAP (Organization of Black Aerospace Professionals). OBAP partners with the DOT and FAA on nationally recognized STEM and Work Force Development educational initiatives.
- Building on recent successes, we'll continue to strengthen our relationship with the University of Mary Washington (UMW) and forge new collaborations with the University of Virginia (UVA), Virginia Tech, Shenandoah University and Virginia State University.
- [Mason Korea](#): Following a successful tenth-anniversary celebration, the selection of a new Campus Dean, and growth in students and programs, Mason Korea is well-positioned to increase its international student population. It will also serve as a vital hub for new research development, evidenced by the development of two new research centers: the Korea Serious Game Institute and the Center for Innovation and Entrepreneurship sponsored by Costello College of Business.
- Exploration of how to scale the success of [ADVANCE](#) to other transfer areas at Mason with new partners including Virginia Peninsula and Brightpoint. Conversations are underway with Laurel Ridge and Southwest Virginia Community College. Given adequate funding, Mason anticipates forming additional community college partnerships over the next six years.
- The proposal for a Lab School, a collaborative effort between Mason, Fairfax County Public Schools, and Northern Virginia Community College, has been accepted by the state and is moving forward within the College of Education and Human Development.

- [Robotic Process Automation and Centers](#) for Excellence (Tier 3s) have been successfully launched. Additionally, a new PhD in Robotics has been approved, further solidifying our commitment to this cutting-edge field.
- The [Governor's School](#), located on our Science and Technology campus and operated in collaboration with the Prince William County School Divisions attracts high-achieving students to STEM fields and has a strong track record of yielding students who receive full scholarships to major institutions, including George Mason.
- George Mason is seeking the Carnegie Elective Ranking for Sustainability the result of which will include including new opportunities for collaborative research.

[OPTIONAL] SECTION J: STATE POLICY

J1. [OPTIONAL] Use this section to outline any state policy changes you have not already mentioned in this narrative that would enhance your ability to achieve greater success on the topics, strategies, and initiatives referenced in this narrative. What existing policies, if any, are hindering your ability to maximize outcomes and value for students? What new policies might create conditions that are more conducive to achieving those goals? What strategies or initiatives would these policy changes enable your institution to do or try that you are not yet able to do today? Please be as specific as possible.

Policy change recommendations for improved efficiency and minimization of cost:

- Support for not fully funded mandates:
 - Full state funding for VMSDEP waivers (estimated cost for FY26 are \$13M)
 - Fully fund mandated compensation increases
 - Cost Sharing funding lags one year. As such, bae budget increases are based on a lower base than the year in which they are executed.
 - Mason's cost share is =47.8% and requires the allocation of NGF resources to meet compensation requirements
- Increase GMU's Cash Management Authority to be consistent with other Tier 3 schools opening opportunities to generate greater investment revenue thereby reducing dependency on Commonwealth appropriations.
- Allow software purchases with HEETF funding in recognition of size/cost and integration of software solutions.
- Allow for the direct receipt of Pcard rebates by GMU to enable more timely and predictable revenue streams.
- Rather than transaction fees charged to agencies, establish annual flat fee for the Commonwealth's e-procurement solution (eVA).
- HR system improvements:
 - Permit the consolidation of all employees into one system (90% of staff at GMU are in the GMU staff program).
 - Reduce institutional and state administrative burdens by
 - exempting institutions from DHRM reporting on activities covered by the management agreement (i.e. performance management scores, workforce planning reporting, etc.)
 - eliminating required reporting that only applies to classified staff, e.g., employment opportunity plan
 - Exempt GMU from requirements within the Commonwealth of Virginia Knowledge Center.
 - Provide state training modules in formats readily hosted in GMU's Mason Leaps Learning Management System and automatically provide updated modules to GMU
 - Allow GMU to be Health Benefits Only in Cardinal. More than 40% are our benefitted employees are classified and we are required to key position establishments and job information which is unnecessary and time consuming.

[OPTIONAL] SECTION K: ADDITIONAL INFORMATION

K1. [OPTIONAL] Use this final section to provide any additional context and/or supporting materials you feel should be incorporated into the six-year planning process.