



George Mason University's Global Citizenship Report

United Nations Global Compact Communication on Progress

July 1, 2013



GEORGE MASON UNIVERSITY—WHERE INNOVATION IS TRADITION

UNITED NATIONS GLOBAL COMPACT

The Ten Principles

HUMAN RIGHTS

1. Support and respect the protection of internationally proclaimed human rights.
2. Ensure that institution is not complicit in human rights abuses.

LABOR

3. Uphold the freedom of association and the effective recognition of the right to collective bargaining.
4. Eliminate forced or compulsory labor.
5. Work to abolish child labor.
6. Eliminate discrimination in respect of employment and occupation.

ENVIRONMENT

7. Support a precautionary approach to environmental challenges.
8. Undertake initiatives to promote greater environmental responsibility.
9. Encourage the development and diffusion of environmentally friendly technologies.

ANTI-CORRUPTION

10. Work against corruption in all of its forms.

CREDITS AND ACKNOWLEDGMENTS

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INTRODUCTION

Letter from the President

During my first year as president, I have worked with the George Mason University community on developing a new vision and mission. Mason will always strive for excellence. Going forward, we will not focus on being the best university in the world, but strive to be the best university *for* the world. In this spirit, George Mason University formally signed the United Nations Global Compact (UNGC) in summer 2012. Given my own international background and direct involvement with UNGC, I am proud that certifying this commitment was among my first official acts as Mason's president.

UNGC is a strategic policy initiative for businesses and other organizations that are committed to aligning their operations and strategies with 10 widely accepted principles in the areas of human rights, labor, environment, and anti-corruption. Launched in 2000, UNGC now has more than 10,000 signatories in 145 countries. While UNGC originally targeted business entities, I helped lead the effort to engage institutions of higher learning to use the Ten Principles to set their operational and academic priorities. I have been involved with UNGC since its inception in 2000 and, in my former position as president of Thunderbird School of Global Management, facilitated development of the UNGC-related Principles of Responsible Management Education, a code of professional ethics designed to cultivate values of social and environmental responsibility in future business leaders.

UNGC signatories are required to submit an annual Communication of Progress. As the report that follows shows, Mason is well positioned to become the best university *for* the world. Located in the Washington, D.C., region, the nerve center of the free world, our university boasts a first-class global learning infrastructure, a diverse and dynamic student body, and a talented, energetic faculty whose teaching and research address the most pressing challenges of our time. Through its policies and operations, Mason has earned a reputation for its commitment to values such as equity, tolerance, and environmental stewardship that work well with the UNGC's Ten Principles.

While we have much to celebrate, our UNGC commitment also creates the opportunity for the Mason community to reflect on how our work might mesh even more with the Ten Principles. We hope that this report will not only create a sense of pride in the Mason community today, but also spark the kind of open and authentic conversations that will enable us to articulate our aspirations for tomorrow.

Sincerely,



Ángel Cabrera
President
George Mason University





ORGANIZATION PROFILE

Mission

A University for the World

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

The recent visioning process for the university reaffirmed our commitment to freedom and learning, foundational concepts incorporated in Mason's seal and now formally adopted as the university's motto. Core characteristics are encapsulated in the Mason *idea*—innovative, diverse, entrepreneurial, accessible—reminding us that we are committed to being a university for the world, drawn together to work across cultures, bringing new perspectives and solutions to the world's most pressing problems, and preparing students to navigate in it.

For more information

The Mason Vision: vision.gmu.edu/the-mason-vision

About Mason

Mason is a distributed university with locations in Fairfax, Arlington, Prince William, and Loudoun counties. A new campus is set to open next year in Songdo, South Korea. Currently, more than 32,000 students attend Mason; 5,748 students live on campus in residence halls.

Seventy-five undergraduate programs and 123 graduate and professional programs are delivered face-to-face and through distance education. Programs in management, law, the arts, and writing have received national and international attention.

Mason is setting the gold standard for the modern public university. Our dynamic culture and innovative academic programs prepare hard-working students for 21st-century careers. Our commitment to teaching excellence combines with cutting-edge research that enriches the academic experience and is literally changing the world. Mason is affordable, yet offers high value. Ideally located in the National Capital Region, students enjoy rich cultural experiences and access to the most sought-after internships and employers in the country.

For more information

George Mason Institutional Research and Reporting: irr.gmu.edu





Report Parameters and Mason's Governance

This report covers the 2012-13 academic year, including the 2013 summer session and activities that take place on all campuses. Some information in this report is taken from Mason's Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking, Assessment, and Reporting System (STARS) report submitted in 2011. Information on energy use and emissions comes from Mason's American College and University President's Climate Commitment (ACUPCC) reports. Other information was gathered from all academic units and administration offices relevant to the four UNGC areas.

Commitment to the UNGC is facilitated through strong governance at the administrative and the faculty levels. The Board of Visitors (BOV) is the governor-appointed body that oversees final decision making for the university on behalf of the Commonwealth of Virginia. The BOV is responsible for final approval of the university president. The president, in turn, oversees a large administrative body that includes two senior vice presidents (provost and chief financial officer) and 10 vice presidents. The Office of the Provost has several associate-level provosts who oversee certain aspects of the institution. Twelve colleges and schools report to the provost.

Mason has a strong system of faculty governance through the Faculty Senate and in colleges through curriculum and promotion and tenure committees. Several senate and university committees engage in the work of the university, such as crafting academic policy, advising on budget and finance issues, and serving on search committees.

In preparation for this report, several committees worked together to create strategies, report on current work, and prepare for public presentations of UNGC principles. The Office of Sustainability provides a robust picture of the range of work focused on environmental issues; the provost's Undergraduate Education Office provides considerable strategic focus; the Office of International Programs and Services offers support for student activities and international programming; and the provost's Fellow for Sustainability Studies supplies information about scholarship, courses, and cocurricular programming relevant to the UNGC.

For more information

George Mason Board of Visitors: bov.gmu.edu

II

A GLOBAL UNIVERSITY

As a university for the world, Mason aims to leverage its intellectual resources to educate knowledgeable and responsible global citizens and focus the full range of its scholarly expertise on addressing global challenges. Mason has built a robust global learning infrastructure in support of these goals.

The Global Curriculum

The strong enrollments in such majors as **Global Affairs** and **Government and International Politics** attest to undergraduates' keen interest in pursuing an education that is global in scope. Students who wish to add a global dimension to their program of study can choose from a wide array of minors that focus on global processes, cultures, regions, or languages.

Undergraduates looking for an international experience while living on the Fairfax Campus can apply to live in the **Global Crossings Living Learning Community**. Domestic and international students are paired as roommates in the Hampton Roads residence hall and participate in programming that revolves around cross-cultural interaction and leadership development.

Graduate students in Mason's highly regarded PhD program in **Conflict Analysis and Resolution** engage in research and practice in various world regions beset with conflict between human groups. Doctoral students in the College of Education and Human Development can specialize in international education and focus on matters of social justice and equity in educational systems throughout the world. The PhD programs in **Climate Dynamics** and **Environmental Science and Public Policy** foreground the study of Earth's natural systems and human impacts on those systems. Master's-level programs in a range of departments enable students to engage with global issues in health, business, religion, natural science, politics, and public policy.

For more information

Global Programs: global.gmu.edu

The World as Classroom: Experiential Learning

Mason offers a rich program of experiential learning opportunities all over the world that amplify what students learn in the classroom. These experiences are always eye opening and sometimes life changing.

The **Center for Global Education** (CGE) offers a wide range of international study, research, service, and leadership opportunities to Mason students, faculty, staff,

and members of the general public. CGE also designs and implements international programs for undergraduates, graduates, and professionals seeking knowledge and skills necessary to succeed in the culturally diverse society of the 21st century. CGE manages a variety of international programs in almost 50 countries: short-term programs during the winter break and summer term; semester and year-long exchanges; intensive language courses; internships; and an honors semester at the University of Oxford.

The **Center for Field Studies** (CFS) is dedicated to providing students with exciting and challenging field-based experiential learning opportunities. CFS course offerings include a broad range of academic disciplines and subject matter, from a focus on the natural world to human populations in their respective social and cultural contexts. CFS creates opportunities for students to move beyond the traditional classroom and apply their knowledge and data collection skills first-hand in a variety of real-world settings.

For more information

Center for Global Education: globaled.gmu.edu

Center for Field Studies: fieldstudies.gmu.edu

Creating Global Knowledge: Scholarship

One of the seven primary commitments in Mason's new mission is to do **research of consequence** and translate discoveries into interventions and applications with social, cultural, and economic implications. Several of Mason's research centers and programs address global challenges from an interdisciplinary perspective and their work touches on all four of the UNGC areas.

The **School for Conflict Analysis and Resolution** (S-CAR) is committed to the development of theory, research, and practice that interrupt cycles of violence. S-CAR is an innovative academic resource for people and institutions worldwide. It comprises a community of scholars, graduate and undergraduate students, alumni, practitioners, and organizations in the field of peace making and conflict resolution. S-CAR is a Commonwealth Center for Excellence, recognized for its leadership in the field and its world-renowned faculty.

The **Center for Global Policy** (CGP) in the School of Public Policy conducts research on a wide range of global policy issues such as foreign trade, democratization and state building, and transnational networks, while analyzing specific policy issues for a variety of government agencies. CGP also develops and serves as the home to several major cross-national data projects and resources for global policy. These include the Polity IV project of regime characteristics, the State Fragility Index, and the U.S. government's Political Instability Task Force/State Failure project.

The **Center for International Education** (CIE) in the College of Education and Human Development focuses on research and development of K-12 through university-level international education projects that increase capacity in international settings. CIE supports academic programs to enhance teaching and learning in international schools, develops international mindedness in domestic schools and programs, and promotes lifelong professional development opportunities for international teachers, principals, and higher education faculty.



Jo-Marie Burt



Terence Lyons

Center for Global Studies Global society in the 21st century is marked by unprecedented levels of interconnectedness and flow. Actors and institutions, old and new, negotiate complex paradoxes of conflict, cooperation, development, and sustainability. Peoples, cultures, commodities, and capital traverse transnational networks, challenging existing models of geography, polity, and market. The emergence of globalization as a world reality has prompted the development of new research paradigms and programs that seek to better understand this intense interconnectedness.

Center for Global Studies (CGS) codirectors **Jo-Marie Burt**, Public and International Affairs, and **Terence Lyons**, School for Conflict Analysis and Resolution, oversee a highly active center comprising more than 100 associate faculty members whose collective expertise spans the full range of the humanities, the social and natural sciences, and information technology and engineering, as well as practice-oriented fields such as conflict resolution, public policy, law, management, and health. CGS publishes the journal *Global Studies Review* and, in 2013, hosted its 10th annual spring conference, “Not Your Father’s Peacebuilding: New Post-Conflict Realities.”

For more information

School for Conflict Analysis and Resolution: scar.gmu.edu

Center for Global Policy: globalpolicy.gmu.edu

Center for International Education: cehd.gmu.edu/centers/cie

Center for Global Studies: cgs.gmu.edu

Building Bridges: Mason’s Global Partnerships

The **Office of Global and International Strategies** helps Mason attain its strategic goals in international education and expand its reputation as a global university. The Global Office assists units, programs, faculty, and students in pursuit of international initiatives and coordinates efforts across traditional organizational boundaries. It serves as an incubator for innovative university projects that engage Mason faculty and students with their counterparts around the world. The Global Office has forged teaching and learning partnerships with universities in China, Russia, India, and, most recently, Korea. In 2013, the Global Office launched its *Global Register*, a database that creates a one-stop shop for information on Mason’s global activities and expertise.



Peter Stearns

Global Problem Solving Consortium Today’s university students will inherit a world characterized by pressing global challenges. They must be prepared to focus their intellectual skills on problems of world health, unequal access to resources, environmental degradation, and more. It is incumbent on institutions of higher education to prepare students better to confront these pressing concerns. In response to this challenge, Provost Peter Stearns invited a select group of prestigious international institutions to join a new Global Problem Solving Consortium in 2012. The consortium offers focused programs that bring students and faculty members together to improve their knowledge of global issues and their awareness of how other major societies approach these issues. The consortium offered its first summer workshop, Water Management for Environmental Sustainability, in July 2013.

For more information

Office of Global and International Strategies: masonglobal.gmu.edu

Global Register: globalregister.gmu.edu

Global Problem Solving Consortium: masonglobal.gmu.edu/global-problem-solving-consortium



The World Comes to Mason: International Student Services

Mason’s international students represent more than 130 countries—from Thailand to Turkey, Nepal to the Netherlands—and the diversity of cultures, experiences, and perspectives these students bring contributes heavily to the university’s distinctive atmosphere.

Mason values its international students and is committed to supporting these students on practical and intellectual matters. The **Office of International Programs and Services (OIPS)** assists students with international regulatory and visa matters, academic advising services, and social and cultural programming. The **Center for International Student Access (CISA)** provides developmental support and acculturation to Western educational styles in a manner that respects and celebrates individual student culture and epistemology, and prepares students for personal and academic success. The center promotes the development and retention of well-rounded, culturally conscious, and civically engaged international student-citizens who are able to positively contribute to our local and global society.

For more information

Office of International Programs and Services: oips.gmu.edu
Center for International Student Access: cisa.gmu.edu



During International Week, Mason students from around the globe showcase their countries and cultures in a festival of celebration and cross-cultural learning.

III

HUMAN RIGHTS

Academic Commitments

HUMAN RIGHTS SCHOLARSHIP

Interest in human rights-related research, practice, and teaching is widespread at Mason. Human rights and global justice are the focus for one of the five interdisciplinary working groups hosted by the **Center for Global Studies**. Human rights issues are front and center for several research centers and programs at the School for Conflict Analysis and Resolution, including the **Center for the Study of Gender and Conflict**, the **Genocide Prevention Program**, and the **Sudan Task Group**. The **Terrorism, Transnational Crime and Corruption Center (TraCCC)**, profiled later in this report, operates at the intersection of human rights, labor, and anti-corruption issues in its research and teaching on human trafficking.



Fred Bemak



Rita Chi-Ying Chung

Mason professors **Fred Bemak** and **Rita Chi-Ying Chung** (both in the **College of Education and Human Development**) began their careers on opposite sides of the globe—Bemak in Massachusetts and Chung in New Zealand—but it was their passion for human rights and social justice that ultimately brought them together.

Bemak and Chung have traveled to more than 55 countries, together and individually, where they have worked with at-risk youth, immigrants, and refugees; counseled child-trafficking and post-disaster victims; and guided students of color and former child soldiers. This dynamic duo not only works together as they traverse the globe, they've been married for 17 years.

There has been much to celebrate in Chung and Bemak's house this year, as both have won prestigious professional awards. Chung received the **Gilbert and Kathleen Wrenn Humanitarian and Caring Person Award**, which Bemak received in 2011, and Bemak received the **Kitty Cole Human Rights Award**, which Chung garnered last year. In addition, Chung was one of seven Virginia professors to receive the highly competitive **Outstanding Faculty Award** from the State Council of Higher Education for Virginia and Dominion Resources in recognition for her exemplary teaching, research, knowledge integration, and public service.

For more information

Center for the Study of Gender and Conflict: scarcgc.wordpress.com

Genocide Prevention Project: www.genprev.net

Sudan Task Group: scar.gmu.edu/sudan-task-group

HUMAN RIGHTS IN THE CURRICULUM

Nineteen distinct academic units at Mason offered 48 courses on human rights topics in the 2012-13 academic year. Units whose faculty and students engage most actively with human rights include **Women and Gender Studies, Latin American Studies, African and African American Studies, School for Conflict Analysis and Resolution, Department of Social Work, and New Century College**, which recently added a concentration in social justice to its BA in Integrative Studies program. Human rights is a primary focus of the new Social Justice Scholars and Educators Faculty Learning Community convened by the **Center for Teaching and Faculty Excellence**. Finally, human rights was the special theme for the 2013 summer session at Mason.

Costa Rica's verdant landscape gives Mason social work students a closer look at international viewpoints. The two-week intensive study-abroad program, Sustainable Human Development and Human Rights: A Gender Perspective, offered since 2006, puts 20 students in the thick of international social work each summer.

Costa Rica integrates human rights into its policies and government, says trip leader **Dennis Ritchie**, who directs Mason's MSW program in the College of Education and Human Development. While in Costa Rica, students visit grassroots organizations, nongovernmental organizations, government offices, and an indigenous community. Ritchie wants students to see firsthand how social work can translate into government policy. He wants them to understand how far social work principles can reach and apply that knowledge to their work. "We in the United States tend to focus on needs, which tends to lead to a more charitable model," Ritchie says. "But everyone has human rights and a nation's citizens are rights holders. That approach in Costa Rica informs everything from policy to legislation. Social work is human rights."

Students appreciate how the course helps them make connections. "[The trip] applied what we were learning in the course to the real world," says Mason graduate student Lesley Katz. Graduate student Amanda Riley adds, "It's just so different to see things in person rather than to learn them in a classroom."



Dennis Ritchie

For more information

Women and Gender Studies: wmst.gmu.edu

Latin American Studies: las.gmu.edu

African and African American Studies: aaas.gmu.edu

Department of Social Work: chhs.gmu.edu/socialwork

New Century College: ncc.gmu.edu



Social work students traveled to Costa Rica.



HUMAN RIGHTS PROGRAMMING

The UN Human Rights Council strives to integrate human rights education into university curricula. The **Bachelor of Social Work (BSW)** senior class took this UN initiative as the cue for its capstone project, researching the state of human rights education at Mason and in the surrounding community. The students organized a **Human Rights Fair** (shown above) in April 2013 to share their findings in research posters and engage in a series of structured dialogues.

The title of the **Center for Global Studies fourth annual film festival** in April 2013 was “Human Resilience: Coping with Crisis from the Mexican Borderlands to the Slums of Nairobi.”

Beyond Academic Commitments

THE OFFICE OF EQUITY AND DIVERSITY SERVICES (OEDS)

OEDS monitors the university’s continuing commitment to equal opportunity in its employment and educational practices. OEDS reports to the president of the university and is responsible for the implementation of all equal opportunity policies, including the disability reasonable accommodation policy and the administration of the discrimination grievance procedures. Through educational workshops, the OEDS ensures that members of the campus community understand their rights and responsibilities, specifically in regard to maintaining a learning and working environment free from illegal discrimination. It works collaboratively with other campus entities and the surrounding community to ensure physical and program access for persons with disabilities and to create, design, and disseminate programs that bring diverse people together in an encouraging and welcoming environment.

For more information

Office of Equity and Diversity Services: equity.gmu.edu

THE OFFICE OF DIVERSITY, INCLUSION, AND MULTICULTURAL EDUCATION (ODIME)

ODIME supports Mason’s diverse student and faculty population. Throughout the year, ODIME sponsors a variety of programs for students and faculty, including lectures, concerts, awards, and seminars. The office works specifically with African heritage, Hispanic/Latino, Asian/Pacific American, American Indian, and lesbian, gay, bisexual, transgender, and questioning (LGBTQ) populations.

ODIME coordinates training opportunities that include diversity workshops and seminars, development of mentoring programs, the Safe Zone program for LGBTQ resources and allies, and the Student Transition and Empowerment Program (STEP). Another program is Brother to Brother, Sister to Sister, which educates students about relationships across gender lines. ODIME also organizes a number of national cultural celebrations, such as the American Indian and Alaskan Native Heritage Month, Asian Pacific American Heritage Month, Black History Month, Middle Eastern and South Asian cultural and religious events, Hispanic Heritage Month, Martin Luther King Jr. Day celebration, and Pride Week.

For more information

Office of Diversity, Inclusion, and Multicultural Education: odime.gmu.edu

OFFICE OF DISABILITY SERVICES (ODS)

As part of Mason's continuing commitment to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities, the university maintains the ODS. Under the administration of University Life, ODS implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. ODS is available to serve all students with disabilities, including those with cognitive (e.g., learning, psychological, and closed head injury), sensory, mobility, and other physical impairments. Exam accommodations provide students with disabilities the same opportunity as their peers to reflect the knowledge they have gained during a particular course. All students who have a need for materials in an alternative format may request this service through ODS if they qualify. ODS also provides sign language interpreting and transliterator services for eligible students who are deaf or hard of hearing. These services are also available to faculty and staff, and for campus events.

For more information

Office of Disability Services: ods.gmu.edu

THE EARLY IDENTIFICATION PROGRAM (EIP)

EIP is an innovative, multiyear college preparatory program for high school students. Program activities are free and are held on Mason's Fairfax and Prince William Campuses. Admission to Mason is guaranteed to those who successfully complete EIP and an academic program in high school. Each year, Mason and EIP offer participants the opportunity to apply and interview for four-year, full-tuition scholarships and other smaller awards. EIP actively pursues support for other scholarships from private sponsors and donors.

For more information

Early Identification Program:
eip.gmu.edu



Mentor Jhessyka Vargas (center) works with students participating in the Early Identification Program Summer Academy at the Fairfax Campus.

IV

LABOR

Academic Commitments

The globalized economy puts people in motion, whether by choice, necessity, or compulsion. Much of the labor-related teaching and research at Mason coalesces around matters of immigration. Mason faculty find immigration-related research and teaching opportunities nearby in Northern Virginia and around the world. The topics they explore—cross-border human trafficking, community conflicts over immigrant day laborers, immigration economics, and policy—can overlap with the UNGC areas of human rights and anti-corruption.

LABOR SCHOLARSHIP

Issues associated with immigrant labor are a focus for scholars in diverse departments and programs, including **New Century College**, **Latin American Studies**, and the **Departments of Social Work, English, and Sociology and Anthropology**. The keen interest in immigration, both among faculty and in the general public, recently sparked the creation of a new research institute at Mason. Launched in 2012, the **Institute for Immigration Research** conducts unbiased research to educate policy makers, media, teachers, students, and the business community about the contributions of immigrants as entrepreneurs, workers, and consumers. Early research projects focus on mapping immigrants' economic activity, as well as examining the economic impact of immigrants in higher education.

For more information

Institute for Immigration Research: iir.gmu.edu

LABOR IN THE CURRICULUM



Al Fiertes

New Century College professor **Al Fiertes**, a graduate of Mason's School for Conflict Analysis and Resolution, put his facilitation skills to work beginning in 2007 with a series of community meetings that invited residents of Centreville, Virginia, to a local church to discuss the polarizing issue of Central American day laborers residing and seeking work in the community. The process began with a lot of heated rhetoric and little listening, but over time the dialogues became quite constructive, eventually leading to the creation of the **Centreville Labor Resource Center**. The center, which enjoys support from community stakeholders across the political spectrum, consolidates all day labor contracting in Centreville in one location. The center also offers training in basic computer tasks and skilled trades, as well as English as a second language classes. To Fiertes, who teaches courses on conflict analysis and transformation, trauma healing, refugees, and human trafficking, the center abounds with experiential learning opportunities for his students. "It's one thing for my students to read about the harsh life of refugees or the horrors of human trafficking," says Fiertes, "but here students can speak directly with people whose families have fled dangerous regimes in Central America, people who have paid coyotes to get them across the border only to be left to die in the desert. These conversations create deeper understanding and, in many cases, real empathy."

PREPARING FUTURE FACULTY

Preparing for Careers in the Academy is a credit-bearing course offered by Mason's **Center for Teaching and Faculty Excellence**. The purpose of this program is to help students working on terminal degrees such as the PhD and the MFA to prepare for future academic careers and strengthen their instructional effectiveness.

Mason also participates in the **Preparing Future Faculty** (PFF) program, a national movement to transform the way aspiring faculty members are prepared for their careers. The PFF program provides doctoral students, as well as some master's and postdoctoral students, opportunities to observe and experience faculty responsibilities at a variety of academic institutions with varying missions, diverse student bodies, and different expectations for faculty. Students come from several types of institutions such as historically black colleges and universities, Hispanic-serving institutions, women's colleges, and tribal colleges. Mason's relationship with Howard University has been productive, resulting in the hiring of more minority faculty members.

For more information

Center for Teaching and Faculty Excellence: ctfe.gmu.edu

Beyond Academic Commitments

GEORGE MASON UNIVERSITY

As a public institution in Virginia, George Mason University does not discriminate against state government employees and applicants for employment. All individuals are afforded an equal employment opportunity without regard to race, gender, color, national origin, religion, age, veteran's status, political affiliation, or disability. A Governor's Executive Order also prohibits retaliation against those persons filing a complaint or persons participating in the investigation of a complaint.

OFFICE OF EMPLOYMENT DISPUTE RESOLUTION

The state-level Office of Employment Dispute Resolution (EDR) provides state agencies and their employees a broad range of workplace dispute resolution tools that ensure solutions to workplace conflict consistent with Virginia's human resource policies and related law. Mediators assist people in conflict to explore differences and develop solutions to their concerns. EDR offers online and classroom training on such topics as workplace conflict, grievance procedure, and disciplinary process. An AdviceLine provides confidential consultation on employment rights and responsibilities, and how to resolve workplace conflict.

SURVEYS

Since 2000, Mason has had a triennial Quality of Work Life survey. The first two surveys (2000 and 2003) were conducted with a sample of Mason employees. Beginning in 2006, all university employees were invited to participate in the survey. The survey is comprehensive, touching on a number of work-life issues, including salary, benefits, work unit relationships, fairness, and autonomy and growth. The findings are compiled by a distinguished faculty member in our Psychology Department. Input from faculty and staff through the Quality of Work Life Survey has been responsible for the creation of our Telework and Flextime policy (2002), renamed Flexible Work in 2008; the Mason shuttle between the Fairfax and Prince William Campuses; and much more.

FLEXIBLE WORK SCHEDULES

Mason strongly supports flexible work schedules for its employees. It has numerous flexible work options including a compressed work schedule, flextime, job sharing, remote work, and telework. Mason has found that flexible work options can be a great strategic tool for faculty and staff retention; continuity of operations; productivity enhancement; and extended office coverage (compressed schedules). For faculty and staff, the benefits include putting commuting time to a different purpose, reducing commuting costs, enhancing productivity, and creating work-life balance.

PROCUREMENT PROCEDURES AND PROCESSES

As a public institution of higher education within Virginia, Mason follows the procurement procedures and processes outlined by the state legislature. These state that preference shall be given to goods produced in Virginia, and to goods, services, or construction provided by Virginia persons, firms, or corporations. In Mason's requests for proposals, it gives preference to local products and businesses.

SMALL WOMEN- AND MINORITY-OWNED BUSINESSES

The Small Women- and Minority-owned Businesses (SWaM) program seeks to increase diversity in Mason's vendor community. Mason seeks to procure at least 40 percent of its products from SWaM organizations. The university communicates with the delegated purchasing community on a continuing basis to emphasize the importance of diversity in procurement. Mason conducts training and outreach to ensure SWaM businesses gain access to university contracting opportunities.

VENDORS

Mason chooses and works with vendors that share our commitment to sustainability. Virginia requires that vendor's contracts with the state must include the following: vendors must not discriminate because of race, religion, color, sex, national origin, age, disability, or other basis. The vendor needs to advertise that it is an equal opportunity employer; must comply with federal, state, and local laws and federal immigration laws; must have a drug-free workplace; and must have worker compensation coverage. There are also preferences for vendors that are small businesses and businesses owned by women, minorities, and service-disabled veterans. They must also have products with recycled content and less toxicity, and provide Virginia-based products and services.

THE OFFICE OF HUMAN RESOURCES AND PAYROLL

The Office of Human Resources and Payroll has a specific policy that allows classified and wage employees time away from work to develop basic skills. This no-cost training focuses on four objectives: develop and enhance employees' skills, provide skills required by changes in the employee's current position, secure basic skills to prepare an employee for advancement, and allow employees to obtain basic skills to perform their jobs. More than 50 certificate programs and seminars are available to build employee skills.

For more information

Office of Human Resources and Payroll: hr.gmu.edu



ENVIRONMENT

Academic Commitments

Mason boasts an impressive array of scholars and research centers addressing climate change and other environmental challenges, and sustainability-related courses and programs have become a hallmark of our curriculum. Our work in these areas is guided by the **Vision for Sustainability in Academic Endeavors at Mason**, which Provost Stearns endorsed in 2011. In 2012, Mason committed to the **Higher Education Sustainability Initiative** launched at the UN Conference for Sustainable Development in Rio de Janeiro. In spring 2013, Mason advanced to the **Finest Four** of the national **Environmental March Madness** tournament.

The second annual Environmental March Madness tournament, hosted by green information technology company Enviance, pitted Mason against a national field of universities known for promoting environmental sustainability in academics and operations while supporting a robust culture of sustainability on campus.

Mason reached the Finest Four based on an invitation to submit a survey of sustainability-related teaching and research, student engagement opportunities, and operational commitments, along with a second round of supplementary essays, videos, and photos submitted by students and faculty. Mason submitted 265 photos, half a dozen student-produced videos, and more than 20 essays by students and faculty members, including Mason president Ángel Cabrera. Submissions were evaluated by a panel of judges from leading environmental nonprofits, top media and education publications, and large for-profit companies that promote sustainable business operations.

Mason's advance to the Finest Four proves emphatically that our university has gained a national reputation for our campuswide commitment to environmental sustainability.



ENVIRONMENTAL SCHOLARSHIP IS FLOURISHING

Mason employs more than 120 faculty members who work in 29 research centers that focus on environmental subjects ranging from climate change and smart transportation to freshwater ecology and endangered species, to name but a few. Mason's environmental researchers regularly secure grants from major public and private funders and have won a number of prestigious awards. In summer 2012, the Obama administration appointed Environmental Science and Policy professor **Allison Macfarlane** to chair the **Nuclear Regulatory Commission**. Members of Mason's faculty are regularly sought by governments, nongovernmental organizations, and major media outlets as experts on a wide array of environmental topics. Environmental scholarship is an area of genuine excellence at Mason.

THE MANY FACES OF CLIMATE RESEARCH

Climate change is the greatest environmental challenge humans have ever faced. Its impacts reach into virtually every facet of the planet's ecology, and its current and potential effects on human society are therefore myriad. A problem as complex as climate change must be approached from many perspectives, and Mason researchers are doing just that as they carry out groundbreaking scholarship that draws on expertise in natural science, social science, and the humanities.



Jagadish Shukla

Jagadish Shukla, Distinguished University Professor of Climate Dynamics, is an international leader in the scientific study of climate and weather. A lead author on the 2007 UN Intergovernmental Panel on Climate Change report committee that shared the **Nobel Prize** with Al Gore, Shukla is also president of the **Center for Ocean-Land-Atmosphere Studies** and the **Institute of Global Environment and Society**, and the founding chair of Mason's **PhD in Climate Dynamics** program. The work of Shukla and his research associates has made fundamental contributions to the study of climate dynamics that have led to the development of a scientific basis for the prediction of climate beyond the limit of the predictability of daily weather.



Edward Maibach

Edward Maibach, Distinguished University Professor of Communication, directs the **Center for Climate Change Communication** (CCCC). Funded by several major foundations, Maibach's research focuses on the broad question of how public engagement in climate change can be expanded and enhanced. CCCC's mission is to conduct unbiased public engagement research—and help government agencies, nonprofit organizations, and companies apply the results of this research—so that collectively, we can stabilize our planet's life-sustaining climate. The center's **Climate Change in the American Mind** research program has produced a series of influential reports on Americans' climate change and energy beliefs, attitudes, policy support, and behavior. The center's research is a valuable resource for policy makers at the local, state, and national levels. Maibach is regularly interviewed about this work on major media outlets such as **National Public Radio** and the **New York Times**.



Susan Crate

Susan Crate, associate professor of environmental science and policy, uses her training as an anthropologist and human ecologist to study human adaptations to climate change. Much of her **National Science Foundation**-funded research has focused on the Viliui Sakha, an indigenous community adapted to the extreme sub-Arctic climate in northeastern Siberia, Russia. Crate has discovered that one of the main issues facing the Viliui Sakha's ecosystem is a changed timing of seasons (phenology), which has big repercussions for an agro-pastoralist culture dependent on horse and cattle husbandry. Crate also studies how people are adapting to climate change closer to home with a domestic research program focused on rural communities in the Chesapeake Bay region.



Andrew Light

Andrew Light, associate professor of philosophy and public policy, is director of the **Center for Global Ethics** and associate director of the **Institute for Philosophy and Public Policy**. He is an internationally recognized expert on the relationship between environmental policy and ethics and has a particular interest in policy responses to climate change. As a Senior Fellow at the **Center for American Progress**, he works primarily on international climate and science policy, publishing cogent analyses of international climate talks such as those in Durban in 2011 and Rio de Janeiro and Doha in 2012.

For more information

PhD in Climate Dynamics program: aoes.gmu.edu/academics/graduate/climate

Center for Climate Change Communication: www.climatechangecommunication.org

Center for Global Ethics: www.gmu.edu/centers/globalethics

Institute for Philosophy and Public Policy: ippg.gmu.edu

BLUE PLANET PRIZE

Conservation biologist **Thomas Lovejoy**, professor of environmental science and policy, received the prestigious Blue Planet Prize for 2012. This prize is awarded to individuals or organizations that make outstanding achievements in scientific research and its application in helping to solve global environmental problems. An ecologist who has worked in the Brazilian Amazon since 1965, Lovejoy works on the interface of science and environmental policy. He conceived the idea for the long-term study on forest fragmentation in the Amazon (started in 1978), the largest experiment in landscape ecology, the Minimum Critical Size of Ecosystems project. He also coined the term “biological diversity,” originated the concept of debt-for-nature swaps, and has worked on the interaction between climate change and biodiversity for more than 20 years. He is the founder of the public television series **Nature**. Lovejoy has served as a senior advisor on biodiversity to the **United Nations**, the **World Bank**, the **Smithsonian Institution**, and the **World Wildlife Fund**. He has served on advisory councils in the Reagan, George H. W. Bush, and Clinton administrations.



Thomas Lovejoy

GREENING THE CURRICULUM

Every university—with its human population, its mixture of built and natural environments, and its systems for energy and water, food, and transportation—is a kind of microcosm of society. This makes universities excellent laboratories for learning how to live more lightly on the planet. Mason, with its rich intellectual resources, its proximity to the nation’s capital, and its global scope, is well positioned to produce the next generation of sustainability leaders. Mason has made rapid progress in the past few years toward realizing its vast potential as a sustainability educator.

Mason offers two environmental undergraduate degrees, the **BA in environmental and sustainability studies** and the **BS in environmental science**. Five additional majors offer environmentally focused concentrations, and multiple minors enable students to add an environmental dimension to virtually any course of study. At the graduate level, the PhD in **Environmental Science and Public Policy** and **Climate Dynamics** programs anchor our environmental offerings. Student interest in these programs is growing robustly, reflecting our society’s increasing awareness of the environmental challenges that are shaping our future and underscoring Mason’s growing reputation in environmental and sustainability education.

The Sustainable Mason logo pictured here designates a “green leaf” course or academic program, one which focuses on learning about sustainability—meeting our present needs without compromising the ability of future generations to meet their own needs. Mason offers more than 100 green leaf courses and 20 green leaf academic programs.



For more information

Green Leaf courses and programs: sustainabilitystudies.gmu.edu/green-leaf

LEARNING THROUGH IMMERSION

October 2012 marked the ribbon-cutting for the new academic, residential, and dining facilities at the **Smithsonian Conservation Biology Institute**, a 3,000-acre conservation research and teaching center in Front Royal, Virginia. This new facility is the site for the **Smithsonian-Mason School of Conservation**, an immersive conservation learning experience unlike anything else in the world. Like a study-abroad program, the school places undergraduates in residence for a semester studying endangered species and ecosystems. Highly qualified world experts—



Sustainability LLC residents spent a weekend doing dune restoration at Assateague Island National Seashore.

including Smithsonian scientists, Mason faculty, and colleagues from other U.S. and international conservation organizations—provide students with direct connections to the most current teaching, research techniques, and work in the field. The new residential complex is a LEED Gold-certified building.

Students in the **Sustainability Living Learning Community (SLLC)**, a themed residence hall floor on the Fairfax Campus, are making sustainability a key component of their personal lives while doing environmental service in the community and taking the lead in Mason’s efforts to create the greenest university in Virginia. Groups of SLLC residents have designed and installed Mason’s first rain garden, launched a new e-waste recycling program for the Mason community, and worked to reduce Mason’s carbon footprint by promoting drying racks as alternatives to electric dryers in the residence halls. SLLC residents don’t just talk the talk; they walk the walk.

For more information

Smithsonian-Mason School of Conservation: smconservation.gmu.edu
 Sustainability Living Learning Community: green.gmu.edu/students/livinglearningcomm.html

THE LIVING LAB

Mason’s **Office of Sustainability (OoS)** oversees many of the programs covered in the next section (Environment—Beyond Academic Commitments.) While the main mission of OoS is to improve Mason’s environmental performance in multiple areas and foster a culture of sustainability throughout the university, OoS personnel have made a strong commitment to ensuring that the transformations they are making—from infrastructure to culture—also create transformational learning opportunities for students that help them grow as individuals, scholars, and professionals.

Each year, undergraduate students log hundreds of hours of for-credit service learning on OoS projects focused on recycling, organic gardening, energy conservation, transportation alternatives, and more. At any given time, OoS staff members mentor up to seven undergraduate and graduate interns who are applying what they learn in the classroom as they work on campus sustainability initiatives that relate to their academic studies.



Honored guests, faculty and staff gather at the Smithsonian-Mason School of Conservation Facility Dedication Ceremony at Front Royal, Virginia on October 18, 2012.

The most innovative example of this commitment to academic integration is the **Patriot Green Fund (PGF)**. Managed by the OoS, the PGF is a \$100,000 per year fund devoted to making Mason's campuses more sustainable through facility upgrades or installations and student research projects. A committee of students, faculty, and staff members meets quarterly to review applications to determine which projects will ultimately be funded. All the funded projects are visible to the students and involve groups of students in their installation, implementation, or outreach. In its first two years, the PGF has launched Mason's BikeShare program, dramatically expanded recycling programs, and funded creation of a rain garden, two apiaries, and a Permaculture Food Forest, to name a few.



For more information

Patriot Green Fund: green.gmu.edu/pgf

Beyond Academic Commitments

Mason's commitment to environmental stewardship is backed by public pledges and demonstrated through purposeful action. Mason was an original signatory of the **American College and University Presidents Climate Commitment** in 2007, which committed Mason to becoming climate neutral by 2050 through creation and enactment of a **Climate Action Plan**. Since that pledge, Mason has made significant progress incorporating sustainability at the highest levels of the university. The **Executive Steering Committee for Sustainability** includes representatives from the units responsible for Mason's operations, academics, and student affairs. The **Office of Sustainability (OoS)** has primary responsibility for coordinating pursuit of sustainability-related goals in Mason's operations and campus culture, while supporting sustainability-related teaching and learning initiatives through its academic integration initiatives.

In its **2014 Strategic Plan**, the university included goals and metrics to achieve climate neutrality and integrate sustainability into its academic and extracurricular programs. In 2011, Mason was among the first universities to report on its sustainability progress using the **Sustainability Tracking Assessment and Rating System (STARS)**. Mason received a STARS Silver rating and has a goal of achieving STARS Gold in 2014. Mason's **2011 Transportation Master Plan** elaborated on how Mason will continue to be a pedestrian- and bicycle-friendly campus.

For more information

Climate Action Plan: rs.acupcc.org/site_media/uploads/cap/84-cap.pdf

2014 Strategic Plan: provost.gmu.edu/wp-content/uploads/2012/01/FINAL_Strategic_Goals_for_2014-1.pdf

2011 STARS Data: stars.aashe.org/institutions/george-mason-university-va/report/2011-08-09

ENERGY AND CLIMATE

Since 2005, Mason has initiated two Energy Performance Savings Contracts with Siemens Industry Inc., totaling \$16.7 million dollars. The improvements yield \$2.5 million dollars in savings annually. Mason estimates that 20,505 metric tons of CO₂ equivalent is saved annually through its energy-saving initiatives. This amount of CO₂ is equivalent to annual greenhouse gas emissions from 5,379 passenger vehicles, the electricity use of 3,420 homes for one year, or greenhouse gas emissions avoided by recycling 9,557 tons of waste.

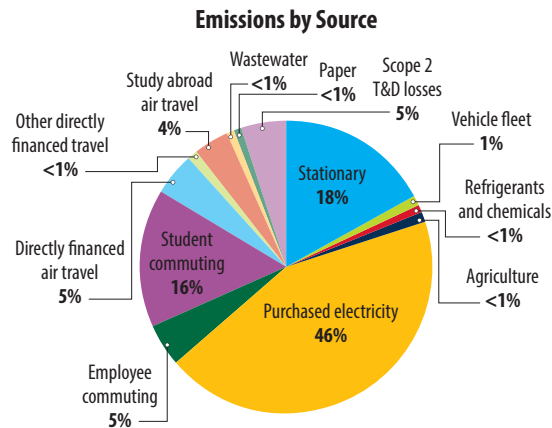
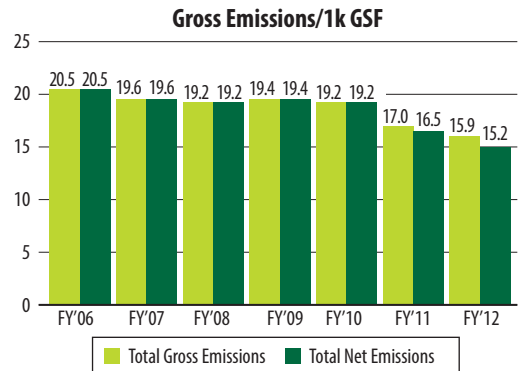
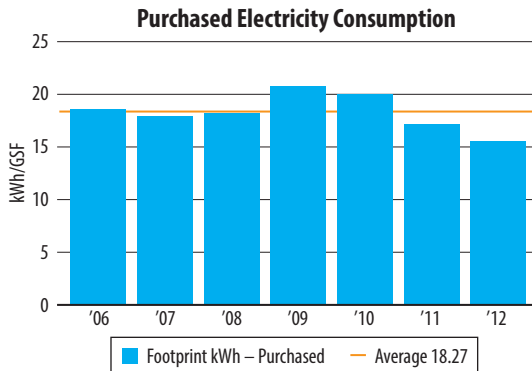
In addition to the above performance contracts, the **Mason Energy Office** has also implemented an integrated and sophisticated facility energy management system that enables the Energy Office to monitor and adjust systems remotely to make them more efficient. This program generated significant savings through improved monitoring and control capabilities for key systems, such as heating, cooling, ventilation, and lighting. Verification of proper temperature, set points, setback or shut-down of systems; monitoring of energy usage real-time; and detection of degraded energy efficiency all contribute to more efficient operations and cost savings.

For more information

Mason's Energy Office and programs: masonenergy.gmu.edu

For climate data, please see Mason's ACUPCC Reports: rs.acupcc.org/search/?abs=andq=George%20Mason%20University

While growth has continued, energy use at Mason per gross square foot has declined by about 25 percent since 2009.





Annual Bike to Mason Day on the Fairfax Campus.

TRANSPORTATION

Mason’s **Transportation Master Plan**, supported by the Climate Action Plan, elaborates a transportation goal to reduce single occupancy vehicles on campus from 2010 levels by 10 percent by 2020. Mason hopes to achieve this through investment in transportation infrastructure, education, and incentive structures. The **Office of Parking and Transportation** has launched numerous initiatives to promote health and achieve the above goals.

To promote increased bicycle use, we have improved bicycling routes on and off campus, improved bicycle amenities, and facilitated connections with surrounding bicycle facilities in the nearby communities. We established **Patriot Bikeshare**, a program that allows Mason community members to borrow a bicycle when they can’t have their own on campus. Cyclists can also sign up for a monthly Commuter Benefit Program for riding their bikes to work. We also sponsor **Bike to Mason** events several times a year to encourage community-building around cycling.

Carpooling is another way to reduce single-occupancy vehicles. To promote carpooling, we created **Mason Zimride**, an online ride-share portal that provides members of the Mason community with a safe and easy way to connect with others who have a similar travel destination, whether coming to campus for class or work, or traveling long distances. Participants with a car are able to split gas and transportation costs by connecting with members who are without a vehicle. Parking pass holders who carpool to Mason get special parking locations.

Mason promotes public transportation use by offering free shuttles to and around university campuses not only for the Mason community, but for local community members, as well. The **Commuter Choice** program offers significant financial benefit for employees who use public transportation. Three **Zipcars** are available on the Fairfax Campus for those who need a short-term car rental; other rental vehicles are available at nearby mass transit stops.

For more information

Mason’s bike programs: bike.gmu.edu

Mason’s transportation options: transportation.gmu.edu

2011 Transportation Master Plan: transportation.gmu.edu/pdf/GMU_Fairfax_Campus_TransMgmtPlan_Final.pdf



Mason offers free shuttles to and around campus.

Mason’s Transportation Master Plan elaborates a goal to reduce single-occupancy vehicles on campus from 2010 levels by 10 percent by 2020.

Student residents of the Sustainability Living Learning Community helped design and install Mason's first rain garden in university housing in 2012.

BUILT ENVIRONMENT AND STORM-WATER MANAGEMENT

Mason strives to manage its economic and natural resources responsibly and sustainably. In 2007, Mason's Board of Visitors pledged that all new construction and major renovations be designed to the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Silver standard or its equivalent. As of 2012, Mason has three LEED Gold buildings, one LEED Silver building, and one LEED-certified building, including the first Gold-certified conference center in the Chesapeake Bay Watershed: the Mason Inn Conference Center and Hotel.

Because of Mason's requirements under its authority as a municipal separate storm sewer system and because Mason is part of a sensitive watershed that drains into the Chesapeake Bay, the university's focus for land development has been to minimize the impacts of runoff associated with land disturbances, such as flooding, erosion, and water pollution. Mason hopes to achieve this goal by using best management practices, implementing low impact development, and finding cost-effective alternatives that provide water quantity and quality control while simultaneously complying with local, state, and federal laws and regulations.

Approaches include incorporation of on-site storm-water management tools, such as rain gardens, vegetated and grass swales, retention ponds, green roofs, and pervious pavement. These serve the function of treating, conveying, and infiltrating storm-water runoff, with the goal of cleaning and slowing it down before it is discharged into local waterways. Mason has one acre of pervious pavement on its Fairfax Campus and its largest on-site treatment facility (and a best management practice) is Mason Pond, which treats approximately 125 acres—more than a third of our main campus area.

For more information

Mason Land Development Office: facilities.gmu.edu/LandDevelopment/index.htm
Mason Inn Conference Center and Hotel: news.gmu.edu/articles/5362

The Mason Pond





RECYCLING AND WASTE MINIMIZATION

Despite rapid growth in building square footage requiring service and maintenance, Mason's overall waste tonnage has decreased since 2009, and comingled (cans, glass, and plastics) recycling rose by 10 percent between 2011 and 2012. These results came from a conscious push to improve the accuracy of waste data and allocating resources to improve recycling infrastructure and education.

The Office of Housing and Residence Life partnered with Recycling and Waste Management, Office of Sustainability (OoS), University Life, and Auxiliary Enterprises to implement **in-room recycling**, strengthen collections infrastructure, and provide recycling education in all residence halls.

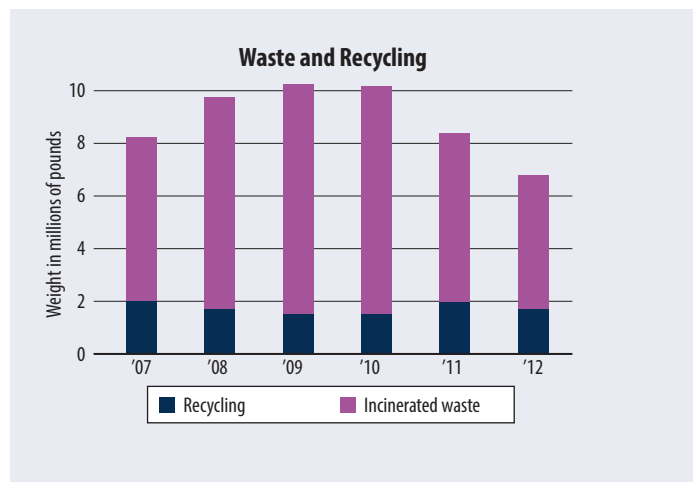
Student centers have introduced **recycling centers** that provide detailed visual information about what is recyclable and what is not. This has raised awareness in the highest traffic areas of campus. These units provide students, faculty, staff, and visitors the necessary information to make informed recycling decisions about how to properly dispose of their recycling materials. Currently, OoS is working to install standardized visual labels on all of its recycling units. Mason is on track to reach its goal of a 25 percent diversion rate by the year 2014.

Finally, Mason implemented an e-waste recycling program through a contract written by the Commonwealth of Virginia.

For more information

Recycling and Waste Management:
recycling.gmu.edu

Mason has a goal of a 25 percent diversion rate by the year 2014.



VI

ANTI-CORRUPTION

Academic Commitments

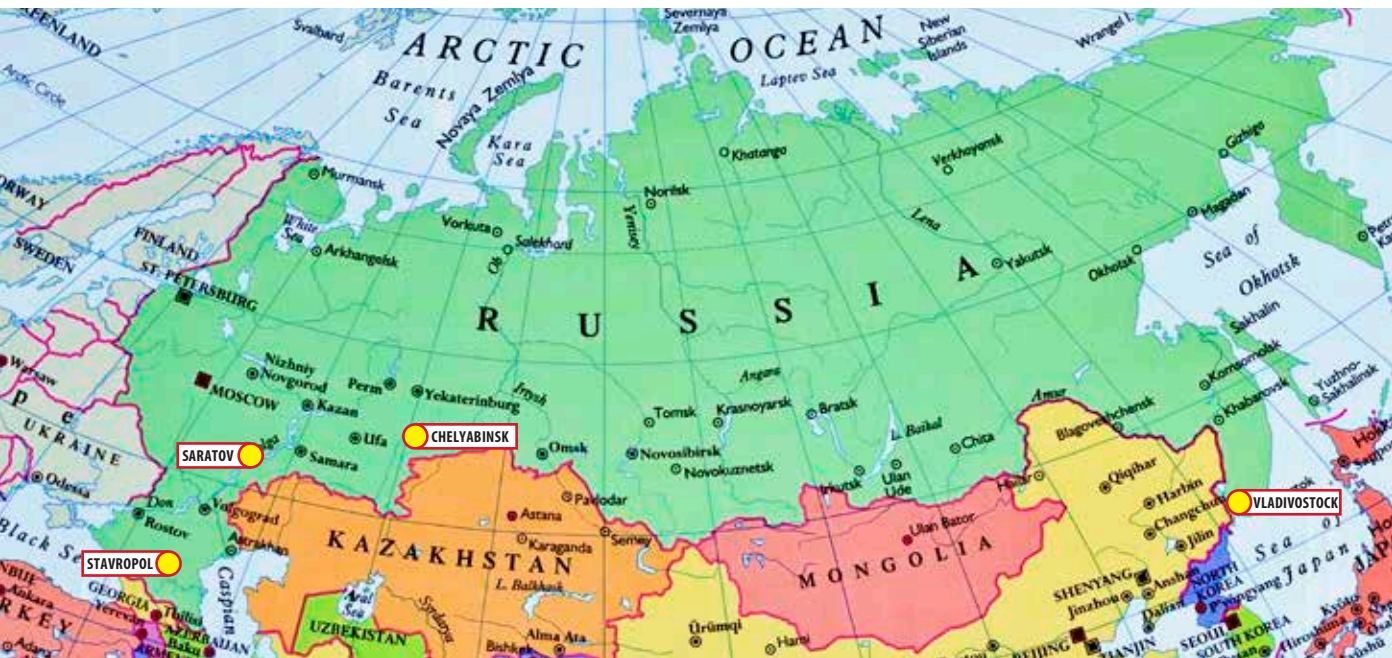
ON TraCCC IN ARLINGTON AND RUSSIA

The UNGC areas of human rights, labor, and anti-corruption overlap when it comes to human trafficking, one topic of focus for the **Terrorism, Transnational Crime and Corruption Center** (TraCCC). Housed in the School of Public Policy on Mason's Arlington Campus, TraCCC is the first center in the United States devoted to understanding the links among terrorism, transnational crime, and corruption, and to teach, research, train, and help formulate policy on these critical issues. Other research topics in which TraCCC and its overseas partners are actively engaged include the links between crime and terrorism, money laundering and other financial crimes, the impact of organized crime and terrorism on legitimate business, environmental crimes, and nuclear proliferation issues.

Through its four overseas research centers in Vladivostok, Chelyabinsk, Saratov, and Stavropol, TraCCC fulfills its dual mission of researching and documenting trends in organized crime and corruption in Russia and devising country-specific legislative and policy methods to address these crimes.

Scholars and practitioners at each center identify issues of organized crime and corruption affecting their specific region and offer legislative and policy solutions.

Four Russian cities have TraCCC-affiliated centers: Stavropol, Saratov, Chelyabinsk, and Vladivostok.



Louise Shelley, University Professor in the School of Public Policy, is TraCCC's founding director. Shelley is a leading expert on the relationship among terrorism, organized crime, and corruption, as well as human trafficking, transnational crime, and terrorism with a particular focus on the former Soviet Union. She also specializes in illicit financial flows and money laundering. The author of numerous books and articles, Shelley has run programs in Russia, Ukraine, and Georgia with leading specialists on the problems of organized crime and corruption. She has also headed up large-scale projects on money laundering from Russia, Ukraine, and Georgia, and coordinated training of law enforcement persons on the issue of human trafficking. She has testified before the House Committee on International Relations, the Helsinki Commission, the House Banking Committee, and the Senate Foreign Relations Committee on transnational crime, human trafficking, and the links between transnational crime, financial crime, and terrorism. Shelley regularly shares her expertise with major print, online, and television outlets. Highly respected in her field, Shelley received the 2013 **G. O. W. Mueller Award for Outstanding Contributions to International Criminal Justice** from the Academy of Criminal Justice Sciences and the 2012 **Distinguished Scholar Award** from the International Association for the Study of Organized Crime.



Louise Shelley

PROTECTING INVESTORS

Housed in the School of Management, the **Investor Protection and Corporate Fraud Research Center** provides thought leadership on investor protection and fraud risk by sponsoring, conducting, and disseminating research in these areas. The center focuses on investor protection activities such as the role of corporate governance, the role of auditors, insider trading, management disclosures, and the legal and regulatory environment of business. Center director **Keith L. Jones**, associate professor of accounting, has focused his research on identifying and evaluating methods to assess the risk of fraud.



Keith L. Jones

[For more information](#)

Terrorism, Transnational Crime and Corruption Center: tracc.gmu.edu

Beyond Academic Commitments

Members of the George Mason University community aspire to the principles and values articulated in our Code of Ethics:

- We perform our public responsibilities, services, and activities ethically, competently, efficiently, and honestly, in keeping with university policy and applicable law. We expect that all necessary and proper controls safeguarding public resources are in place and observed, with periodic auditing of functions and departments by the state auditor of public accounts and/or the university's Internal Audit and Management Services.
- We do not accept any favor, loan, service, business, or professional opportunity from anyone knowing that it is offered to improperly influence the performance of our public duties, or when acceptance thereof may reasonably be perceived as an impropriety in violation of university policy or state law. University procurements of goods or services are undertaken only by authorized personnel and, when competitive principles apply, decisions are made impartially and objectively in accordance with established policy and state law.
- We preserve and respect the confidentiality of university records, including personnel and student records. We do not externally disclose confidential

records or other nonpublic information without appropriate authorization, and any confidential record or information we access as a result of our position or duty is neither exploited for personal benefit nor misused for any unauthorized purpose.

- We are committed to the principles of federal and state law guaranteeing equal opportunity and nondiscrimination with respect to university services, programs, activities, and employment, and we support an environment that respects the rights and opinions of all people. Complaints of discrimination, harassment, and retaliation are investigated, and, when warranted, appropriate corrective action is taken and disciplined in accordance with state and university policy and applicable law.
- Our communications on behalf of the university with all persons, including co-employees, clients, customers, students, guests, and vendors, are conducted professionally and with civility.
- We do not condone dishonesty in any form by anyone, including misuse of university funds or property, fraud, theft, cheating, plagiarism, or lying. We encourage and expect reporting of any form of dishonesty, and expect our managers and supervisors to appropriately investigate such reports. We also expect that the police and/or state auditor of public accounts will be notified when circumstances reasonably indicate fraud or theft of university funds.
- We strive for continuous improvement in our performance of public duties for the university.
- We bring to the attention of supervisors and managers, the university auditor, or other responsible university office, any violation of these principles or circumstances reasonably indicating that a violation has occurred or may occur. Such reporting in good faith in order to promote the ethical integrity of operations is expected and encouraged by the university, and retaliation by any university employee as a result against the person making such good faith report shall be subject to disciplinary action. We appropriately investigate all such reports and, when warranted by the facts, require corrective action and discipline in accordance with state and university policy and state law.



CONCLUSION

VII

New Initiatives, Future Goals, and Concluding Thoughts

George Mason University’s commitment to the United Nations Global Compact creates an opportunity for the Mason community to think carefully about next steps as we move forward into what is truly a new era for our university.

Below are goals for Mason’s second year of participation with the UNGC:

- Establish new International Education Week programming on campus to engage the Mason community in dialogue about UNGC commitments, showcase UNGC-related student scholarship, identify areas for improvement, and articulate future directions.
- Modify Mason’s general education program to include environmental and global citizenship paths that combine academic course work with cocurricular activities.
- Follow through on the School of Management’s new commitment to the UNGC-affiliated Principles of Responsible Management Education.
- Include the UNGC Ten Principles broadly in Mason’s strategic planning process.

The process of preparing this first UNGC Communication on Progress has started many conversations at Mason about the UNGC commitment and its implications for our university. The report itself gives the Mason community an opportunity to look with pride on what Mason is currently doing academically and operationally in the areas of human rights, labor, environment, and anti-corruption even as we contemplate how we can more fully integrate the Ten Principles into what we do going forward. With our new mission formed, we have launched the strategic planning process that will map Mason’s path for the years ahead. Our UNGC commitment will surely inform this planning process to help us realize our vision of being a university for the world.



VIII

APPENDICES

Faculty Research by UNGC Area

Scholar Name	Affiliation	HR*	L*	E*	AC*
Changwoo Ahn	Environmental Science and Policy				
Phil Auerswald	School of Public Policy				
Supriya Baily	College of Education and Human Development				
Peter Balint	Env Sci and Policy/Pub. Int'l. Affairs				
Andrea Bartoli	School for Conflict Analysis and Resolution				
Sheryl Beach	Geography and Geoinformation Science				
Fred Bemak	College of Education and Human Development				
Brien Benson	School of Public Policy				
Arabandi Bhavani	Sociology and Anthropology				
Geoffery Birschard	Environmental Science and Policy				
Estela Blaisten-Barojas	Chemistry and Biochemistry				
Carl Botan	Communication				
Zafer Boybeyi	Atmospheric, Ocean, and Earth Sciences				
Lisa Breglia	Global Affairs				
Alex Brodsky	Computer Science				
Jo-Marie Burt	Public and International Affairs				
Fernando Camelli	Physics, Astronomy, Computational Science				
Daniel Carr	Statistics				
William Cartwright	Health Administration				
Guido Cervone	Geography and Geoinformation Science				
Weixia Cher Chen	New Century College				
Long Chiu	Atmospheric, Ocean, and Earth Sciences				
Rita Chi-Ying Chung	College of Education and Human Development				
Claudio Cioffi-Revilla	Computational Social Science				
Carol Cleaveland	Social Work				
Sara Cobb	School for Conflict Analysis and Resolution				
James Conant	Public and International Affairs				
Susan Crate	Environmental Science and Policy				
John Dale	Sociology and Anthropology				
Margaret Daniels	Recreation, Health, and Tourism				
David Davis	School of Public Policy				
Becky Smullin Dawson	Global and Community Health				
Timothy DelSole	Atmospheric, Ocean, and Earth Sciences				

* HR=HUMAN RIGHTS; L=LABOR; E=ENVIRONMENTAL; AC=ANTI-CORRUPTION

Faculty Research by UNGC Area, continued

Scholar Name	Affiliation	HR	L	E	AC
Liping Di	Geography and Geoinformation Science				
Peter Dieke	Recreation, Health, and Tourism				
Paul Dirmeyer	Atmospheric, Ocean, and Earth Sciences				
Leslie Dwyer	School for Conflict Analysis and Resolution				
Michael Ebert	Volgenau School of Engineering				
Cody Edwards	Environmental Science and Policy				
Robert Ehrlich	Physics, Astronomy, Computational Science				
Allan Falconer	Center for Social Science Research				
Rebecca Forkner	Environmental Science and Policy				
Gregory Foster	Chemistry and Biochemistry				
Elizabeth Freeman	New Century College				
Allison Frendak-Blume	School of Public Policy				
Al Fuentes	New Century College				
Michael Gabel	New Century College				
Pamela Garner	New Century College				
Paula Gilbert	Modern and Classical Languages				
Patrick Gillevet	Environmental Science and Policy				
Michael Gilmore	New Century College				
Jack Goldstone	School of Public Policy				
Mark Goodale	School for Conflict Analysis and Resolution				
Deborah Goodings	Civil, Environmental, Infrastructure Engineering				
Marc Gopin	School for Conflict Analysis and Resolution				
Paul Gorski	New Century College				
Lisa Gring-Pemle	New Century College				
Gregory Guagnano	Sociology and Anthropology				
Barry Haack	Geography and Geoinformation Science				
David Haines	Sociology and Anthropology				
Gerald Hanweck	Finance				
David Hart	School of Public Policy				
Karla Hoffman	Systems Engineering and Operations Research				
Mark Houck	Civil, Environmental, Infrastructure Engineering				
Daniel Houser	Economics				
Paul Houser	Geography and Geoinformation Science				
Bohua Huang	Atmospheric, Ocean, and Earth Sciences				
Abul Hussam	Chemistry and Biochemistry				
Emily Ihara	Social Work				
Kathryn Jacobsen	Global and Community Health				
Emilia Jin	Atmospheric, Ocean, and Earth Sciences				
Carl Johnston	Economics				
Robert Jonas	Environmental Science and Policy				
R. Christian Jones	Environmental Science and Policy				

Faculty Research by UNGC Area, continued

Scholar Name	Affiliation	HR	L	E	AC
Christopher Kennedy	Environmental Science and Policy				
Mick Kicklighter	Law				
James Kinter	Atmospheric, Ocean, and Earth Sciences				
Barry Klinger	Atmospheric, Ocean, and Earth Sciences				
James Kozlowski	Recreation, Health, and Tourism				
Gary Kreps	Communication				
Vemeru Krishnamurthy	Physics, Astronomy, Computational Science				
Barry Kronenfeld	Geography and Geoinformation Science				
Todd LaPorte	School of Public Policy				
James Lawrey	Environmental Science and Policy				
Qiliang Li	Electrical and Computer Engineering				
Andrew Light	Philosophy				
Thomas Lovejoy	Environmental Science and Policy				
Jian Lu	Atmospheric, Ocean, and Earth Sciences				
Terrence Lyons	School for Conflict Analysis and Resolution				
Duhita Mahatma	New Century College				
Allison McFarlane	Environmental Science and Policy				
Edward Maibach	Communication				
Peter Mandaville	Public and International Affairs				
Frank Manheim	School of Public Policy				
Jeffrey Mantz	Sociology and Anthropology				
Eric Max McGlinchey	Public and International Affairs				
Daniel Menascé	Computer Science				
Doug Mose	Chemistry and Biochemistry				
George Mushrush	Chemistry and Biochemistry				
Susan Allen Nan	School for Conflict Analysis and Resolution				
Elavie Ndura	College of Education and Human Development				
Julia Nord	Atmospheric, Ocean, and Earth Sciences				
Dimitrios Papaconstantopoulos	Physics, Astronomy, Computational Science				
Minkyung "Min" Park	Recreation, Health, and Tourism				
Chris Parsons	Environmental Science and Policy				
Erin Peters	College of Education and Human Development				
Esther Peters	Environmental Science and Policy				
Christy Pichichero	Modern and Classical Languages				
Christine Pommerening	School of Public Policy				
John Qu	Geography and Geoinformation Science				
Kenneth Reinert	School of Public Policy				
Dennis Richie	Social Work				
James Riggle	School of Public Policy				
Ellen Rodgers	Recreation, Health, and Tourism				
Sunny Harris Rome	Social Work				

Faculty Research by UNGC Area, continued

Scholar Name	Affiliation	HR	L	E	AC
Hilton Root	School of Public Policy				
Kathy Rowan	Communication				
Tony Roshan Samara	Sociology and Anthropology				
Edwin Schneider	Atmospheric, Ocean, and Earth Sciences				
Paul Schopf	Atmospheric, Ocean, and Earth Sciences				
John Schreifels	Chemistry and Biochemistry				
Linda Seligmann	Sociology and Anthropology				
Burl Self	Geography and Geoinformation Science				
Lori Shelby	Recreation, Health, and Tourism				
Louise Shelley	School of Public Policy				
Howard Sheng	Physics, Astronomy, Computational Science				
Jagadish Shukla	Atmospheric, Ocean, and Earth Sciences				
Debra Shutika	English				
Robert Simon	Computer Science				
Dann Sklarew	Environmental Science and Policy				
Carlos Sluzki	Global and Community Health				
Cindy Smith	New Century College/Environmental Science and Policy				
William Sommers	Geography and Geoinformation Science				
Joao Sousa	Computer Science				
Wayne Stalick	Chemistry and Biochemistry				
Cristiana Stan	Atmospheric, Ocean, and Earth Sciences				
Gregory Stanton	School for Conflict Analysis and Resolution				
Anthony Stefanidis	Geography and Geoinformation Science				
David Straus	Atmospheric, Ocean, and Earth Sciences				
Donglian Sun	Geography and Geoinformation Science				
Lee Talbot	Environmental Science and Policy				
George Taylor	Geography and Geoinformation Science				
Tojo Thatchenkerry	School of Public Policy				
Albert Torzilli	Environmental Science and Policy				
Sylvia Vitazkova	New Century College				
Kathleen Wage	Electrical and Computer Engineering				
Nigel Waters	Geography and Geoinformation Science				
Janine Wedel	School of Public Policy				
Duminda Wijesekera	Computer Science				
Andrew Wingfield	New Century College				
Thomas Wood	New Century College				
Chaowie (Phil) Yang	Geography and Geoinformation Science				
Ruixin Yang	Geography and Geoinformation Science				
Wenli Yang	Geography and Geoinformation Science				

Research Centers with UNGC Areas Addressed

Center Name	Affiliation	HR	L	E	AC
Ali Vural Ak Center for Global Islamic Studies	College of Humanities and Social Sciences	Orange			
Center for Aerospace Policy Research	School of Public Policy			Green	
Center for Clean Water and Sustainable Technologies	College of Science			Green	
Center for Climate and Society	College of Science	Orange		Green	
Center for Climate Change Communication	College of Humanities and Social Sciences			Green	
Center for Earth Observing and Space Research	College of Science			Green	
Center for Global Ethics	Philosophy Department	Orange		Green	Red
Center for Global Policy	School of Public Policy	Orange		Green	Red
Center for Global Studies	Office of Global and International Strategies	Orange	Blue	Green	Red
Center for Infrastructure Protection and Homeland Security	School of Law			Green	
Center for International Education	College of Education and Human Development	Orange			
Center for Justice, Law, and Society	College of Humanities and Social Sciences	Orange			Red
Center for Narrative and Conflict Resolution	School for Conflict Analysis and Resolution	Orange			
Center for Ocean-Land-Atmosphere Studies	College of Science			Green	
Center for Policy and Environment	School of Public Policy			Green	
Center for Recreation and Tourism Research and Policy	College of Education and Human Development			Green	
Center for Science and Technology Policy	School of Public Policy			Green	
Center for Smart Power Grids	Volgenau School			Green	
Center for Social Complexity	Krasnow Institute for Advanced Study			Green	
Center for Social Science Research	College of Humanities and Social Sciences			Green	
Center for the Study of Gender and Conflict	School for Conflict Analysis and Resolution	Orange			
Center for the Study of Narrative and Conflict Resolution	School for Conflict Analysis and Resolution	Orange			
Center for Transportation Policy, Operations and Logistics	School of Public Policy			Green	
Center for World Religions, Diplomacy, and Conflict Resolution	School for Conflict Analysis and Resolution	Orange			
Center of Excellence in Command, Control, Communications, Computing, and Intelligence (C4I)	Volgenau School			Green	
Comprehensive Atmospheric Modeling Program	College of Science			Green	
Diversity Research and Action Center	College of Education and Human Development	Orange			
Environmental Science and Technology Center	College of Science			Green	
Genocide Prevention Program	School for Conflict Analysis and Resolution	Orange		Green	
Geographic Information Science Center of Excellence	College of Science			Green	
Institute for Immigration Research	College of Humanities and Social Sciences	Orange	Blue		
Institute for Philosophy and Public Policy	Philosophy Department			Green	
Mason Center for Conservation Studies	CHSS and COS			Green	
Sudan Task Group	School for Conflict Analysis and Resolution	Orange		Green	
Terrorism, Transnational Crime and Corruption Center	School of Public Policy	Orange	Blue	Green	Red
The Global Environment and Natural Resources Institute	College of Science			Green	
Transportation and Economic Development Research Center	School of Public Policy			Green	

2012–13 Courses by UNGC Areas

Course Name	# of Students	Professor(s)	HR	L	E	AC
AVT 385—EcoArt	16	Mark Cooley				
CEIE 355—Environmental Engineering and Science	85	Liza Durant				
CEIE 450—Environmental Engineering Systems	41	Barry Liner				
CEIE 540—Water Supply and Distribution	47	Mathew Doyle				
CLIM 101—Global Warming: Weather, Climate, and Society	50	James Kinter, Gedish Shukla				
CLIM 711—Introduction to Atmospheric Dynamics	5	Jian Lu				
CLIM 712—Physical and Dynamical Oceanography	5	Bohua Huang				
CLIM 715—Numerical Simulations in Weather and Climate	4	Zafer Boybeyi				
CLIM 751—Predictability of Weather and Climate	4	David Straus, Jagadish Shukla				
CLIM 762—Statistical Methods in Climate Research	5	Timothy Delsole				
CLIM 991—Climate Dynamics Seminar	4	Barry Klinger				
COMM 660—Climate Change and Sustainability Communication Campaigns	14	Ed Maibach				
CONF 394-002/SOCI 395—Human Rights and Inequality	25	John Dale				
CONF 399-001/ENGL 310-001/NCLC 375-005/W MST 314-001—Stories of Gender/Human Rights	35	Paula Gilbert				
CONF 651—Conflict Analysis and Resolution for Collaborative Leadership in Community Planning	11	William Potapchuk				
CONF 665-001—CR In Humanitarian Crises	5	Cynthia Mazur				
CONF 682—Principles in Environmental Conflict Resolution and Collaboration	5	William Hall				
CONF 728—001 Human Rights Theory and Practice	24	Mark Goodale				
CONS 401—Conservation Theory	11	Stephanie Lessard-Pilon				
CONS 402—Applied Conservation	11	Stephanie Lessard-Pilon				
CONS 403—Ecology and Conservation Theory	15	Anneke DeLuycker				
CONS 404—Monitoring and Assessment of Biodiversity	15	James McNeil				
CONS 410—Human Dimensions of Conservation	11	Elizabeth Blume				
CONS 411—Science Communication for Conservation	15	Anneke DeLuycker				
CONS 490—Integrated Conservation Strategies	10	Stephanie Lessard-Pilon				
CONS 491—Comprehensive Conservation Planning	15	James McNeil				
CRIM 308—001 Human Rights and Justice	38	Maryellen Meymarian				
CRIM 405—Law and Justice around the World	129	Alan Swanson				
CRIM 490—004 Human Trafficking	61	Mark Harrington				
ECON 321—Economics of Labor	50	Bryan Caplan				
ECON 335—Environmental Economics	78	Thomas Rustici, David Thomas				
ECON 360—Economics of Developing Areas	196	Cheryl Litman, Jason Dunick, Noel Johnson				
ECON 361—Economic Development of Latin America	62	Carrie Meyer				
ECON 362—African Economic Development	50	Eskil Ullberg				
ECON 435—Economics of Energy	31	Micheal Webb				

2012–13 Courses by UNGC, continued

Course Name	# of Students	Professor(s)	HR	L	E	AC
EDCI 573—Teaching Science in the Secondary School	31	Steven Burton				
EDCD 628-001—Counseling and Social Justice	28	Rita Chung				
EDLE 690—Using Research to Lead School Improvement	23	Scott Bauer				
EVPP 110—The Ecosphere: An Introduction to Environmental Science I	554	Kim Largen				
EVPP 111—The Ecosphere: An Introduction to Environmental Science II	234	Kim Largen, Christopher Ruck				
EVPP 201—Environment and You: Issues for the Twenty-First Century	37	Rita Peralta				
EVPP 318—Conservation Biology	27	Karin Schwartz				
EVPP 322—Business and Sustainability	20	Dann Sklarew				
EVPP 336—Human Dimensions of the Environment	40	Vivek Prasad, Dann Sklarew				
EVPP 337—Environmental Policy Making in Developing Countries	258	Yoonsung Kim, Chaitanya Ravi, Joseph Ransom, Robert Jonas, Debroah Copsick, Vivek Prasad				
EVPP 338—Economics of Environmental Policy	7	Christopher Kennedy				
EVPP 350—Freshwater Ecosystems	11	Kim de Mutsert				
EVPP 361/GOVT 361—Introduction to Environmental Policy	96	Peter Balint, Yoonsung Kim				
EVPP 362—Intermediate Environmental Policy	19	Yongsung Kim				
EVPP 363—Coastal Morphology/Processes	17	Randolf McBride				
EVPP 377—Applied Ecology	214	Lorolei Crear				
EVPP 378—Ecological Sustainability	10	Changwoo Ahn				
EVPP 419—Marine Mammal Biology/Conservation	45	Chris Parsons				
EVPP 421—Marine Conservation	35	Chris Parsons				
EVPP 430—Fundamentals of Environmental GIS	22	Germana Manca				
EVPP 432—Energy Policy	17	Chaitani Ravi				
EVPP 436—Human Dimensions of Global Climate Change	10	Vivek Prasad				
EVPP 445—Principles of Environmental Toxicology	3	Angela Lynch				
EVPP 451—Fungi and Ecosystems	14	Albert Torzilli				
EVPP 480—Sustainability in Action	15	Dann Sklarew				
EVPP 490—Environmental Conflict Resolution	18	Vivek Prasad				
EVPP 490—Tools and Techniques of International Development	8	Stephen Garon				
EVPP 490—Antarctic Ecology and Conservation	4	Chris Parsons				
EVPP 490—Mushrooms, Molds, and Mankind	7	Albert Torzilli				
EVPP 503—Field Mapping Techniques	15	Julia Nord, Lisa LaCivita				
EVPP 505—Energy Policy	4	Barry Klinger				
EVPP 505—Physical Oceanography	17	Chaitani Ravi				
EVPP 505—Soil Science	11	Julia Nord				
EVPP 506—Science of the Environment I	5	David Allen				

2012–13 Courses by UNGC, continued

Course Name	# of Students	Professor(s)	HR	L	E	AC
EVPP 507—Science of the Environment II	10	David Allen				
EVPP 518—Conservation Biology	13	Rebecca Forkner				
EVPP 521—Marine Conservation	35	Chris Parsons				
EVPP 524—Introduction to Environmental and Resource Economics	13	Christopher Kennedy				
EVPP 531—Land-Use Modeling Techniques/Applications	13	Qing Tian				
EVPP 550—Watershed Ecology/Management	14	Chris Jones				
EVPP 581—Estuarine and Coastal Ecology	15	Kim de Mutsert				
EVPP 607—Fundamentals of Ecology	26	Joris van der Lam				
EVPP 622—Management of Wild Living Resources	17	Lee Talbot				
EVPP 623—Translating Environmental Policy into Action	12	Lee Talbot				
EVPP 635—Environment and Society	9	Vivek Prased				
EVPP 641—Environmental Science and Public Policy	18	Robert Jonas				
EVPP 642/PUAD 642—Environmental Policy	18	Peter Balint				
EVPP 648—Population Ecology	18	Larry Rockwood				
EVPP 650—Environmental Analysis and Modeling	9	Changwoo Ahn				
EVPP 651—Multivariate Data Analysis for Ecology and Environmental Science	14	Chris Jones				
EVPP 652—The Hydrosphere	12	Paul Houser				
EVPP 670—Environmental Law	14	Brett Hartl				
EVPP 692—Animal and Conservation Ethics	14	Dann Sklarew				
EVPP 692—Community Ecology	15	Chris Parsons				
EVPP 692—Controversy in Fisheries Science	10	Kim de Mutsert				
EVPP 692— Hot Topics in Marine Conservation	9	David Luther				
EVPP 692— Managing Our Planet	13	Chris Parsons				
EVPP 741—Climate Change Politics/Policy	17	Todd LaPorte				
EVPP 741—Challenge of Biodiversity	14	Thomas Lovejoy				
EVPP 745—Environmental Toxicology	7	Robert Jonas				
FRLN 330—Dirty Wars, Resistance, and Memory in Latin America	13	Colleen Sweet				
GCH 560—Environmental Health	51	Rebecca Dawson				
GCH 602-001—Violence and Its Impact on Health	13	Carlos Sluzki				
GEOL 305—Environmental Geology	7	Richard Diecchio				
GEOL 420—Earth Science and Policy	13	Theodore Wynn				
GGG 102—Physical Geography	168	Germana Manca, Patricia Boudinot				
GGG 103—Human Geography	125	Patracia Boudinot, Richard Medina				
GGG 121—Dynamic Atmosphere and Hydrosphere	21	Guido Cervone				
GGG 302—Global Environmental Hazards	20	Guido Cervone				
GGG 303—Conservation of Resources and Environment	41	Maction Komwa				

2012–13 Courses by UNGC, continued

Course Name	# of Students	Professor(s)	HR	L	E	AC
GGS 304—Population Dimensions of Global Change	27	David Wong				
GGS 307—Sustainable Development	9	Allison Richards				
GGS 312—Physical Climatology	7	Paul Houser				
GGS 314—Extreme and Unusual Weather	10	Zafer Boybeyi				
GGS 319—Air Pollution	13	Zafer Boybeyi				
GOVT 444-005—Human Rights/Transitional Justice	18	Jo-Marie Burt				
GOVT 445-001—Human Rights	22	Joseph Cochanek				
GOVT 490-003—Democracy and Social Justice	32	Hazel McFerson				
HNRS 131—Contemporary Society in Multiple Perspectives	49	Pia Moller				
HNRS 131—Contemporary Society in Multiple Perspectives	48	Laurie Robison, John Woolsey				
HNRS 230—Cross Cultural Perspectives	47	Jo-Marie Burt, Ben Cowan				
HNRS 240—Reading the Past	24	Steven Scott-Harris				
HNRT 228—Scientific Thought and Process	83	George Taylor, Harold Geller				
LAW 313-001—Refugee and Asylum Law	10	Lindsay Harris				
NCLC 102—Global Networks and Communities – Food and Sovereignty	172	Michael Gilmore, John O'Connor, Zachary Petersen, Pamela Scott, John Saddler, Beatriz Cuartas, Suzanne Smith				
NCLC 103—Human Creativity: Science and Art	132	Elizabeth Freeman, Slyvia Vitazkova, Thomas Wood, Pamela Scott, Basak Durgun, Savannah Fetterolf				
NCLC 210—Sustainable World	35	Andrew Wingfield				
NCLC 304—Social Movements and Community Activism	27	Derek Sweetman				
NCLC 314—Conflict, Trauma and Healing	26	Al Fuentes				
NCLC 334—Environmental Justice	27	Thomas Carter				
NCLC 337—002 Social Justice Consciousness	26	Paul Gorski				
NCLC 348—Digital Futures	24	Lesley Smith				
NCLC 375—Environmental Law and Policy	16	Thomas Carter				
NCLC 375—International Human Rights	12	Cher Chen				
NCLC 395—Beekeeping and Sustainability	12	German Perilla				
NCLC 401—Conservation Biology	19	Michael Gabel, Thomas Wood				
NCLC 402—People and Plants: Sustenance, Ceremony, and Sustainability	23	Michael Gilmore				
NCLC 404—Ethics and Leadership	24	Nicholas Lennon				
NCLC 416—Refugee and Internal Displacement	25	Al Fuentes				
NUTR 630—Global Nutrition	16	Constance Gewa				
PHYS 331—Physics of Renewable Energy	15	Robert Ehrlich				
PHYS 385—Materials Science with Applications to Renewable Energy	8	Krishnamurthy Vemuru				

2012–13 Courses by UNGC, continued

Course Name	# of Students	Professor(s)	HR	L	E	AC
PRLS 300—People with Nature	15	Dewey Kuttruff				
PRLS 302—Park Management and Operations	6	Dewey Kuttruff				
PRLS 316—Outdoor Education and Leadership	26	Susan Johnson				
PRLS 362—Cultural and Environmental Interpretation	29	Susan Johnson				
PRLS 402—Human Behavior in Natural Environments	7	Nancy Chamberlain				
PRLS 501—Introduction to Natural Resource Law	15	James Kozlowski				
PRLS 531—Natural Resources Recreation Planning	2	Brenda Wiggins				
PRLS 670—Environmental Law	8	James Kozlowski				
PUBP 710-001—Democratic Transitions and Democracy Assistance	21	Jack Goldstone				
PUBP 710-005—Governance/Policy/Climate Change	32	Todd LaPorte				
PUBP 710-012—Labor Markets and Policy	12	John Earle				
PUBP 736-001—International Migration Policy	17	David Hart				
PUBP 763-001—Illicit Trade	19	Louise Shelley				
PUBP 764-001—Transnational Crime and Corruption	18	Louise Shelley				
RELI 375—Qu’ran and Hadith	13	Maria Dakake				
SOCI 307—Social Movements/Political Protest	17	Lester Kurtz				
SOCI 308—Race/Ethnicity in a Changing World	28	Dennis Rutledge				
SOCI 320—Social Structure and Globalization	43	Johanna Bockman				
SOCI 395—Human Rights and Inequality	10	John Dale				
SOCW 351-001, 002, DL1—Social Policy/Social Justice	87	Ina Fernandez, Jane Brewster				
SOCW 351-001—DL1 Social Policy/Social Justice	43	Patrica Balasco-Barr, Kimberly Haywood				
SOCW 417—Integrative Methods for Social Action and Social Change	46	Dennis Richie, Catherine Tompkins, Emily Ihara				
SOCW 475—Selected Topics: Human Rights	24	Emily Ihara				
SPAN 481-001—Latinos, Gender and Human Rights	13	Ricardo Perez				
TOUR 312—Ecotourism	14	Berry Feil				
TOUR 340—Sustainable Tourism	76	Peter Dieke				
TOUR 540—Sustainable Tourism Management	33	Abena Aidoo				
WMST 300—Social Dynamics of Family Violence	15	Angela Hattery				
WMST 600—Sexuality/Race/Immigration	13	Rachel Lewis				

