

A Top University for the World



**Global Community Engagement Report and
United Nations Global Compact Communication on Engagement
(2016-2017)**

May 05, 2018



United Nations' Global Goals



In September 2015, the 193 UN Member States adopted this set of 17 **Global Goals** and 169 targets to end poverty, protect the planet, and ensure prosperity for all, as noted in *Transforming our World: the 2030 Agenda for Sustainable Development*.

Respecting the **UN Global Compact Ten Principles** across all business operations and supply chains is a baseline for any organization aiming to help humanity to realize the Global Goals.

Learn more: UN Global Goals - <https://www.globalgoals.org>

UN Global Compact - <https://www.unglobalcompact.org/what-is-gc>

Businesses' Roles - <https://www.unglobalcompact.org/sdgs/17-global-goals>

Ten Principles of the United Nations Global Compact

These principles are derived from the **Universal Declaration of Human Rights**, International Labour Organization **Declaration on Fundamental Principles and Rights at Work**, **Rio Declaration** on Environment and Development, and the United Nations **Convention Against Corruption**:

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, including extortion and bribery

UN Global Compact asks companies to embrace, support, and enact, within their spheres of influence, a set of core values in these areas. George Mason University promotes these values.

Credits and Acknowledgments

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To our stakeholders:

I am delighted to renew George Mason University's commitment to the Ten Principles of the United Nations Global Compact in the areas of Human Rights, Labor, Environment and Anti-Corruption.

This commitment is bringing Mason's institutional policies and practices in line with the four UNGC focus areas. It inspiring us to better leverage our intellectual resources in developing solutions to global environmental problems and in preparing our students, the next generation of leaders, to become knowledgeable and responsible stewards of the planet. The University's mission, vision and goals also provide a foundation for integrating the United Nations Sustainable Development Goals (SDGs) into our educational and institutional fabric.

In this 2018 Communication on Engagement, we describe our actions to continually improve the integration of the Global Compact, its principles and the SDGs into our identity. This includes commitments both academic and beyond. The University is actively engaged with like-minded organizations to support the SDGs in our teaching, research and service to society. To do so, we are aligning our strategy, operations, education, thought leadership and applied research. We commit to sharing our progress with you as well.

Moving forward, we aim to expand the scope and reach of our impact, even as we continue to collaborate with our community partners at local, regional and global scales. Over the next two years, we expect to further develop our curriculum, enable our stakeholders, support and track our collective Global Compact and SDG outcomes.

Thank you for joining us and contributing to George Mason University becoming a top university for the world.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Ángel Cabrera", written over a horizontal line. The signature is fluid and cursive.

Ángel Cabrera

Table of Contents

United Nations' Global Goals	1
Ten Principles of the United Nations Global Compact	2
I. Organization Profile	8
II. A Global University with a Global Impact	10
A. The Global Curriculum	10
B. The World as Classroom: Experiential Learning	11
C. Creating Global Knowledge: Scholarship	11
D. The Mason Impact Initiative	12
E. Mason as a PRME Champion	15
III. Human Rights	16
A. Academic Commitments	16
B. Beyond Academic Commitments	18
C. Outcomes for Human Rights	20
IV. Labor	21
A. Academic Commitments	21
B. Beyond Academic Commitments	23
C. Outcomes for Labor	24
V. Environment	25
A. Academic Commitments	25
B. Beyond Academic Commitments	28
C. Outcomes for the Environment	31
VI. Anti-Corruption	33
A. Academic Commitments	33
B. Beyond Academic Commitments	34
C. Outcomes Against Corruption	36
VII. Shared Goals and Concluding Thoughts	37
Appendix A. Courses Supporting the Global Compact	39
Appendix B. Academic Programs Supporting the Global Compact	47
Appendix C. Faculty Research Supporting the Global Compact	52
Appendix D. George Mason University Strategic Plan through 2024	58

I. Organization Profile

Mission

A Top 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.

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 and 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 contribute their solutions.

Learn more: The Mason Vision: <http://vision.gmu.edu/the-mason-vision>

About Mason

George Mason is a distributed university with locations in Fairfax, Arlington, Prince William and Loudoun counties, Virginia, as well as in Songdo, South Korea. Over 35,000 students currently attend Mason, with more than 6,000 students living on campus in residential halls.

Seventy-five undergraduate programs and one hundred twenty-three 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.

George Mason University is setting the gold standard for the modern, public university. Our dynamic culture and innovative **academic** programs prepare Mason’s 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.

Mason is also well-recognized as a sustainable development leader. In 2014, ours was the first Virginia university to earn a “Gold” distinction from the Association for Advancement of Sustainability in Higher Education. The University scored notably high marks in campus engagement and public engagement in 2017. That year AASHE featured Mason among the top five performers globally with respect to sustainable purchasing practices. Students also benefit from access to **134 “green leaf” -designated sustainability courses** across two dozen academic programs.

George Mason scholars have made historically significant impacts on sustainable development in fields such as human rights (Valery Soyfer), conservation (Lee Talbot and Thomas Lovejoy) and access to clean water (Abul Hussam). President Ángel Cabrera has served as a special advisor to the **UN Global Compact**, leading development of its **Principles of Responsible Management Education** (PRME). President Cabrera has also Mason delegations to global sustainability events, such as the United Nations Conference on Sustainable Development (Rio +20) in Rio de Janeiro.

Learn more:

George Mason Institutional Research and Effectiveness - <https://irr2.gmu.edu>

George Mason's AASHE STARS sustainability reports (2011, 2014, 2017) - <https://stars.aashe.org/institutions/george-mason-university-va/report>

Green Leaf Programs and Courses at George Mason University
<https://catalog.gmu.edu/student-services/green-leaf-programs-courses>

George Mason's PRME Sharing Information on Progress (SIP) reports (2014, 2018) - <http://www.unprme.org/participation/view-participants.php?partid=2947>

II. A Global University with a Global Impact

As a top university for the world, Mason aims to leverage its intellectual resources to educate knowledgeable and responsible global citizens and to focus the full range of its scholarly expertise on addressing global challenges, such as embodied by the “Global Goals” of the United Nations Sustainable Development Goals (SDGs). Mason has built a robust global learning and scholarship infrastructure to help society to pursue these goals.

A. The Global Curriculum

Every Mason undergraduate student gets a global perspective by taking a required global understanding course through **Mason Core** general education program. The strong enrollments in majors such as **Global and International 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, challenges, cultures, regions, and languages.

Undergraduates looking for an international experience while living on the Fairfax campus may apply to live in the **Global Crossings Living Learning Community**. Domestic students and international students are paired as roommates in 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 Policy** address our understanding of Earth’s natural systems and human impacts on those systems. Masters-level programs in a range of departments enable students to engage with global issues in health, business, religion, natural science, politics, and public policy.

During 2016-2017, Mason delivered **235 academic courses in over 100 academic programs that build students’ capacity to implement UN Global Compact principles** in their careers (Appendices A and B).

Learn more:

Mason Core - <http://masoncore.gmu.edu>

University Catalog - <http://catalog.gmu.edu>

B. 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 Global Education Office (GEO) offers a wide range of international study, research, service, and leadership opportunities to George Mason students, faculty, staff, and members of the general public. GEO 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. GEO 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 **Social Action and Integrative Learning Center (SAIL)** is dedicated to providing students with exciting and challenging field-based experiential learning opportunities. SAIL course offerings include a broad range of academic disciplines and subject matters, from a focus on the natural world to human populations in their respective social and cultural contexts. SAIL 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.

Learn more:

Global Education Office: <http://www.gmu.edu/depts/cge>

Social Action and Integrative Learning : <https://sail.gmu.edu>

C. Creating Global Knowledge: Scholarship

One of the seven primary commitments in Mason's new mission is to deliver **research of consequence** and translate discoveries into interventions and applications with social, cultural, and economic implications. At least 146 of our scholars provide thought leadership or do research that supports the UN Global Compact (Appendix C). 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 peacemaking and conflict resolution. S-CAR is a Commonwealth of Virginia Center for Excellence, recognized for its leadership in the field and its world-renowned faculty.

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 life-long professional development opportunities for international teachers, principals and higher education faculty.

Learn more:

School for Conflict Analysis and Resolution: <http://scar.gmu.edu>













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











D. The Mason Impact Initiative

The **Mason Impact** initiative seeks to offer all students the opportunity to participate in curricular and co-curricular activities that support their development as **Engaged Citizens** and **Well-rounded Scholars** who are **Prepared to Act**. Mason Impact builds on our institutional strengths and our location outside the nation's capital to offer our students real-life experiences in solving real-world problems.

Critical thinking, flexibility, creativity, and resourcefulness are essential to success in the world outside of academia. The University's Strategic Plan (Appendix D) responds to these needs by setting a goal for 75 percent or more of undergraduate students to pursue projects that deploy these soft skills in real-world challenges. Projects are intended to solve high-impact problems with large-scale consequences such as sustainability, urban resilience, and public health.

Funding for these projects is available through Curriculum Impact Grants – evaluated within George Mason University, and proposed by Mason faculty and students. Impact Grants illustrate George Mason University's supportive infrastructure and synthesize three of the institution's key Strategic Goals: Transformative Learning Experiences, Faculty Development, and Excellence in Research. Below are examples of Global Compact- and Global Goals-related grants that were funded in 2016-2017:

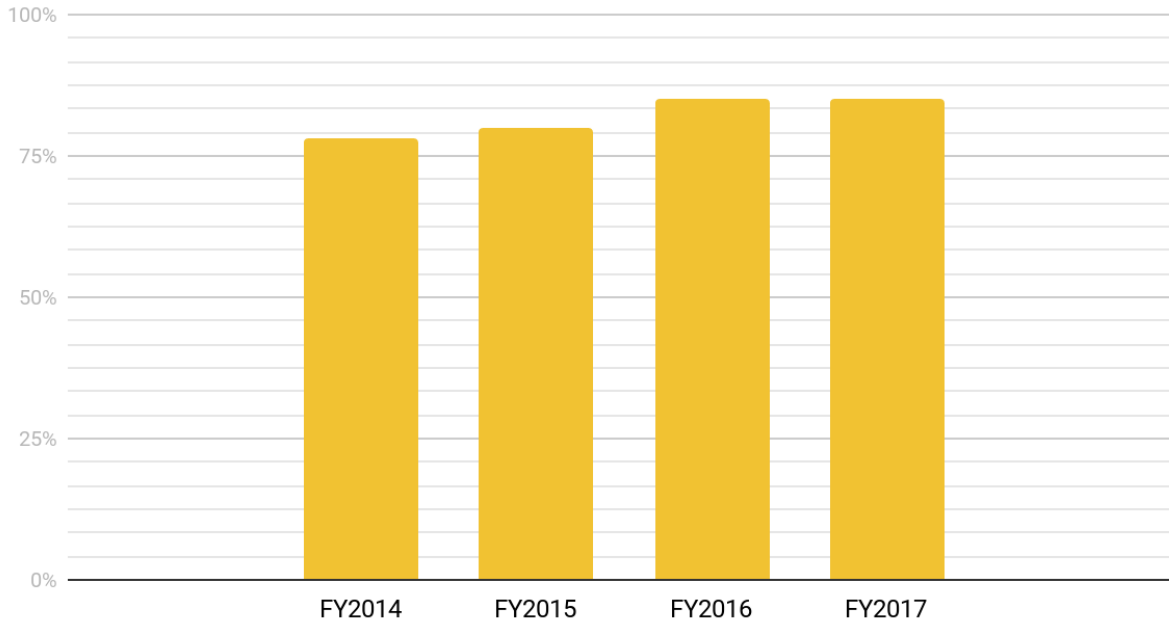
Curriculum Impact Grant	Faculty	Global Issues
<i>Community-Engaged Health Research Program</i>	<i>Heidi Lawrence, Rebecca Vargas-Jackson, Emily Ihara, Ali Weinstein, Catherine Tompkins,</i>	<p>HUMAN RIGHTS</p> <p>3 GOOD HEALTH AND WELL-BEING 11 SUSTAINABLE CITIES AND COMMUNITIES</p>  
<i>Concentration in Gender Based Violence Studies</i>	<i>Angela Hattery, Leah Adams, Bonnie Stabile</i>	<p>HUMAN RIGHTS LABOR ANTI-CORRUPTION</p> <p>5 GENDER EQUALITY 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>  
<i>Engineering Global Health</i>	<i>Corrie Paeglow, Patrice Winter, Nathalia Peixoto, Laura Poms, Shani Ross</i>	<p>HUMAN RIGHTS</p> <p>3 GOOD HEALTH AND WELL-BEING 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>  
<i>Minor in LGBTQ Studies</i>	<i>Angela Hattery, David Corwin, Nancy Xiong</i>	<p>HUMAN RIGHTS LABOR</p> <p>5 GENDER EQUALITY 10 REDUCED INEQUALITIES</p>  
<i>One Health: A Transdisciplinary Approach</i>	<i>Michael von Fricken, Larry Rockwood, Alonso Aguirre, Cara Frankenfeld, Patrick Gillevet, Anna Pollack, Laura Poms</i>	<p>HUMAN RIGHTS ENVIRONMENT</p> <p>3 GOOD HEALTH AND WELL-BEING 15 LIFE ON LAND</p>  
<i>Race, Gender, Social Justice: Philosophy, Sociology & the Critical Humanities</i>	<i>Rose Cherubin, Lisa Eckenwiler, Rachel Jones, Rutledge Dennis, Angela Hattery, Wendi Manuel-Scott, Amy Best</i>	<p>HUMAN RIGHTS LABOR</p> <p>10 REDUCED INEQUALITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>  

Curriculum Impact Grant	Faculty	Global Issues
<i>Virginia Food System Leadership Institute</i>	<i>Andrew Wingfield, Susan Crate, Kerri LaCharite</i>	HUMAN RIGHTS ENVIRONMENT  
<i>Combining Bioengineering, Clinical Medicine and Business Expertise</i>	<i>Laurence Bray, Robert Smith, Derek Horstmeyer, Mahesh Shenai</i>	HUMAN RIGHTS  
<i>Design and Development of Professional Master's Degree in Environmental and Sustainability Management</i>	<i>Younsung Kim, Susan Howard, Alonso Aguirre, Al Torzilli, Robert Dudley, Al Sample, Sharon Bloomquist, Jennifer Gettys</i>	HUMAN RIGHTS ENVIRONMENT  
<i>Developing a Multi-Disciplinary Minor in Social Justice and Mass Incarceration</i>	<i>Lauren Cattaneo, Danielle Rudes, Angela Hattery</i>	HUMAN RIGHTS LABOR ANTI-CORRUPTION  
<i>Graduate Certificate in Action Research for Social or Ecological Impact</i>	<i>Susan Allen, Rochelle Arms, Meagan Call-Cummings, Elizabeth DeMulder, Dann Sklarew, Jessica Srikantia, Jenice View, Kristien Zenkov</i>	HUMAN RIGHTS ENVIRONMENT  

Mason Impact’s current goal is for 100% of Mason undergraduate students to graduate with **transformative learning experiences**, incorporating at least one of the following: undergraduate research or creative project, civic engagement project, entrepreneurial experience, global education experience, clinical experience, student teaching, an internship, and/or capstone course. During 2016-2017, the University attained 85% of this goal.

Learn more: Mason Impact - <https://provost.gmu.edu/initiatives/mason-impact>

College Graduates with Transformative Learning Experiences



E. Mason as a PRME Champion

Under coordination of the UN Global Compact and academic institutions, the Principles of Responsible Management Education (PRME) works to realize the Global Goals through responsible management education. Mason's School of Business achieved PRME Champion status in 2017, then submitted its latest PRME Sharing Information on Progress. The report presented a variety of UNGC-aligned partnerships and initiatives over the 2016-2017 period.

Learn more:

George Mason's PRME Sharing Information on Progress (SIP) reports for 2014 and 2018 - <http://www.unprme.org/participation/view-participants.php?partid=2947>

III. Human Rights

George Mason University was named for the principle author of the Virginia Declaration of Rights, which influenced both the United States' Declaration of Independence and its Bill of Rights. Today, the University's commitment to human rights spans diverse academic offerings, faculty and student scholarship, and broad support for the well-being of over 40,000 students and employees.

A. Academic Commitments

1. Human Rights in the Curriculum

Sixteen departments units at Mason offered at least 28 courses on human rights in 2016 and 2017 (Appendix A). Human rights are elements of the curricula for over 50 of our academic programs (Appendix B). Among academic units whose faculty and students engage most actively with human rights are the **Anton Scalia Law School**, the **Schar School of Policy and Government**, the **School for Conflict Analysis and Resolution (S-CAR)**, the **College of Health and Human Services (CHHS)** and the **College of Humanities and Social Sciences (CHSS)**, including its **School of Integrative Studies (SIS)**. Human rights are also a primary focus of the new Social Justice Scholars and Educators Faculty Learning Community convened by the **Stearns Center for Teaching and Learning**.

Learn more:

Anton Scalia Law School - <http://www.law.gmu.edu>

Schar School of Policy and Government - <http://schar.gmu.edu>

School for Conflict Analysis and Resolution (S-CAR) - <https://scar.gmu.edu>

College of Health and Human Services (CHHS) - <http://chhs.gmu.edu>

College of Humanities and Social Sciences (CHSS) - <http://chss.gmu.edu>

School of Integrative Studies (SIS) - <http://integrative.gmu.edu>

Stearns Center for Teaching and Learning - <http://stearnscenter.gmu.edu>

2. Human Rights Scholarship

Dr. Danielle Rudes, a Criminology, Law and Society professor, is one of about forty human rights scholars at Mason (Appendix C). Her research examines solitary confinement, a prison within a prison (Browne, Cambier & Agha, 2011). Her **Together Alone: A Solitary Confinement Project** exemplifies our faculty and student research in the human rights field:

The double incarceration of solitary confinement is one of the most widely used and poorly understood punishment sanctions employed by prisons. Many inmates in solitary confinement develop some form of mental illness or impairment due to the isolation and lack of human interaction. In some cases, solitary confinement can, and often does, exacerbate or intensify existing mental and/or physical health conditions (Fellner & Abramsky, 2003). The impact of the solitary confinement work may have untold consequences for the behavior and perceptions of correctional officers working in these settings. Understanding their role in this carceral environment is pivotal for assessing current practice and making eventual policy/practice reforms/improvements.

Pennsylvania Department of Corrections (PADOC) is responded by restructuring some solitary units, opening new ones, transitioning many inmates to general population housing units and using restricted housing less often. PADOC partnered with Dr. Rudes and her team – CLS **doctoral candidate Shannon Magnuson** and **Drs. Angela Hattery and Earl Smith** – to study the implementation of these reforms to ensure they are working as intended and that they indeed are a model other states should follow.

In summer 2017, they were joined by six undergraduate students conducting research in three prisons, with assistance from George Mason University's **Office of the Provost and Office of Student Scholarship, Creative Activities and Research (OSCAR)**. For their own sub-projects, pairs of undergraduate scholars each developed a research question to explore. They considered inmate perceptions of punishment versus protection, inmate perceptions of empathy, and identity changes among inmates as they move from freedom, to prison, and then into solitary units. Together with their faculty mentors, they began to untangle the overall experiences of inmates living and officers working in solitary confinement.



Next summer (2018), OSCAR-supported undergraduates will continue this work via an in-depth, ethnographic study of staff working and inmates living within PADOC solitary confinement units. Students will have the opportunity to actively participate in the process of scholarship and will make a significant contribution to the creation of a disciplinary-appropriate product.

Learn more:

Criminology, Law and Society spotlight on Danielle Rudes - <https://cls.gmu.edu/people/drudes>

Office of Student Scholarship, Creative Activities and Research (OSCAR) - <http://oscar.gmu.edu>

B. Beyond Academic Commitments

A constellation of University offices provide services to help ensure the human rights and well-being needs of our learners and staff:

1. The **Office of Compliance, Diversity, and Ethics** (CDE) monitors the university's continuing commitment to equal opportunity in its employment and educational practices. CDE reports to the president of the university while implementing all equal opportunity policies, including the disability reasonable accommodation policy and the administration of the discrimination grievance procedures. Through educational workshops, the CDE 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.

Learn more: Office of Compliance Diversity and Ethics: <https://diversity.gmu.edu>

2. The **Office of Diversity, Inclusion and Multicultural Education** (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 populations.

ODIME advocates for students' rights by coordinating the following services:

- Academic appeals
- Bias incidents reports
- Classroom climate
- Collaboration with other offices to ensure equal treatment of underrepresented groups
- Community building
- Grade disputes

ODIME coordinates training opportunities that include diversity workshops and seminars, development of mentoring programs, Safe Zone program for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) resources and allies, and the Student Transition and Empowerment Program (STEP). Another program is Brother to Brother, Sister to Sister that engages students about relationships across gender lines. ODIME also organizes several 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 Day celebration, and PRIDE Week.

Learn more: Office of Diversity, Inclusion and Multicultural Education: <http://odime.gmu.edu>

3. As part of George 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 **Office of Disability Services (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 an equal opportunity as their inclusive peers to reflect the knowledge they have gained during a particular subject's course of study. All students who have a need for materials in an alternative format, if they qualify, may request this service through ODS. ODS also provides Sign Language interpreter/transliterators services for eligible students who are deaf or hard-of-hearing. These services are also available for faculty, staff and campus events.

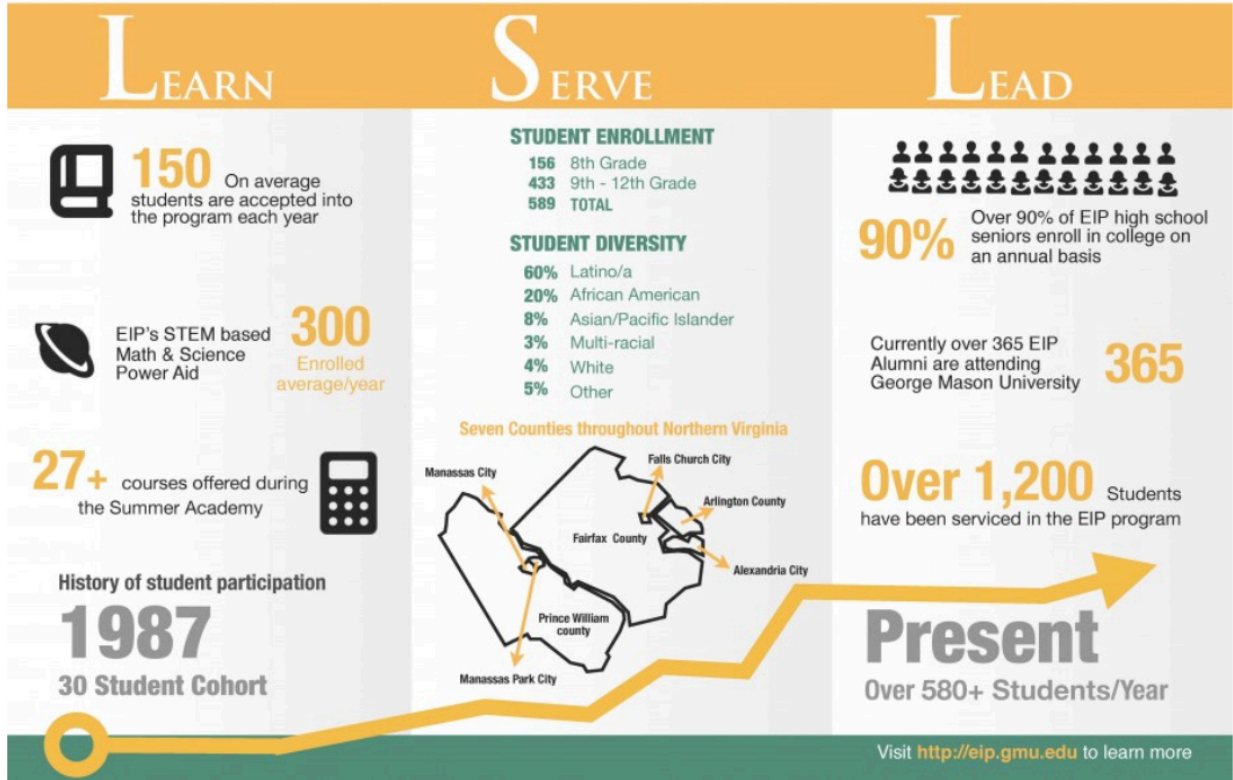
Learn more: Office of Disability Services: <http://ods.gmu.edu>



4. Mason's **Early Identification Program (EIP)** is an innovative, multi-year college preparatory program for first generation college-bound high school students. Program activities are free and held on Mason's Fairfax and Prince William campuses. Admission to Mason is guaranteed to those who successfully complete both the EIP program 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.

Learn more: Early Identification Program: <http://eip.gmu.edu>



C. Outcomes for Human Rights

The university's academic programs advance individual and societal capacity to achieve United Nations-recognized universal human rights. For instance, programs in Conflict Analysis and Resolution, Global and Community Health and Social Work alone graduated over 485 students in the 2016-2017 academic year.

Our service activities also address the human right to meet one's basic needs. In 2017, Mason faculty created a new **Mason and Partners (MAP)** inter-professional clinic serving the uninsured, immigrant, and refugee communities in Prince William and Fairfax Counties. Staffed by students from various disciplines, the new clinic joins other MAP clinics to provide free health care, school physicals, screenings and mental health services for vulnerable populations in low income and medically underserved areas.

In support of Global Goals for Poverty and Hunger, Mason's Patriot Pantry regularly provides a roomful of free food, warm clothing and personal care products to over 70 economically-limited students and staff. In May 2016 and 2017, Mason's Patriot Pack Out collected and donated over 14 tons of small appliances, clothing, electronics and nonperishable food items from departing residential students to the local community. Our student-run Campus Kitchens chapter diverted

over two tons of leftover campus food to local soup kitchens in 2017 and now co-sponsors a weekly free dinner for financially limited, hungry students. Mason also hosted more than 130 food industry professionals at the Virginia Urban Agriculture Summit in October 2017. Campus food gardens provide any visitors with free picking of produce and herbs, while students at our hydroponic greenhouse provide roughly \$20,000 in fresh greens to our dining halls each year.

IV. Labor

A. Academic Commitments

1. Labor Scholarship

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

Issues associated with immigrant labor are a focus for scholars in diverse departments and programs, including **Social Work, English, School of Integrative Studies, Sociology and Anthropology**, and **Latin American Studies**. 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 policymakers, 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 impact of immigrants in higher education on the economy.

Learn more: Institute for Immigration Research: <http://iir.gmu.edu>

2. Labor in the Curriculum

Labor principles and practices feature prominently a dozen Mason courses (Appendix A) and as components of a score of academic programs (Appendix B).

Dr. Al Fuentes, a School for Conflict Analysis and Resolution (S-CAR) graduate and professor in the School of Integrative Studies (SIS), exemplifies the ability of Mason faculty to integrate community engagement into our courses. Since 2007, he has facilitated a series of community meetings inviting 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. Over time the dialogues became constructive, eventually leading to the creation of the **Centreville Labor Resource Center (CLRC)**. 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 ESL classes.

To Dr. Fuertes, 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 Fuertes, “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.”



Centreville Labor Resource Center

Mason and the CLRC have developed a very strong partnership program: Dr. Fuertes invites CLRC labor workers to Mason every semester to serve as resources to help educate our students on immigration issues. They deliver panel and individual presentations that influence

multiple departments on campus. Classes such as Fuertes’ **Human Trafficking and the International Community**, the SIS Cornerstones program and some S-CAR groups benefit from these educational opportunities. Several of Mason students – both undergraduate and graduate – intern and pursue community service with CLRC each year. The CLRC has assisted Mason students, including faculty on various research and community-based academic undertakings and volunteer work through the CLRC.

In Fall 2016 and 2017, Dr. Fuertes first offered and taught a new Experiential Learning course on **Immigration Issues in Northern VA** (INTS 475). Students work directly with the CLRC, especially on matters related to wage theft, which is a big problem in the Northern VA area. The CLRC has been instrumental in the development of this course.

Learn more:

Centerville Labor Resource Center - <http://www.centreville-lrc.org>

SIS spotlight on Al Fuertes - <https://integrative.gmu.edu/people/afuertes>

3. Preparing Future Faculty for Academic Careers

Preparing for Careers in the Academy is a credit-bearing course offered by Mason’s **Stearns Center for Teaching and Learning**. The purpose of this program is to help PhD students and other graduate students completing their terminal degree to prepare for future academic careers and to 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. PFF programs provide **doctoral** students, as well as some master’s and postdoctoral students, with 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 college and universities (HBCUs), Hispanic-serving institutions, women’s colleges, and tribal colleges. Mason’s relationship with Howard University has been productive, resulting in the hire of more minority faculty members.

Learn more:

Stearns Center for Teaching and Learning - <https://stearnscenter.gmu.edu>

Preparing Future Faculty - <http://www.preparing-faculty.org>

B. Beyond Academic Commitments

As a public institution in the Commonwealth of 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. The Governor's Executive Order also prohibits retaliation against those persons filing a complaint or persons participating in the investigation of a complaint.

In 2017, full time instructional faculty hires from underrepresented groups rose 4.7%, increasing the percentage of faculty who identify as members of underrepresented group above one in five.

The State-level **Office of Employment Dispute Resolution** provides state agencies and their employees with a broad range of **workplace dispute resolution tools** that assure solutions to workplace conflict consistent with the Commonwealth's human resource policies and related law. Mediators assist people in conflict to explore the differences and develop solutions to these concerns; EDR offers online and classroom trainings on topics such as workplace conflict, grievance procedure and disciplinary process; an advice line provides confidential consultation on employment rights and responsibilities, and how to resolve workplace conflict.



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 supervisors for faculty/staff retention; continuity of operations; productivity enhancement; and extended office coverage (compressed schedules). For faculty and staff, the benefits are putting commuting time to a different purpose, reducing commuting costs, productivity enhancement, and work/life balance.

Mason chooses and works with **vendors that share our commitment** to sustainability. Virginia requires that vendors' contracts explicitly state that vendors must not discriminate because of race, religion, color, sex, national origin, age, disability, or other basis. Each vendor needs to advertise being an equal opportunity employer; comply with federal, state, and local laws and federal immigration laws; and must have workers' compensation coverage. There are also preferences for vendors that are small businesses; businesses owned by women, minorities, and service disabled veterans; products with recycled content; products that have less toxicity; and Virginia based products and services.

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 the job. Over fifty certificate programs and seminars are available for employee skill-building.

Learn more: Office of Human Resources and Payroll - <http://hr.gmu.edu>



C. Outcomes for Labor

The University aims to practice what we teach with respect to supporting its employees. Since 2000, Mason has had a triennial Quality of Work Life (QWL) survey. The survey is comprehensive, touching on a number of work/life issues including salary, benefits, work unit relationships, fairness and autonomy/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/Flextime policy (2002), renamed Flexible Work in 2008, the Mason shuttle between the Fairfax and Prince William campuses, and much more.

Our latest (2015) QWL survey was analyzed during 2016-2017. It revealed that employees continued to feel a high degree of satisfaction with Mason's culture of diversity and inclusion. They also were generally satisfied with organizational support for employees, though the average satisfaction level declined slightly relative to the previous (2012) survey.

George Mason University is one of America's best employers, according to a new evaluation by Forbes. George Mason is ranked 54th among 500 top midsize companies with between 1,000 and 5,000 employees. The University was also recognized with WorldatWork Seals of Distinction in both 2016 and 2017 for our exceptional approach to employee engagement and commitment to the well-being of our workforce.

Learn more: George Mason University Quality of Work Task Force - <http://qwl.gmu.edu>

V. Environment

A. Academic Commitments

In line with Global Compact principles, Mason supports a precautionary approach to environmental challenges by promoting environmental responsibility and stewardship as well as by encouraging the development and diffusion of environmentally friendly technologies.

1. Environmental Scholarship

Sustainability is an integral part of everything we do at Mason and a large part of the research conducted here. Over one hundred researchers take transdisciplinary approaches to understanding the geophysical, biological, economic, and social implications of climate change and other global environmental issues (Appendix C). They seek to find new ways for science to serve society, helping governments, businesses, and the private sector make informed decisions about ecological matters of utmost societal importance.

Creator of the concepts of “biological diversity” and “debt-for-nature swamps,” **University Environmental Science and Policy Professor Thomas Lovejoy** has been a world-class ecologist and conservationist for over 50 years. Dr. Lovejoy embodies the integration of scientific approach and social responsibility to produce research of consequence. Over two generations, his **Biological Dynamics of Forest Fragments Project** in central Amazonia has been the world’s largest and longest-running experimental study of forest fragmentation. His team’s 2016 update revealed how tropical rainforest ecosystems are exceptionally vulnerable to the combine impacts of land-use change and climate change (Laurence et al., 2016). That same year, Dr. Lovejoy wrote in *the Guardian*:



“The time has come to halt the degradation of biodiversity which sustains humanity and the rest of life on Earth. We need to take on planetary scale efforts to safeguard the living global commons through massive campaigns to restore ecosystems and reduce the atmospheric load of CO₂. That would not only reduce the global rate of extinction to one approximating its normal, historic rate, but undergird sustainable development. The destinies of life on Earth and of humanity are inextricably intertwined.”

In 2017, Lovejoy dedicated his books and writings about these issues to create a new conservation biology library at our **Smithsonian-Mason School of Conservation** in Front Royal, Virginia.

Downstream from Washington, DC, **Potomac Environmental Research and Education Center** (PEREC) Director, Dr. **R. Christian Jones**, and colleagues have been studying the gradual ecological recovery of the Gunston Cove embayment of the Potomac River since 1983. Their 2017 move to Mason's new tidewater **Potomac Science Center** in Woodbridge, Virginia should catalyze further ecological research throughout the tidal river's watershed.

Other environmental and sustainability scholars and students use George Mason's Fairfax, Virginia **campus as a living laboratory** for their research. For instance, students from three academic departments have successfully installed an **experimental green roof** with solar-powered irrigation atop the Rappahannock Parking Deck. Professors **Paul Houser** in the Department of **Geography and Geoinformation Science**, **Viviana Maggioni** in the Sid and Reva Dewberry Department of **Civil, Environmental and Infrastructure Engineering** and **Dann Sklarew** in the Department of **Environmental Science and Policy**, with students Andrew Sachs (Integrative Studies) and Alia Ghloom (Civil and Infrastructure Engineering) received a total of \$40,000 from the Dominion Foundation and Mason's Patriot Green Fund to perform critical research and provide data on the success of green roofs, particularly in the face of "greening" cities and urbanization occurring around the world. Another PGF-supported interdisciplinary team is currently developing plans to build and place **micro-hydroelectric turbines** into campus storm drains in order to generate electricity from rainwater. ESP Professor, Dr. **Jennifer Sklarew** and Dr. **Colin Reagle**, a professor of **Mechanical Engineering**, are collaborating with **STEAM Undergraduates for Renewable Energy** (SURE) on this project. An earlier PGF investment in four hives for undergraduate beekeeping research has since yielded over 50 hives across Mason's Virginia campuses!

Learn more:

Amazon Biodiversity Center - <https://www.amazonbiodiversitycenter.org>

Potomac Environmental Research and Education Center - <http://perec.gmu.edu>

2. Environment in the Curriculum

George Mason University's latest (2017) **AASHE STARS Gold-rated sustainability report**



indicates over 60% of Mason's academic departments together taught more than 125 "green leaf"-designated sustainability courses across at least two dozen academic programs. These lists overlap a lot with the 138 UNGC-supporting environmental courses and 59 academic programs in Appendices A and B, respectively. Each program list includes young, rapidly growing majors in **Environmental Science (BS)** and in **Environmental and Sustainability Studies (BA)**. Both degrees offer Sustainability in Action

(EVPP 480) as a capstone course that explicitly addresses the Global Goals.

The **Smithsonian-Mason Semester for Conservation Studies** provides students access to a 3,000 acre conservation research and teaching center in Front Royal, Virginia. The immersive conservation learning experience unlike anything else in the world. Similar to a "study abroad" program, it places undergrads in residence for a semester studying endangered species and ecosystems. Highly qualified world experts – 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. Students thrive in a collaborative atmosphere of creative, analytical thinking. The residential complex is a LEED Gold-certified building. Some of its features include green-roof technology, geothermal heating and cooling, composting kitchen waste, reuse of rainwater, and storm-water management. The facility houses up to 120 students.



Students in the **Sustainability Living Learning Community (SLLC)**, a themed dorm 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 dorms. SLLC residents don't just talk the talk; they walk the walk.

Learn more:

Mason's current green leaf courses and academic programs - <https://catalog.gmu.edu/student-services/green-leaf-programs-courses>

Smithsonian-Mason School of Conservation - <http://smconservation.gmu.edu>

Sustainability Living Learning Community - <https://green.gmu.edu/students/living-learning-community>

B. Beyond Academic Commitments

Environmental and Sustainability Programming

Mason has offered frequent co-curricular and extra-curricular programs related to environmental sustainability, global environmental and climate change-related issues – particularly during “Earth Month” (April). Through these events, the University engaged faculty, students, and the surrounding community in the discussion of the world’s changing climate and associated advocacy needed.










Each year, undergraduate students log hundreds of hours of for-credit **service learning** while working on **Office of Sustainability** (OoS) projects focused on recycling, organic gardening, energy conservation, transportation alternatives, and more. OoS staff also mentor up to seven undergraduate and graduate **interns** at a time, students applying their classroom learning to realize campus sustainability initiatives related to their academic studies.













The **Patriot Green Fund** (PGF) is an annual \$100,000 sustainability fund that is devoted to making Mason's campuses more sustainable through facility improvements and student research projects. One of the most unique and innovative components of the PGF is the emphasis it places on student participation. Students not only comprise the majority of the PGF Committee, but can also directly apply for funding to lead their own projects, when supported by a faculty or staff mentor. PGF awards for 2016 and 2017, along with the Global Compact principle(s) and Global Goals issues each addressed, are presented below.



Learn more:

Office of Sustainability - <https://green.gmu.edu>

Patriot Green Fund (PGF) – <http://pgf.gmu.edu>

2016 PGF Awards	Mentor(s)	Type	Global Issues
Organic Turf Pilot	J. Storvic	Infrastructure	<p style="text-align: center;">ENVIRONMENT</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>14 LIFE BELOW WATER</p>  </div> <div style="text-align: center;"> <p>15 LIFE ON LAND</p>  </div> </div>
Green Roof Research	P. Houser	Research	<p style="text-align: center;">ENVIRONMENT</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>14 LIFE BELOW WATER</p>  </div> <div style="text-align: center;"> <p>15 LIFE ON LAND</p>  </div> </div>
Smoking Urn Pilot	J. Walker & B. Ericson	Infrastructure	<p style="text-align: center;">HUMAN RIGHTS ENVIRONMENT</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>3 GOOD HEALTH AND WELL-BEING</p>  </div> <div style="text-align: center;"> <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>  </div> </div>
Climate Control Analytics	A. O’Conner	Research	<p style="text-align: center;">ENVIRONMENT</p> <p style="text-align: center;">13 CLIMATE ACTION</p> <div style="text-align: center;">  </div>
Fairfax-Area Household Canvassing as a Climate Change Communication Strategy	C. Clarke	Research	<p style="text-align: center;">ENVIRONMENT</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>  </div> <div style="text-align: center;"> <p>13 CLIMATE ACTION</p>  </div> </div>

2017 PGF Awards	Mentor(s)	Type	Global Themes
Storm Drain Non-Destruction Inspection	R. Gallo	Infrastructure	<p>ENVIRONMENT</p> <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 14 LIFE BELOW WATER</p>  
River Ecotoxicology	A. Fowler & K. De Mutsert	Research	<p>ENVIRONMENT</p> <p>3 GOOD HEALTH AND WELL-BEING 14 LIFE BELOW WATER</p>  
Assessment of Building Envelope	R. Gallo	Infrastructure	<p>ENVIRONMENT</p> <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 13 CLIMATE ACTION</p>  
3D Filament	A. Roberts & J. Recktenwald	Infrastructure	<p>ENVIRONMENT</p> <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>  
The Child Development Center (CDC) Garden Revitalization	S. Kulok	Infrastructure	<p>HUMAN RIGHTS</p> <p>ENVIRONMENT</p> <p>3 GOOD HEALTH AND WELL-BEING 15 LIFE ON LAND</p>  
Hydropower Microturbine	J. Sklarew & C. Reagle	Infrastructure	<p>ENVIRONMENT</p> <p>7 AFFORDABLE AND CLEAN ENERGY 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>  

2017 PGF Awards	Mentor(s)	Type	Global Themes
Applications of Drones to Conduct Stream and Marsh Physical Assessments	C. Ferreira & S. Zahirleh	Research	<p style="text-align: center;">ENVIRONMENT</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>15 LIFE ON LAND</p>  </div> <div style="text-align: center;"> <p>14 LIFE BELOW WATER</p>  </div> </div>

C. Outcomes for the Environment

George Mason Receives Gold Sustainability Rating – Again!

President Ángel Cabrera’s declared that George Mason University’s pursuit of sustainability goals is a central feature of its commitment to being a top university for the world. Affirming our progress, George Mason achieved a Gold rating from the Association for the Advancement of Sustainability in Higher Education (AASHE) in 2017. It is the second time since 2014 that Mason has earned a gold rating. Some successes from the **Sustainability Tracking, Assessment and Rating System** (STARS) include:

- Promoting diversity, affordability, and well-being in sustainability;
- Creating a **Hydroponic Greenhouse** to grow organic vegetables for Mason dining halls;
- Cultivating a “free picking” **Innovation Food Forest** with permanent agriculture techniques;
- Hosting an annual **Green Job Networking Fair** – led by the **Office of Sustainability** and **University Career Services** – to help students not only secure a job, but also to “find a purpose” in a sustainability career;
- Repurposing over 650 mattresses annually via a local charity that provides basic necessities to needy individuals and families, thus diverting over 64 tons of waste in 2016 alone; and
- Hosting the **Washington Youth Summit on the Environment** (WYSE) program, which fosters in 250 high school students nationwide interest and desire to explore careers in the fields of environmental science, conservation, policy, law and engineering, the opportunity to access environmental facilities and laboratories and experts in conservation and environment;

Based on our STARS report, Mason was named one of [America’s Top 375 Greenest Colleges](#) by the Princeton Review and made the Sierra Club’s [Top 100 ‘Cool Schools’](#) list of colleges with the top environmental practices.

Fostering Regional Environmental Education

The PEREC has employed dozens of Mason students and alumni to deliver watershed stewardship education to over 50,000 secondary school students across Virginia’s two largest public school districts, as well as collaborates with government agencies and other private industries. Each April, PEREC also hosts hundreds of K-12 students for a day-long School Environmental Action Showcase.

Learn more:

George Mason University's AASHE STARS sustainability reports -
<https://stars.aashe.org/institutions/george-mason-university-va>

NoVA Outside K-12 Schools Environmental Action Showcase -
<http://www.novaoutside.org/events/school-environmental-action-showcase>

VI. Anti-Corruption

A. Academic Commitments

1. Anti-Corruption in the Curriculum

In 2016-2017, Mason delivered seventy courses addressing aspects of corruption, in fields as varied as Accounting, Public Administration and Criminology, Law and Society (Appendix A). The **Schar School of Policy and Government** offers Transnational Crime and Corruption (PUBP 764), for instance, which:

“Provides an overview of transnational crime and corruption and its effects on the political, economic, and social development of countries globally. Focuses on the growing problem of transnational crime in conflict regions. The course addresses the links among crime groups, corruption and terrorism. It analyzes diverse range of activities of transnational crime groups in both the legitimate and illegitimate economy.”

Thirty-seven of the University’s academic programs – such as our Sociology major concentration in Deviance, Crime and Social Control – have been identified as offering learning relevant to addressing corruption (Appendix B).

2. Anti-Corruption Scholarship

Though few Mason scholars focus their research on corruption (Appendix C), Mason’s **Terrorism, Transnational Crime, and Corruption Center** (TraCCC) studies human trafficking at the intersection of UN Global Compact areas of anti-corruption, labor and human rights. Housed in the Schar School, 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. TraCCC and its partners study 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.

TraCCC hosts visiting scholars and international leaders on its areas of focus and disseminates research to the public through conferences, a Routledge book series, other publications, and the TraCCC website. Workshops, public lectures, and scholarly exchanges and joint research partnerships are core TraCCC activities. TraCCC and its partners overseas impact legislation and policy by giving testimony on transnational crime, corruption and terrorism before Congress/Parliament, participating in multidisciplinary legislative working groups, attending congresses held by supranational groups, and advising multilateral governmental and non-governmental organizations.



Dr. 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. Her last book, **Dirty Entanglements – Corruption, Crime and Terrorism** (Cambridge University Press, 2014), explored the essential role that corruption assumes in facilitating acts of terrorism and serving as a recruitment tool for terrorism, all concepts integrated into her teaching. Her

forthcoming book, **Dark Commerce: How A New Illicit Economy is Threatening our Future** (Princeton University Press, 2018), focuses on the central role of corruption in illicit trade that undermines human life and the sustainability of the planet.

Shelley regularly shares her expertise with major print, online and television outlets. She has spoken at several of the past international Anti-Corruption Conference. She was an initial recipient of the distinguished Andrew Carnegie Fellows program. Beyond the University, Professor Shelley, initiated and co-convenes an anti-corruption advocacy network.

TraCCC sponsors a significant outreach program. It includes many well-attended programs in addressing role of corruption in the drug trade, human, antiquities and wildlife trade as well as money laundering into real estate. Through its four overseas research centers in Vladivostok, Chelyabinsk, Saratov and Stavropol, Russia, 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. TraCCC scholars and practitioners have testified before the Russian Federation Council, the Russian State Duma, and the Human Trafficking Legislative working group, and have given briefings on various aspects of organized crime and corruption to law enforcement agencies, high-level government officials, NGO leaders, foreign embassy personnel and representatives of supranational institutions.

Learn more:

Terrorism, Transnational Crime and Corruption Center: <http://traccc.gmu.edu>

B. Beyond Academic Commitments

To avoid corruption in our own operations, members of the George Mason University community aspire to the principles and values articulated in our Code of Ethics:

1. 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.

2. We do not accept any favor, loan, service, business or professional opportunity from anyone knowing that it is offered in order 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.
3. 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.
4. 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.
5. 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.
6. 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 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.
7. We strive for continuous improvement in our performance of public duties for the University.
8. 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.

George Mason University Foundation also maintains its own Code of Ethics.

Learn more:

George Mason University Code of Ethics - <http://diversity.gmu.edu/services/ethics/masons-code-ethics>

George Mason University Foundation Code of Ethics - http://fasterfarther.gmu.edu/wp-content/uploads/2015/09/gmuf_codeofethics07.pdf

C. Outcomes Against Corruption

Dr. Shelley and TraCCC's publications represent notable outcomes from Mason's anti-corruption scholarship. George Mason's Scalia Law School also contributed by hosting a dialog on "the Fight Against Corruption in Latin America" in July 2017. The free event featured Dr. Rodrigo Janot Monteiro de Barros, Attorney General of Brazil, and the World Bank's Latin America and Caribbean Regional Team Leader for Institutional Integrity, Ms. Magdalena Zold.

George Mason has put in place anti-corruption policies in order to comply with applicable laws, ensure the University's success and reputation, and maintain academic independence. Conflict of Interest is addressed by University Policy 4001, last revised in March 2018. With respect to private donations and gifts, the University has policies for Private Sector and Foundation Funding (University Policy 4008), approved in March 2008, and for Gift Acceptance (University Policy 1123), last revised in March 2017.

Learn more:

George Mason University Policies - <https://universitypolicy.gmu.edu/all-policies>

VII. Shared Goals and Concluding Thoughts

George Mason University's commitment to the United Nations Global Compact creates opportunities for our community to reflect and consider carefully our steps to simultaneously pursue the twelve goals of our 2024 Strategic Plan (Appendix D) and advance the UN's Global Goals. Below are three annotated goals for Mason's global community engagement through the Compact over the 2018-2019 biennium, towards our next Communication on Engagement:

1. Build and refine our curriculum dedicated to the UN Global Compact and Global Goals.

Through our Mason Impact initiative and related activities, we will increase, develop, deliver and scale-up our interdisciplinary courses (Appendix A) and academic programs (Appendix B) in order to foster engaged citizens and well-rounded scholars who are prepared to act in order to positively affect global issues.

2. Build meaningful dialogue among faculty, students and staff around key areas of engagement for the Global Compact and Sustainable Development Goals.

Using our 2016-2017 co-curricular approaches to addressing hunger and sustainable food as a model, we will consider and experiment with ways for the Mason community to engage with select Compact principles and Global Goals on an annual and/or ongoing basis. We will support PRME in our School of Business, linking it with similar activities across the University. We will solicit and share pertinent insights from our scholars (Appendix C) with our local, regional and global communities, while recruiting, retaining and empowering members of "Mason Nation" to strive for high impact for the world.

3. Build stronger infrastructure to support and track Global Compact work being pursued.

We will refine our metrics for tracking Mason's annual progress as a top university for the world. We will promote and incentivize high-impact transdisciplinary scholarly collaborations and research of consequence.

We will continue to grow our partnerships and align services on campus and for local communities to help ensure the fundamental **human rights** and basic needs our learners, providers and neighbors are met. These needs include food, shelter, security from abuse and, of course, life-long quality education.

We will continue to pursue **labor** practices which are exemplary for higher education. We will promote workplaces that are inclusive and thrive from the diversity of our faculty and staff. We will also review and work to expeditiously address specific issues raised by our ongoing task forces on adjunct faculty and on term faculty.

Reviewing our latest (2017) AASHE STARS Gold-rated sustainability report, we will identify and pursue areas for further improvement of our shared **environment**. This includes updating our original (2010) Climate Action Plan, potentially as a component of a new, broader Sustainability Plan aligned with Mason's current Strategic Plan (Appendix D).

Finally, we will act **against corruption** and for greater academic integrity and independence throughout our institution. Concerning donor influence, President Cabrera recently reaffirmed that “gifts may be earmarked for programs, scholarships or faculty support, but donors may not determine what is taught, what student is funded, or what professor is hired.” George Mason University will consider a comprehensive review of our gift acceptance policies and practices to ensure that they provide strong protection for our academic independence.

Appendix A. Courses Supporting the Global Compact

Over the 2016-17 period, George Mason University delivered at least 235 courses that increase students' capacity to promote human rights (HR: 28), labor (L: 12), the environment (E: 138) and work against corruption (AC: 70). These courses are listed below.

Course		Name	HR	L	E	AC
ACCT	636	Fraud Examination				
ACCT	737	Fraud and the Law				
ACCT/MBA	742	Corporate Governance and Ethics				
AIT	679	Law and Ethics of Big Data				
ANTH	331	Refugees				
ANTH	370	Environment and Culture				
ANTH	580	Environmental Anthropology				
ANTH	631	Refugees in the Contemporary World				
AVT	385	EcoArt				
BGMT	674	Ethics in the Global Business Environment				
BINF	705	Research Ethics				
BIOD	621	Ethics and International Security				
BIOL	140	Plants and People				
BIOL/EVPP	379/378	RS: Ecological Sustainability				
BUS	100	Business and Society				
BUS	200	Global Environment of Business				
CDS	151	Data Ethics in an Information Society				
CEIE	100	Environmental Engineering Around World				
CEIE	150	Sustainable Cities/Villages I				
CEIE	250	Sustainable Cities/Villages II				
CEIE	350	Sustainable Cities/Village III				
CEIE	355	Environmental Engineering/Science				

Course		Name	HR	L	E	AC
CEIE	401	Sustainable Land Development			Green	
CEIE	450	Environmental Engr. Systems			Green	
CEIE	456	Environmental Law			Green	Red
CEIE	501	Sustainable Development			Green	
CEIE	540	Water Supply and Distribution			Green	
CEIE	690	Topics in CEIE			Green	
CEIE	751	Envt. Sustainability and Enterp.			Green	
CEIE	892	Spcl Tpcs Env/Wtr Rsc Sys Engr			Green	
CHEM	155	Intro Environmental Chem I			Green	
CHEM	156	Intro Environmental Chem II			Green	
CHEM/GEOL	458	Chemical Oceanography			Green	
CLIM	101	Glob Warm: Weather, Clim/Socie			Green	
CLIM	102	Intro Global Climate Change			Green	
CLIM	412	Physical Oceanography			Green	
CLIM/GGS	314	Severe and Extreme Weather			Green	
CLIM/GGS	319	Air Pollution			Green	
CLIM/PHYS	111	Intro to Fund Atmospheric Sci			Green	
CLIM/PHYS	112	Intro Fund Atmospheric Sci Lab			Green	
COMM	454	Free Speech and Ethics				Red
COMM	660	Climate Change/Sustain Comm Camp			Green	
COMM	670	Social Marketing			Green	
CONF	394	Human Rights and Inequality	Orange			
CONF	651	Collab Comm Actn & Parcip Gov			Green	
CONF	682	Prin Environmntal Conflct Reso			Green	
CONF	683	Sit Assmn,Proc Dsgn/Best Pract			Green	
CONF	702	Peace Studies			Green	
CONF	706	Ethics and Conflict	Orange			Red
CONF	707	Gender and Violence	Orange			
CONF	714	Refl Pract-Organizat/Comm Conf			Green	
CONF	728	Human Rights Theory and Practice in Comparative Perspective	Orange			
CONF	740	Conflict Roles, Resources and Ethics				Red
CONS	401	Conservation Theory			Green	

Course		Name	HR	L	E	AC
CONS	402	Applied Conservation			■	
CONS	403	Ecology/Conservation Theory			■	
CONS	404	Biodiversity Monitoring			■	
CONS	410	Human Dimensions in Conservation			■	
CONS	411	Science Communication			■	
CONS	490	RS: Integrated Conservation Strategy			■	
CONS	491	RS: Conservation Mgmt Plan			■	
CONS	665	Conserv Conflict Resolution			■	
CRFS	760	Legal and Ethical Issues in IT				■
CRIM	306	Criminal Justice and Ethics				■
CRIM	308	Human Rights and Justice	■			
CRIM	405	Law and Justice Around the World				■
CRIM	490	Criminology Special Topics				■
CRIM	514	Legal and Ethical Issues in Criminal Justice				■
CRIM	700	Values, Ethics, and Criminal Justice Policy				■
CS	105	Computer Ethics and Society				■
CS	306	Synthesis of Ethics and Law for the Computing Professional				■
CSI	639	Ethics in Scientific Research				■
ECON	105	Environ Econ for the Citizen			■	
ECON	320	Labor Problems		■		
ECON	321	Economics of Labor		■		
ECON	335	Environmental Economics			■	
EDAT	531	Assistive Technology in the Workplace		■		
EDCD	611	Introduction to Ethical and Legal Issues in School Counseling				■
EDCD	654	Counseling, Ethics, and Consultation in Community Agencies				■
EDCI	573	Teaching Science in Second Sch			■	
EDLE	690	Using Rsrch Lead Schl Improve			■	
EDSE	664	Ethical and Professional Conduct for Behavior Analysis				■

Course		Name	HR	L	E	AC
EFHP	680	Ethical Issues in Exercise, Fitness and Health Promotion				
EVPP	110	Ecosphere: Environ Sci I				
EVPP	111	Ecosphere: Envir Sci II				
EVPP	201	Env and You: Iss-21st Cent				
EVPP	322	Business and Sustainability				
EVPP	335	People/Plants/Culture				
EVPP	336	Human Dimensions of the Environment				
EVPP	337	Envir Policy Making-Dev Cntry				
EVPP	338	Economics Environmental Policy				
EVPP	355	Ecol Engin/Ecosys Restoration				
EVPP	362	Intermediate Envr Policy				
EVPP	421	Marine Conservation				
EVPP	432	Energy Policy				
EVPP	475	Global Biodiversity Governance				
EVPP	480	Sustainability in Action				
EVPP	521	Marine Conservation				
EVPP	533	Energy Policy				
EVPP	575	Global Biodiversity Governance				
EVPP	608	Intro Environmental Social Sci				
EVPP	620	Devel of US Environ Ply				
EVPP	622	Mgmt of Wild Living Resources				
EVPP	626	Env/Dev-South/East Asia				
EVPP	627	Env Policy in Latin Amer				
EVPP	628	Environment/Devel-Africa				
EVPP	635	Environment and Society				
EVPP/GGS	525	Econ of Human/Env Interactions				
EVPP/GOVT	361	Intro to Environmental Policy				
EVPP/PRLS	670	Environmental Law				
EVPP/PUAD	642	Environmental Policy				
FAVS	352	Ethics of Film and Vidoe				
FRSC	303	Forensic Evidence and Ethics				
FRSC	640	Legal, Privacy and Ethical Issues in Identity Analysis				

Course		Name	HR	L	E	AC
GCH	376	Health Ethics, Leadership and Advocacy				
GCH	560	Environmental Health				
GCH	628	Refugee Health				
GCH	782	International Research Ethics and Methods				
GEOL	101	Introductory Geology I				
GEOL	102	Introductory Geology II				
GEOL	134	Evolution and Extinction				
GEOL	303	Field Mapping Techniques				
GEOL	305	Environmental Geology				
GEOL	306	Soil Science				
GEOL	313	Hydrogeology				
GEOL	320	Geology of Earth Resources				
GEOL	321	Geology of Energy Resources				
GEOL	332	Paleoclimatology				
GEOL	363	Coastal Morphology/Processes				
GEOL	405	Adv Seminar in Earth Resources				
GEOL	420	Earth Science and Policy				
GGS	102	Physical Geography				
GGS	103	Human Geography				
GGS	121	Dynamic Atmosphere/Hydrosphere				
GGS	122	Dynamic Geosphere/Ecosphere				
GGS	302	Global Environmental Hazards				
GGS	303	Geog of Resource Conservation				
GGS	304	Population Geography				
GGS	307	Sustainable Development				
GGS	312	Physical Climatology				
GGS	322	Issues in Global Change				
GGS	353	Observations of Earth/Climate				
GGS	455	Environmental Impact Assessmnt				
GGS	507	Sustainable Development				
GOVT	433	Political Economy of East Asia				
GOVT	443	Law and Ethics of War				
GOVT	445	Human Rights				

Course		Name	HR	L	E	AC
GOVT	448	Ethics and International Politics				
GOVT	841	Ethics and Human Rights				
HAP	310	Healthcare Ethics				
HHS	818	Advanced Ethics of Healthcare Research				
HIST	615	Problems in American History				
HNRT	228	Scientific Thought/Process II				
INTS	102	Global Netwrks and Communities				
INTS	103	Human Creativity: Science/Art				
INTS	210	Sustainable World				
INTS	211	Intro to Conservation Studies				
INTS	292	Leadership for Sustainability				
INTS	311	Animal Migratn/Consrvatn				
INTS	318	Exploring VA's Watersheds				
INTS	334	Environmental Justice				
INTS	335	Ethics, Communication, and Freedom				
INTS	338	Animal Rights/Humane Education				
INTS	362	Social Justice and Human Rights				
INTS	370	Sustainable Food Systems				
INTS	401	Conserv Bio-Fund 21 Cent				
INTS	402	Plants and People				
INTS	404	Ethics and Leadership				
INTS	540	Contemporary Issues in Social Justice and Human Rights				
ITRN	760	Intl Environmental Politics				
LAW	139	Environment and Social Justice				
LAW	206	Criminal Procedure: Investigation				
LAW	210	Discrimination in Employment				
LAW	218	Environmental Law				
LAW	255	International Environmental Law				
LAW	256	Labor Law				
LAW	337	White Collar Crime				
LAW	623	Common Law & American Rights Sem.				

Course		Name	HR	L	E	AC
LAW	637	Animal Law Seminar			■	
LAW	639	Disability Law Seminar	■	■		
LAW	642	European Union Law Seminar	■			
LAW	648	Religious Liberty Seminar: Islam	■			
MGMT	431	The Legal Environment of Employee and Labor Relations		■		
MLSC	402	Leadership and Ethics				■
NCLC	220	Energy and the Environment			■	
NURS	665	Theoretical and Ethical Foundations Related to Nursing				■
NUTR	652	American Agriculture 20th C			■	
PHIL	112	Ethics and the Cybersociety				■
PHIL	151	Introduction to Ethics				■
PHIL	243	Global Environmental Ethics			■	■
PHIL	305	Business Ethics				■
PHIL	343	Topic Environmental Philosophy			■	
PHIL	344	Ethical Issues in Global Health				■
PHIL	355	Theories of Ethics				■
PHIL	358	Ethics and Economics				■
PHIL	640	History of Ethical Theory				■
PHIL	642	Biomedical Ethics				■
PHIL	643	Environmental Ethics				■
PHIL	644	Business and Organizational Ethics				■
PHYS	331	Fundamentals Renewable Energy			■	
PHYS	385	Matrll Sci w/Apppl Renewbl Engr			■	
PRLS	250	Wilderness Travel/Sustainabili			■	
PRLS	300	People With Nature			■	
PRLS	402	Hum Behavior in Nat Env			■	
PRLS	501	Intro to Natural Resources Law			■	■
PRLS	531	Natural Resource Rec Pln			■	
PSYC	883	Ethical and Professional Issues in Clinical Practice				■
PUAD	659	Nonprofit Law, Governance and Ethics				■
PUAD	671	Public Employee Labor Relations		■		

Course		Name	HR	L	E	AC
PUAD	700	Ethics and Public Administration				
PUAD	701	Cross-Cultural and Ethical Dimensions of International Management				
PUBP	506	Ethics and the Use of Force				
PUBP	732	Labor Markets and Policies				
PUBP	753	Ethics in Public Policy				
PUBP	764	Transnational Crime and Corruption				
PUBP	767	Ethics in Health Policy				
RELI	379	Islamic Law, Society, and Ethics				
RELI	387	Islam, Democracy and Human Rights				
RELI	633	Ethical Perspectives of World Religions				
RELI	646	Islam and Human Rights				
RELI	660	Islamic Biomedical Ethics				
SOCI	320	Social Structure and Globalization				
SOCI	394	Sociology of Human Rights				
SOCW	110	Global Perspectives on Human Rights				
SOCW	380	Changing Social Policies and Systems				
SOCW	400	Legal and Ethical Issues in Human Services				
SOCW	663	Global Human Rights Policy				
SPMT	302	Philosophical and Ethic Dimensions of Sport				
SPMT	620	Ethical Issues in Global Sport				
TOUR	312	Ecotourism				
TOUR	340	Sustainable Tourism				
TOUR	420	Tourism Planning/Policy				
TOUR	540	Sustainable Tourism				
USST	301	Urban Growth				
WMST	314	Stories of Gender and Human Rights				

Appendix B. Academic Programs Supporting the Global Compact

Over the 2016-17 period, George Mason University offered 103 academic programs that increase students' capacity to promote Global Compact principles of human rights (HR: 56), labor (L: 20), the environment (E: 59) and work against corruption (AC: 37). These programs are listed below.

Degree	Academic Unit	Full Program Title with Concentration (as appropriate)	HR	L	E	AC
PhD	S-CAR	Conflict Analysis and Resolution, PhD				
PhD	Schar	Political Science, PhD				
PhD	Science	Chemistry and Biochemistry, PhD				
PhD	Science	Climate Dynamics, PhD				
PhD	Science	Earth Systems and Geoinformation Sciences, PhD				
PhD	Science	Environmental Science and Public Policy, PhD				
JD	Scalia Law	Juris Doctor (Concentration in Criminal Law)				
JD	Scalia Law	Juris Doctor (Concentration in Intl. Business Law)				
Graduate Certificate	S-CAR	Conflict Analysis and Resolution, Graduate Certificate				
Graduate Certificate	S-CAR	Mass Atrocity and Genocide Prevention, Graduate Certificate				
Graduate Certificate	CHSS	Applied Conservation Science, Graduate Certificate				
Graduate Certificate	Schar	Global Health and Security, Graduate Certificate				
Graduate Certificate	Schar	National Security and Public Policy, Graduate Certificate				
Graduate Certificate	Schar	Nonprofit Management, Graduate Certificate				
Graduate Certificate	Science	Geographic Information Science, Graduate Certificate				
Graduate Certificate	Science	Geospatial Intelligence, Graduate Certificate				
Graduate Certificate	Science	Personalized Medicine, Graduate Certificate				
Graduate Certificate	Science	Remote Sensing and Image Processing, Graduate Certificate				
Master's	CHHS	Global Health, MS				

Degree	Academic Unit	Full Program Title with Concentration (as appropriate)	HR	L	E	AC
Master's	CHSS	Criminal Justice, MS				
Master's	CHSS	Criminology, Law and Society, MA				
Master's	Schar	International Commerce and Policy, MA (Concentration in MA without Concentration)				
Master's	Schar	Organization Development and Knowledge Management, MS				
Master's	Schar	Peace Operations, MS				
Master's	Schar	Political Science, MA (Concentration in MA with Specialization)				
Master's	Science	Biology, MS (Concentration in MS without Concentration)				
Master's	Science	Chemistry (Concentration in MS without Concentration)				
Master's	Science	Earth Systems Science, MS (AOES/GGS)				
Master's	Science	Geographic and Cartographic Sciences, MS				
Master's	Science	Geoinformatics and Geospatial Intelligence, MS				
MPA	Schar	Public Administration, MPA (multiple concentrations)				
MPH	CHHS	Public Health, MPH (multiple concentrations)				
MS	S-CAR	Conflict Analysis & Resolution, MS (multiple concentrations)				
MS	Science	Biology, MS (Concentration in Translational & Clinical Research)				
MS	Science	Chemistry, MS (Concentration in Biochemistry)				
MS	Science	Environmental Science & Policy, MS (multiple concentrations)				
MSW	CHHS	Social Work, MSW (multiple concentrations)				
BA	S-CAR	Conflict Analysis & Resolution, BA (multiple concentrations)				
BA	CEHD	Human Development and Family Science, BA (multiple concentrations)				
BA	CHSS	Criminology, Law and Society, BA (multiple concentrations)				
BA	CHSS	Economics, BA (Concentration in Philosophy, Politics, and Econ)				
BA	CHSS	Environmental & Sustain Studies, BA (multiple concentrations)				
BA	CHSS	Global Affairs, BA (multiple concentrations)				

Degree	Academic Unit	Full Program Title with Concentration (as appropriate)	HR	L	E	AC
BA	CHSS	Integrative Studies, BA (multiple concentrations)				
BA	CHSS	Sociology, BA (multiple concentrations)				
BA	Schar	Government & International Politics, BA (multiple concentrations)				
BA	CHSS	Criminology, Law and Society, BA				
BS	CHSS	Criminology, Law and Society, BS				
BS	Science	Atmospheric Sciences, BS				
BAS	Provost	Applied Science, BAS (Concentration in Applied Conflict Analysis and Resolution)				
BAS	Provost	Applied Science, BAS (Concentration in Conservation Studies)				
BS	S-CAR	Conflict Analysis & Resolution, BS (multiple concentrations)				
BS	CHHS	Health Administration, BS (Concentration in Assisted Living/Senior Housing Administration)				
BS	CHSS	Criminology, Law and Society, BS (multiple concentrations)				
BS	CHSS	Economics, BS (Concentration in Managerial Economics)				
BS	CHSS	Integrative Studies, BS (Concentration in Applied Global Conservation)				
BS	Schar	Public Administration, BS (Concentration in Economic Policy Analysis)				
BS	Science	Biology, BS (Concentration in Environmental & Conservation Biology)				
BS	Science	Chemistry, BS (Concentration in Environmental Chemistry)				
BS	Science	Earth Science, BS (multiple concentrations)				
BS	Science	Environmental Science, BS (multiple concentrations)				
Minor	S-CAR	Conflict Analysis and Resolution, Undergraduate Minor				
Minor	CEHD	Assistive Technology, Undergraduate Minor				
Minor	CEHD	Mild Disabilities, Undergraduate Minor				
Minor	CEHD	Visual Impairment and Blindness, Undergraduate Minor				
Minor	Engineering	Environmental Engineering, Undergraduate Minor				
Minor	CHHS	Food Systems, Undergraduate Minor				

Degree	Academic Unit	Full Program Title with Concentration (as appropriate)	HR	L	E	AC
Minor	CHHS	Global Health, Undergraduate Minor				
Minor	CHSS	Criminology, Law and Society, Undergraduate Minor				
Minor	CHSS	Global Affairs, Undergraduate Minor				
Minor	CHSS	Immigration Studies, Undergraduate Minor				
Minor	CHSS	Industrial/Organizational Psychology, Undergraduate Minor				
Minor	CHSS	Intelligence Analysis, Undergraduate Minor				
Minor	CHSS	Islamic Studies, Undergraduate Minor				
Minor	CHSS	Leadership, Undergraduate Minor				
Minor	CHSS	Middle East Studies, Undergraduate Minor				
Minor	CHSS	Philosophy and Law, Undergraduate Minor				
Minor	CHSS	Political Communication, Undergraduate Minor (CHSS)				
Minor	CHSS	Political Philosophy, Undergraduate Minor				
Minor	CHSS	Social Innovation, Undergraduate Minor				
Minor	CHSS	Social Justice, Undergraduate Minor				
Minor	CHSS	Teaching English as a Second Language, Undergraduate Minor				
Minor	CHSS	Well-Being, Undergraduate Minor				
Minor	CHSS	Women and Gender Studies, Undergraduate Minor				
Minor	Schar	American Government, Undergraduate Minor				
Minor	Schar	Legal Studies, Undergraduate Minor				
Minor	Schar	Urban and Suburban Studies, Undergraduate Minor				
Minor	Science	Atmospheric Science, Undergraduate Minor				
Minor	Science	Bioinformatics, Undergraduate Minor				
Minor	Science	Biology, Undergraduate Minor				
Minor	Science	Chemistry, Undergraduate Minor				
Minor	Science	Conservation Biology, Undergraduate Minor				
Minor	Science	Conservation Studies, Undergraduate Minor (COS)				
Minor	Science	Earth Science, Undergraduate Minor				
Minor	Science	Environmental Policy, Undergraduate Minor				
Minor	Science	Environmental Science, Undergraduate Minor				

Degree	Academic Unit	Full Program Title with Concentration (as appropriate)	HR	L	E	AC
Minor	Science	Geographic Information Systems, Undergraduate Minor				
Minor	Science	Geography, Undergraduate Minor				
Minor	Science	Ocean and Estuarine Science, Undergraduate Minor				
Minor	Science	Renewable Energy Interdisciplinary, Undergraduate Minor				
Minor	Science	Sustainability Studies, Undergraduate Minor				
Minor	Science	Sustainable Enterprise, Undergraduate Minor				
Minor	Arts	Arts and Social Change, Undergraduate Minor				

Appendix C. Faculty Research Supporting the Global Compact

Over the 2016-17 period, these 146 George Mason University faculty studied and provided thought leadership with respect to Global Compact principles of human rights (HR: 39), labor (L: 9), the environment (E: 112) and work against corruption (AC: 5). These faculty are listed below.

Scholar Name		Affiliation	HR	L	E	AC
Alonso	Aguirre	Environmental Science and Policy				
Changwoo	Ahn	Environmental Science and Policy				
Susan	Allen	School for Conflict Analysis & Resolution				
Phil	Auerswald	Schar School of Policy and Government				
Supriya	Baily	College of Education and Human Development				
Peter	Balint	Env Sci & Policy/Pub. Int'l. Affairs				
Fred	Bemak	College of Education and Human Development				
Geoffery	Birchard	Biology				
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	Schar School of Policy and Government				
Fernando	Camelli	Physics, Astronomy, Computational Science				
Daniel	Carr	Statistics				
William	Cartwright	Health Administration				
Weixia Cher	Chen	School of Integrative Studies				
Long	Chiu	Atmospheric, Ocean, and Earth Sciences				
Rita Chi-Ying	Chung	College of Education and Human Development				

Scholar Name		Affiliation	HR	L	E	AC
Claudio	Cioffi-Revilla	Computational and Data Sciences			Green	
Carol	Cleaveland	Social Work	Orange	Blue		
Sara	Cobb	School for Conflict Analysis & Resolution			Green	
James	Conant	Schar School of Policy and Government			Green	
Susie	Crate	Environmental Science and Policy			Green	
John	Dale	Sociology and Anthropology	Orange		Green	
Margaret	Daniels	Recreation, Health, and Tourism			Green	
Kim	de Mutsert	Environmental Science and Policy			Green	
Timothy	DelSole	Atmospheric, Ocean, and Earth Sciences			Green	
Liping	Di	Geography and Geoinformation Science			Green	
Paul	Dirmeyer	Atmospheric, Ocean, and Earth Sciences			Green	
Leslie	Dwyer	School for Conflict Analysis & Resolution	Orange			
Michael	Ebert	Volgenau School of Engineering			Green	
Cody	Edwards	Biology			Green	
Robert	Ehrlich	Physics, Astronomy, Computational Science			Green	
Celso	Ferreira	Civil, Environmental, Infrastructure Engineering			Green	
Rebecca	Forkner	Biology			Green	
Gregory	Foster	Chemistry and Biochemistry			Green	
Amy	Fowler	Environmental Science and Policy			Green	
Elizabeth	Freeman	School of Integrative Studies			Green	
Allison	Friendak-Blume	Schar School of Policy and Government	Orange			
Al	Fuertes	School of Integrative Studies	Orange	Blue		
Michael	Gabel	School of Integrative Studies			Green	
Pamela	Garner	School of Integrative Studies	Orange			
Paula	Gilbert	Modern and Classical Languages	Orange	Blue		
Patrick	Gillevet	Biology			Green	
Michael	Gilmore	School of Integrative Studies	Orange		Green	
Jack	Goldstone	Schar School of Policy and Government			Green	Red

Scholar Name		Affiliation	HR	L	E	AC
Mark	Goodale	School for Conflict Analysis & Resolution				
Deborah	Goodings	Civil, Environmental, Infrastructure Engineering				
Marc	Gopin	School for Conflict Analysis & Resolution				
Paul	Gorski	School of Integrative Studies				
Lisa	Gring-Pemble	School of Business				
Gregory	Guagnano	Sociology and Anthropology				
Barry	Haack	Geography and Geoinformation Science				
David	Haines	Sociology and Anthropology				
Gerald	Hanweck	Finance				
David	Hart	Schar School of Policy and Government				
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				
Carl	Johnston	Economics				
Robert	Jonas	Environmental Science and Policy				
R. Christian	Jones	Environmental Science and Policy				
Christopher	Kennedy	Environmental Science and Policy				
Mick	Kicklighter	Law				
Younsung	Kim	Environmental Science and Policy				
James	Kinter	Atmospheric, Ocean, and Earth Sciences				
Barry	Klinger	Atmospheric, Ocean, and Earth Sciences				
JoAnn	Koob	Law				

Scholar Name		Affiliation	HR	L	E	AC
James	Kozlowski	Recreation, Health, and Tourism				
Gary	Kreps	Communication				
Vemeru	Krishnamurthy	Physics, Astronomy, Computational Science				
Todd	LaPorte	Schar School of Policy and Government				
James	Lawrey	Biology				
Qiliang	Li	Electrical and Computer Engineering				
Andrew	Light	Philosophy				
Thomas	Lovejoy	Environmental Science and Policy				
Jian	Lu	Atmospheric, Ocean, and Earth Sciences				
David	Luther	Biology				
Terrence	Lyons	School for Conflict Analysis & Resolution				
Viviana	Maggioni	Civil, Environmental, Infrastructure Engineering				
Edward	Maibach	Communication				
Peter	Mandaville	Schar School of Policy and Government				
Frank	Manheim	Schar School of Policy and Government				
Eric Max	McGlinchey	Schar School of Policy and Government				
Daniel	Menascé	Computer Science				
Kathleen	Morrow	Environmental Science and Policy				
Doug	Mose	Chemistry and Biochemistry				
George	Mushrush	Chemistry and Biochemistry				
Elavie	Ndura	College of Education and Human Development				
Julia	Nord	Atmospheric, Ocean, and Earth Sciences				
Dimitrios	Papaconstantopoulos	Physics, Astronomy, Computational Science				
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				

Scholar Name		Affiliation	HR	L	E	AC
Christine	Pommerening	Schar School of Policy and Government				
John	Qu	Geography and Geoinformation Science				
Colin	Reagle	Mechanical Engineering				
Kenneth	Reinert	Schar School of Policy and Government				
Dennis	Richie	Social Work				
Larry	Rockwood	Biology				
Ellen	Rodgers	Recreation, Health, and Tourism				
Sunny Harris	Rome	Social Work				
Hilton	Root	Schar School of Policy and Government				
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				
Louise	Shelley	Schar School of Policy and Government				
Howard	Sheng	Physics, Astronomy, Computational Science				
Lance	Sherry	Systems Engineering and Operations Research				
Jagadish	Shukla	Atmospheric, Ocean, and Earth Sciences				
Debra	Shutika	English				
Robert	Simon	Computer Science				
Dann	Sklarew	Environmental Science and Policy				
Jennifer	Sklarew	Environmental Science and Policy				
Carlos	Sluzki	Global and Community Health				
Cindy	Smith	School of Integrative Studies				
William	Sommers	Geography and Geoinformation Science				

Scholar Name		Affiliation	HR	L	E	AC
Cristiana	Stan	Atmospheric, Ocean, and Earth Sciences				
Gregory	Stanton	School for Conflict Analysis & 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				
Tojo	Thatchenkerry	Schar School of Policy and Government				
Albert	Torzilli	Environmental Science and Policy				
Joris	van der Ham	Environmental Science and Policy				
Ingrid	Visseren-Hamakers	Environmental Science and Policy				
Sylvia	Vitazkova	School of Integrative Studies				
Kathleen	Wage	Electrical and Computer Engineering				
Janine	Wedel	Schar School of Policy and Government				
Duminda	Wijsekera	Computer Science				
Andrew	Wingfield	School of Integrative Studies				
Thomas	Wood	School of Integrative Studies				
Chaowie (Phil)	Yang	Geography and Geoinformation Science				
Ruixin	Yang	Geography and Geoinformation Science				
Wenli	Yang	Geography and Geoinformation Science				

Appendix D. George Mason University Strategic Plan through 2024

Our strategic plan, 2014-2024, commits us to serving as a “university *for* the world,” guided by values including: our students come first, diversity is our strength, innovation is our tradition, we honor freedom of thought and expression, we are careful stewards, we act with integrity, and we thrive together. In our revised fall 2017 plan, we affirmed our commitment to 12 Strategic Goals, each with a corresponding set of metrics to measure impact:

1. **Innovative Learning:** Deliver a transformative Mason Learning Experience that is experiential, global, and technology rich.
2. **Accessible Pathways:** Provide multiple pathways and delivery formats to serve the needs of different students.
3. **Return on Investment:** Enable all graduates to pursue meaningful lives and successful careers.
4. **100,000 Career Ready Graduates:** George Mason University will help meet the demands of the commonwealth, the region, and the world for dynamic, creative, collaborative thinkers, doers, and problem solvers.
5. **Innovation Engine:** Contribute to the economic and civic vitality of the region by driving entrepreneurship and innovation and by creating learning partnerships with private and public organizations.
6. **Community Builder:** Contribute to the cultural vitality of our community through regional partnerships and commitments to the arts, athletics, and community engagement.
7. **Well-Being:** Become a model well-being university that supports and enhances well-being for all of its members.
8. **Diverse Academic Community:** Create an inclusive and diverse academic community that reflects the diversity of the National Capital Region.
9. **Support Teaching and Scholarship Excellence:** Mason will provide an environment and resources to support faculty and encourage academic innovation and excellence.
10. **Elevate Research:** Strengthen Mason’s research and scholarship portfolio to solidify the institution’s position as a public research university of the highest caliber.
11. **Research of Consequence:** Enhance Mason research in domains of great academic, societal, and economic consequence.
12. **Global Learning:** Expand opportunities for global learning by creating partnerships and programs to support student and faculty mobility and collaboration.

Learn more:

GMU Strategic Plan through 2024 - <https://strategicplan.gmu.edu>