



George Mason University
Master Plan
Phase One Progress Report

Appendix

April 2021



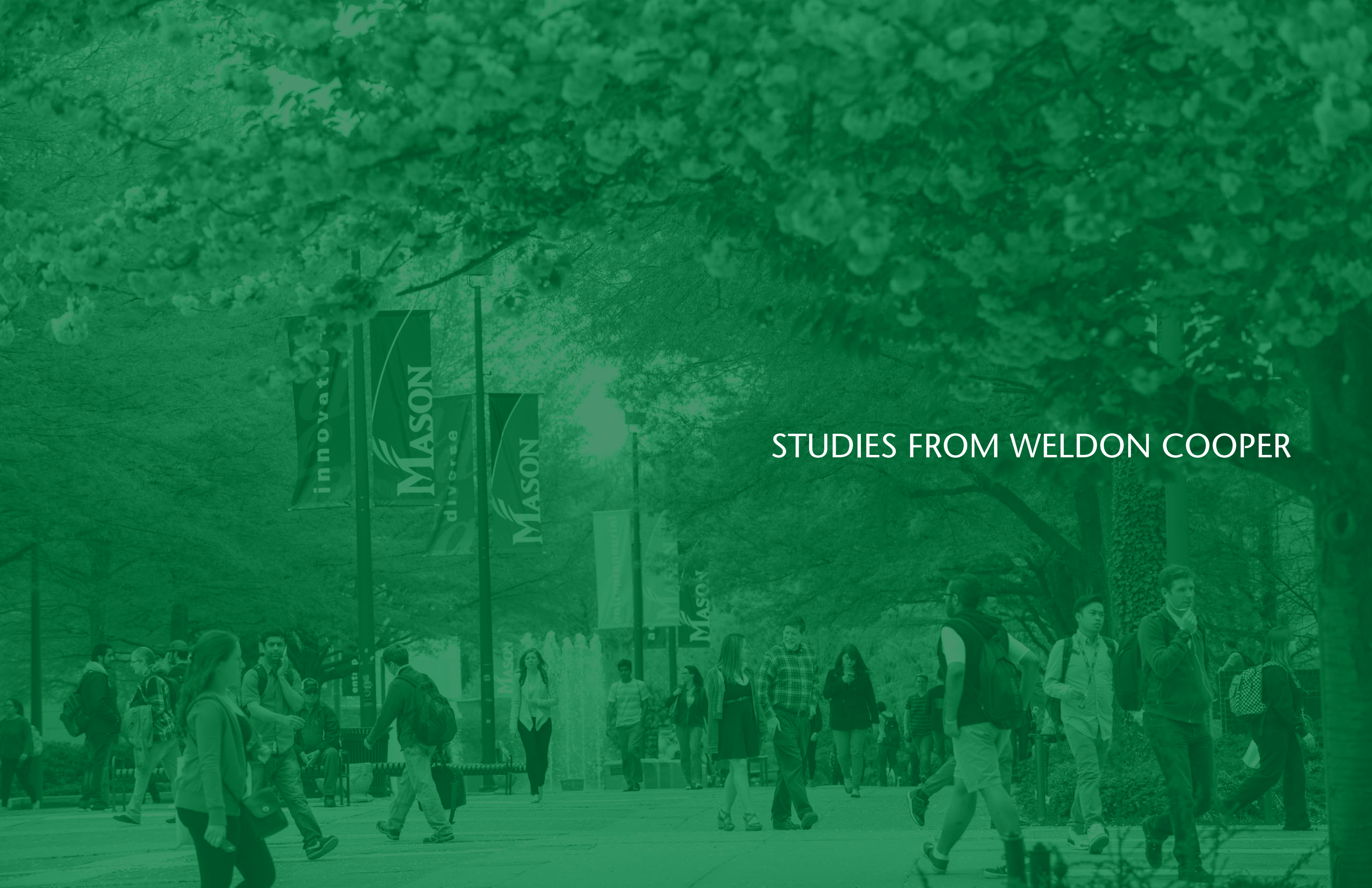
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STUDIES FROM WELDON COOPER

Virginia Labor Market Demand Analysis

for George Mason University



April 30, 2020

Report produced by
The University of Virginia
Weldon Cooper Center
for Public Service

The Virginia Labor Market Demand Analysis report was produced by the University of Virginia Weldon Cooper Center in support of George Mason University's master plan and under contract with DumontJanks.

In this report, we used the most recent employment projections for 2026 developed by the Virginia Employment Commission in 2018. The short- and long-term impact of the ongoing Covid-19 pandemic is not and cannot be incorporated in our analysis. Nonetheless, the analysis presents a possible outlook if all employment sectors quickly recover in six years from the current economic downturn as a result of the pandemic.

April 30, 2020



Weldon Cooper Center
for Public Service
Demographics Research Group

QUESTIONS WE AIMED TO ANSWER

1. Among all occupations requiring a bachelor's degree or higher, which occupational groups and occupations will experience the fastest and largest growth in Virginia?
2. Among all the programs currently offered at Mason, which are projected to experience the fastest and largest increase in market demand?
3. Among programs NOT currently offered at Mason, which are projected to experience large market demand?

A NOTE ABOUT PREDICTING TRENDS

Future occupation and employment trends are difficult to predict due to the complexity and uncertainty of economic, cultural and technological factors. The recent impact of the coronavirus is a case in point. In addition, significant corporate or governmental decisions may impact the outlook of certain sectors. The arrival of Amazon's headquarters in Arlington County, for example, may lead to a significant increase in new jobs in the region, including in associated occupations, such as public policy, law, and business management. On the other hand, the anticipated increase in jobs may not be as great if smaller technology companies are edged out by Amazon.

EXECUTIVE SUMMARY

The University of Virginia Weldon Cooper Center for Public Service was commissioned by DumontJanks to provide enrollment projections by degree program for George Mason University. As part of that work, we produced this analysis of future labor market demand in Virginia¹ by examining expected employment by occupation or occupation cluster (occupations grouped by field and skill requirement) between 2016 and 2026.

MAJOR FINDINGS

JOB TRENDS IN VIRGINIA (2016-2026)

- The share of jobs requiring at least a bachelor's degree is expected to increase from 33 to 35 percent. This equates to an additional 200,000 jobs (14 percent growth).
- The Human Services, Health Sciences, and Information Technology occupational clusters are expected to experience the **fastest growth** (23, 18, and 17 percent, respectively).
- The Business Management & Administration occupational cluster is projected to **add the most jobs** in ten years (37,000), followed by Information Technology (33,000) and Health Sciences (27,000).

ACADEMIC PROGRAMS IN RELATION TO JOB TRENDS

- Among the programs currently offered at Mason, Business, Management, and Marketing; Computer and Information Sciences; and Health Professionals will likely see an increase in demand as occupations in these fields are expected to have the **greatest number of job openings** through 2026.
- Programs in Mathematics as well as in Foreign Languages, Literatures, and Linguistics may also see more demand as occupations in these fields are expected to experience the **highest percentage growth**—28 and 25 percent, respectively. The absolute number of jobs will be small.
- Among programs NOT currently offered at Mason, Residency Programs is an area that will likely attract more students as jobs related to these programs are expected to experience the **fastest job growth** in Virginia.

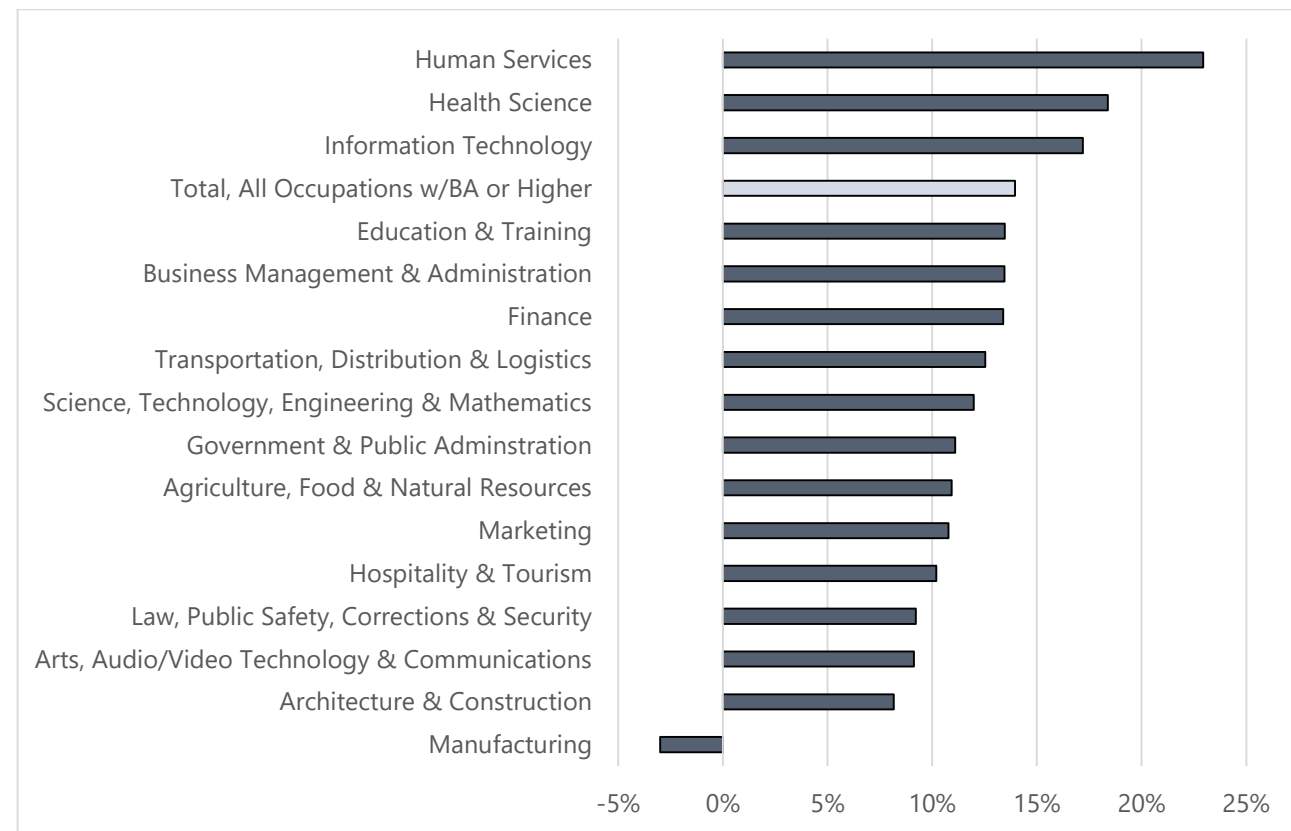
INTRODUCTION

Occupations are increasingly requiring more education and training. In Virginia, nearly 43% of all occupations require a bachelor's degree or higher, and that percentage will continue to increase. By 2026 an increase of nearly 200,000 new jobs requiring at least a four-year college degree is expected. This number understates the future need for graduates as it only includes new positions, and excludes openings created by workers retiring from their current positions.

OCCUPATIONAL EMPLOYMENT DEMAND IN VIRGINIA, 2016-2026

Total occupational employment for jobs requiring a bachelor's degree or higher is projected to grow 14 percent from 2016 to 2026 in Virginia. To identify the broad occupational trends, we borrowed the career (or occupation) cluster² concept, which groups hundreds of individual occupations into related families, allowing for easier analysis. *Figure 1* below shows the projected growth by occupation cluster for jobs requiring at least a bachelor's degree in Virginia between 2016 and 2026.

Figure 1: Projected Occupational Employment Growth for Jobs Requiring a Bachelor's Degree or Higher, Virginia, 2016-2026



Source: Virginia Employment Commission (VEC), National Center for Education Statistics (NCES)

² The national career cluster framework was developed and is overseen by the National Association of State Directors of Career Technical Education Consortium (<https://careertech.org/career-clusters>)

The Human Services occupation cluster is projected to be the fastest growing in Virginia, climbing 23 percent. Human services workers provide services to help individuals and families meet their personal needs; occupations in this field include social workers, clergy, counselors, and community health workers.

The Health Sciences cluster closely follows with projected employment growth of 18 percent, translating into nearly 27,000 additional workers. Health sciences workers promote health and wellness; occupations in this field include nurses, physicians, medical lab technicians, and dieticians.

Significant growth is also expected in the Information Technology cluster, with a projected employment increase of around 17 percent, or 33,000 new jobs.

The Business Management and Administration cluster is projected to add the most jobs (37,000) among all clusters—a 13 percent growth rate.

Manufacturing jobs requiring at least a bachelor's degree are projected to decline by 3 percent, or 432 jobs.

The occupations included in each cluster, along with their projected employment change, are detailed in the appendix tables.

MASON PROGRAM EMPLOYMENT DEMAND

To determine the approximate market demand for academic programs, we summarized occupational employment growth estimates by the corresponding academic program. *Tables 1 through 4* below display the projected increase in occupational employment demand by general academic program (as identified by 2-digit Classification of Instructional Programs codes).

Table 1 displays the anticipated percentage employment increase for programs currently offered at George Mason University, or programs that awarded a degree in 2018 according to data from the State Council of Higher Education for Virginia (SCHEV). *Table 2* shows the same information for programs not offered by George Mason in 2018. *Tables 3 and 4* display the total number of projected job openings and the projected number of new graduates needed to fill job openings in Virginia between 2016 and 2026 by program.

- In terms of percentage growth, *Foreign Languages, Literatures, and Linguistics* programs are expected to experience the highest growth rate at 28 percent; albeit this high growth rate will only require 850 new graduates due to the small number of jobs in these areas. *Mathematics and Statistics* programs closely follow with a projected growth of 25 percent.
- Perhaps more important to future departmental growth is the absolute number of new graduates needed.
 - Employment associated with *Business, Management, Marketing, and Related Support Services* programs is expected to grow by 12 percent between 2016 and 2026—an additional need of over 55,000 graduates.
 - Employment related to *Health Professions and Related* programs is also expected to grow quickly, requiring 30,683 graduates to fill projected jobs—a growth of about 21 percent.
- The highest job growth corresponding to programs currently NOT offered at Mason is *Residency Programs*, (postgraduate education programs for medical students) with demand expected to grow by 19 percent, or an additional 3,330 jobs, between 2016 and 2026 in Virginia. *Library Science* is another quickly growing program not currently available at Mason.

Table 1: Projected Percentage Virginia Employment Change by Primary CIP Program Offered at Mason

Program CIP Title	Estimated Employment 2016	Projected Employment 2026	Projected Employment Change 2016-2026
Foreign Languages, Literatures, and Linguistics	3,062	3,908	28%
Mathematics and Statistics	4,002	5,016	25%
Health Professions and Related Programs	149,442	180,125	21%
Public Administration and Social Service Professions	30,452	35,942	18%
Family and Consumer Sciences/Human Sciences	10,020	11,729	17%
Computer and Information Sciences and Support Services	210,137	245,894	17%
Parks, Recreation, Leisure, and Fitness Studies	21,646	25,305	17%
Biological and Biomedical Sciences	8,334	9,594	15%
Area, Ethnic, Cultural, Gender, and Group Studies	358	411	15%
History	1,101	1,250	14%
Engineering	71,075	80,425	13%
Social Sciences	10,529	11,848	13%
Communication, Journalism, and Related Programs	10,931	12,267	12%
English Language and Literature/Letters	12,907	14,470	12%
Business, Management, Marketing, and Related Support Services	459,954	515,083	12%
Psychology	46,114	51,562	12%
Education	133,945	149,710	12%
Physical Sciences	5,676	6,325	11%
Multi/Interdisciplinary Studies	2,084	2,318	11%
Communications Technologies/Technicians and Support Services	624	689	10%
Visual and Performing Arts	20,321	22,363	10%
Legal Professions and Studies	33,284	36,461	10%
Homeland Security, Law Enforcement, Firefighting and Related Protective Service	4,364	4,722	8%

Source: Virginia Employment Commission (VEC), National Center for Education Statistics (NCES)

Table 2: Projected Percentage Virginia Employment Change by Primary CIP Program Not Offered at Mason

Program CIP Title	Estimated Employment 2016	Projected Employment 2026	Projected Employment Change 2016-2026
Residency Programs	17,157	20,487	19%
Theology and Religious Vocations	2,747	3,223	17%
Science Technologies/Technicians	4,261	4,777	12%
Library Science	6,339	7,065	11%
Natural Resources and Conservation	4,308	4,783	11%
Engineering Technologies and Engineering-Related Fields	4,955	5,425	9%
Transportation and Materials Moving	1,739	1,897	9%
Agriculture, Agriculture Operations, and Related Sciences	1,001	1,082	8%
Architecture and Related Services	6,028	6,430	7%

Source: Virginia Employment Commission (VEC), National Center for Education Statistics (NCES)

Table 3: Projected Numeric Virginia Employment Change by Primary CIP Program Offered at Mason

Program CIP Title	Estimated Employment 2016	Projected Employment 2026	Projected # of New Graduates Needed 2016-2026
Business, Management, Marketing, and Related Support Services	459,954	515,083	55,129
Computer and Information Sciences and Support Services	210,137	245,894	35,757
Health Professions and Related Programs	149,442	180,125	30,683
Education	133,945	149,710	15,765
Engineering	71,075	80,425	9,350
Public Administration and Social Service Professions	30,452	35,942	5,490
Psychology	46,114	51,562	5,448
Parks, Recreation, Leisure, and Fitness Studies	21,646	25,305	3,659
Legal Professions and Studies	33,284	36,461	3,177
Visual and Performing Arts	20,321	22,363	2,042
Family and Consumer Sciences/Human Sciences	10,020	11,729	1,709
English Language and Literature/Letters	12,907	14,470	1,563
Communication, Journalism, and Related Programs	10,931	12,267	1,336
Social Sciences	10,529	11,848	1,319
Biological and Biomedical Sciences	8,334	9,594	1,260
Mathematics and Statistics	4,002	5,016	1,014
Foreign Languages, Literatures, and Linguistics	3,062	3,908	846
Physical Sciences	5,676	6,325	649
Homeland Security, Law Enforcement, Firefighting and Related Protective Service	4,364	4,722	358
Multi/Interdisciplinary Studies	2,084	2,318	234
History	1,101	1,250	149
Communications Technologies/Technicians and Support Services	624	689	65

Source: Virginia Employment Commission (VEC), National Center for Education Statistics (NCES)

Table 4: Projected Numeric Virginia Employment Change by Primary CIP Program not Offered at Mason

Program CIP Title	Estimated Employment 2016	Projected Employment 2026	Projected # of New Graduates Needed 2016-2026
Residency Programs	17,157	20,487	3,330
Library Science	6,339	7,065	726
Science Technologies/Technicians	4,261	4,777	516
Theology and Religious Vocations	2,747	3,223	476
Natural Resources and Conservation	4,308	4,783	475
Engineering Technologies and Engineering-Related Fields	4,955	5,425	470
Architecture and Related Services	6,028	6,430	402
Transportation and Materials Moving	1,739	1,897	158
Agriculture, Agriculture Operations, and Related Sciences	1,001	1,082	81

Source: Virginia Employment Commission (VEC), National Center for Education Statistics (NCES)

25 OCCUPATIONS WITH THE LARGEST GAINS AND THEIR ASSOCIATED ACADEMIC PROGRAMS

Overall, growth can be expected in nearly all occupations requiring at least a bachelor's degree, but the highest growth is estimated in occupations related to Human Services, Health Services, Information Technology, and Business Management & Administration. VEC projections indicate the following 25 occupations will add the greatest number of new employees through 2026 (table 5).

- Of these 25 fast-growing occupations, many are in the fields of Computer and Information Sciences and Support Services programs; and Business, Management, Marketing, and Related Support Services programs. For example, nearly 12,000 new Software Developer jobs and 11,000 new Management Analysts jobs will be needed to meet the demand.
- Occupations focused on serving the growing and aging population are prominent on the list. Academic programs, such as Health Professions, will help prepare future health care workers to fill over 9,000 Registered Nurse positions.
- The demand for educators is also increasing. The VEC projects there will be nearly 4,000 Elementary School Teacher positions and 3,000 Secondary School Teacher positions available.

Table 5: Top 25 occupations projected to experience the highest numeric growth, 2016- 2026

Occupation Title	Career Cluster	Numeric Emp. Change 2016-2026	Percent Emp. Change 2016-2026	Primary Corresponding Program
Software Developers, Applications	Information Technology	11,710	33%	Computer and Information Sciences and Support Services
Management Analysts	Business Management & Administration	10,686	18%	Business, Management, Marketing, and Related Support Services
Registered Nurses	Health Science	9,341	14%	Health Professions and Related Programs
Accountants and Auditors	Finance	6,151	14%	Business, Management, Marketing, and Related Support Services
General and Operations Managers	Business Management & Administration	6,099	11%	Business, Management, Marketing, and Related Support Services
Market Research Analysts and Marketing Specialists	Marketing	5,149	27%	Business, Management, Marketing, and Related Support Services
Information Security Analysts	Information Technology	4,867	42%	Computer and Information Sciences and Support Services
Managers, All Other	Business Management & Administration	4,589	11%	Psychology
Elementary School Teachers, Except Special Education	Education & Training	3,982	12%	Education
Software Developers, Systems Software	Information Technology	3,731	15%	Computer and Information Sciences and Support Services
Business Operations Specialists, All Other	Business Management & Administration	3,549	11%	No specific program
Computer Systems Analysts	Information Technology	3,537	13%	Computer and Information Sciences and Support Services
Sales Representatives, Services, All Other	Marketing	3,420	12%	Business, Management, Marketing, and Related Support Services
Mental Health Counselors	Human Services	3,341	35%	Health Professions and Related Programs
Secondary School Teachers	Education & Training	2,960	12%	Education

Occupation Title	Career Cluster	Numeric Emp. Change 2016-2026	Percent Emp. Change 2016-2026	Primary Corresponding Program
Operations Research Analysts	Business Management & Administration	2,958	37%	Engineering
Financial Managers	Finance	2,910	21%	Business, Management, Marketing, and Related Support Services
Computer User Support Specialists	Information Technology	2,672	13%	Computer and Information Sciences and Support Services
Human Resources Specialists	Business Management & Administration	2,187	11%	Business, Management, Marketing, and Related Support Services
Lawyers	Law, Public Safety, Corrections & Security	2,134	10%	Legal Professions and Studies
Network and Computer Systems Administrators	Information Technology	2,114	11%	Computer and Information Sciences and Support Services
Fitness Trainers and Aerobics Instructors	Human Services	2,066	16%	Parks, Recreation, Leisure, and Fitness Studies
Nurse Practitioners	Health Science	2,049	44%	Health Professions and Related Programs
Child, Family, and School Social Workers	Human Services	2,037	23%	Public Administration and Social Service Professions
Computer and Information Systems Managers	Business Management & Administration	1,947	14%	Computer and Information Sciences and Support Services

Source: Virginia Employment Commission (VEC), National Center for Education Statistics (NCES)

Academic programs that provide training for these 25 occupations will need to grow to meet demand. Table 7 outlines degrees awarded by Mason in 2018.

Many programs with high occupational demand are offered at Mason and have large numbers of degree completers. Four Mason program areas are listed in table 6 along with the number of degrees awarded in 2018 and the percentage of annual market demand in Virginia that could be met by the number of degrees awarded by Mason.

Table 6: Examples of Mason programs well positioned to meet market demand

Program Areas	Degrees awarded in 2018	The percentage of projected annual demand in Virginia that could be met by the number of degrees awarded for occupations in this field
Business, Management, Marketing, and Related Support Services	nearly 10,000	About 25%
Computer and Information Sciences and Support Services	nearly 1,000	About 25%
Health Profession and Related Programs	About 700	Just under 20% <i>Health Profession occupations are third highest in both numeric and percentage growth.</i>
Education	Just over 1,200	80%

These shares of annual job growth reflect only additional openings and do not include demand from either turnover in current positions or from outside the state of Virginia. In the case of Education, jobs in this field have a high turnover rate, so even though Mason degree completions may seem high (in terms of percentage of annual growth), there is still a demand for replacement workers.

There is potential room to grow the Mason programs of Business, Management, Marketing, and Related Support Services; Computer and Information Sciences and Support Services; and especially Health Professions and Related Programs. As an extension of health professions, Residency Programs, which are in demand and not currently offered at Mason, could be a potential growth area.

Table 7: Mason programs that awarded degrees in 2018 by CIP title and code

CIP CODE	CIP Title	Degrees Awarded in 2018
99	Grand total	9569
52	Business, Management, Marketing, and Related Support Services	1447
13	Education	1261
11	Computer and Information Sciences and Support Services	949
45	Social Sciences	804
51	Health Professions and Related Programs	713
14	Engineering	507
26	Biological and Biomedical Sciences	502
43	Homeland Security, Law Enforcement, Firefighting, and Related Protective Service	475
42	Psychology	448
44	Public Administration and Social Service Professions	426
23	English Language and Literature/Letters	376
50	Visual and Performing Arts	323
24	Liberal Arts and Sciences, General Studies and Humanities	312
30	Multi/Interdisciplinary Studies	271
22	Legal Professions and Studies	155
40	Physical Sciences	128
54	History	117
27	Mathematics and Statistics	89
31	Parks, Recreation, Leisure and Fitness Studies	62
10	Communications Technologies/Technicians and Support Services	47
03	Natural Resources and Conservation	45
16	Foreign Languages, Literatures, and Linguistics	42
38	Philosophy and Religious Studies	29
05	Area, Ethnic, Cultural, Gender, and Group Studies	17
09	Communication, Journalism, and Related Programs	14
19	Family and Consumer Sciences/Human Sciences	10

Source: State Council of Higher Education for Virginia (SCHEV)

LIMITATIONS

These projections reflect trends expected in additional new jobs, not anticipated openings created by individuals leaving or retiring from their current positions. As a result, the projections may understate the future need for graduates.

Employment numbers indicate demand by occupation for the entire state of Virginia, not just for Northern Virginia or only for Mason graduates. As the largest state university in the most populous region of Virginia, Mason is well-positioned to supply a significant portion of needed workers in the Commonwealth.

Occupations have been matched to programs based on the predominant degree type leading to a particular occupation. Since multiple two-digit CIP codes programs can match to an occupation (*see About the Data, page 13*), the most common program that matches with the occupation is used to avoid double counting. As a result, additional programs corresponding to growing occupations are not captured in the data. For example, Secondary Teachers may have a degree in Education or in their field of instruction, such as Computer Science. For consistency and to avoid duplication however, all Secondary Teachers are matched with the Education CIP program, not their field of study, since the majority of Secondary Teachers complete education programs.

Finally, the future is uncertain, as our recent experience with the pandemic has shown. Consequently, the best use of projections is to indicate trends. For the near term of 2016-2026, the projections can neither predict how the complex and rapidly changing field of technology will affect job types (for example, artificial intelligence and automation may transform some occupations), nor where people work (for example, working from home which may make employee-employer location less relevant).

The most recent projections cannot include all anticipated, on-the-ground factors quickly enough. For example, the new Amazon headquarters in Northern Virginia is expected to add 25,000 full-time jobs over a 12-year period, and associated occupations are expected to grow to support these new jobs. This recent development is not taken into account in the VEC occupation employment projections, and even if it had, determining how many jobs will be created is hard to assess accurately. Some of the new jobs brought by Amazon could be filled by tech talent from smaller tech companies in the region that were squeezed out by Amazon. Another factor that could alter workforce needs in Northern Virginia is the proposed migration of some federal offices out of DC³.

CONCLUSION

This report provides an analysis of short-term occupation and employment projections for Virginia which require a post-secondary degree, and a customized examination of employment outlook by academic programs offered by George Mason University. Mason's comprehensive programs, especially in the fields of information sciences, engineering, business administration, and health professions, coupled with its exceptional proximity to job markets, suggest that the University is well positioned to meet future employment needs in the Commonwealth. This report, together with the report on Virginia demographic and high school graduation trends, will provide a useful context for understanding the Mason enrollment projections.

³ <https://www.federaltimes.com/management/2019/10/24/these-senators-want-to-move-agency-headquarters-out-of-dc/>

ABOUT THE DATA

The employment estimates and projections presented in this analysis were developed by the Virginia Employment Commission (VEC) and analyzed by the Weldon Cooper Center for Public Service. Every two years, the U.S. Bureau of Labor Statistics (BLS) releases new national employment projections for over 800 different occupations. Using this information, VEC develops the official occupational employment projections for the Commonwealth of Virginia⁴. In this analysis, only occupations that require an education of bachelor's degree or higher were included, since the purpose was to examine employment by college degree program.

To estimate occupational growth by academic program, we used a crosswalk developed by the National Center for Education Statistics (NCES)⁵ to match occupations to instructional programs. 2010 Standard Occupational Classification (SOC) codes are mapped to 2010 Classification of Instructional Programs (CIP) codes.

The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs developed by the U.S. Department of Education's NCES⁶. Instructional programs for this analysis are summarized at the two-digit CIP level. Detailed programs under each two-digit CIP code can be found on the NCES website⁷.

A CIP-SOC relationship indicates that programs classified in the CIP category prepare individuals directly for jobs classified in the SOC category. Relationships between CIP and SOC may be one-to-one, one-to-many, many-to-one, or many-to-many. Since SOC codes tend to be more specific than CIP codes, it is likely that one CIP code will map to multiple SOC codes. In this study, the most common program is matched with the occupation to illustrate projected need in that field.

⁴ Virginia Employment Commission (2018), Long-Term Occupational 2016-2026 Projections

<https://viriniaworks.com/occupational-projections>

⁵ National Center for Education Statistics, Classification of Instructional Programs, SOC 2010 to CIP 2010 crosswalk,

https://nces.ed.gov/ipeds/cipcode/Files/FINALSOctoCIPcrosswalk_022811.xls

⁶ <https://nces.ed.gov/ipeds/cipcode/>

⁷ <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>

APPENDIX

The occupation clusters are numbered one through sixteen and are ordered in terms of projected percentage growth between 2016 and 2026 in Virginia, with the highest growth clusters listed first. Under each occupation cluster, highlighted in gray, are the three occupations with the greatest need for new employees. Primary corresponding programs that are currently not offered at George Mason University are marked with an asterisk (*).

I. HUMAN SERVICES

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Human Services	15,283	23%	
193031	Clinical, Counseling, and School Psychologists	562	18%	Psychology
193032	Industrial-Organizational Psychologists	34	7%	Psychology
193039	Psychologists, All Other	57	13%	Psychology
211011	Substance Abuse and Behavioral Disorder Counselors	876	29%	Health Professions and Related Programs
211013	Marriage and Family Therapists	371	35%	Health Professions and Related Programs
211014	Mental Health Counselors	3,341	35%	Health Professions and Related Programs
211015	Rehabilitation Counselors	917	28%	Health Professions and Related Programs
211019	Counselors, All Other	163	28%	Public Administration and Social Service Professions
211023	Mental Health and Substance Abuse Social Workers	1,045	24%	Public Administration and Social Service Professions
119151	Social and Community Service Managers	626	23%	Public Administration and Social Service Professions
211021	Child, Family, and School Social Workers	2,037	23%	Public Administration and Social Service Professions
211022	Healthcare Social Workers	768	25%	Public Administration and Social Service Professions
211029	Social Workers, All Other	74	12%	Public Administration and Social Service Professions
211091	Health Educators	298	25%	Health Professions and Related Programs

HUMAN SERVICES (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
211093	Social and Human Service Assistants	1,405	21%	Family and Consumer Sciences/Human Sciences
211094	Community Health Workers	112	21%	Health Professions and Related Programs
211099	Community and Social Service Specialists, All Other	175	9%	Public Administration and Social Service Professions
212011	Clergy	208	17%	Theology and Religious Vocations*
212021	Directors, Religious Activities and Education	110	19%	Theology and Religious Vocations*
212099	Religious Workers, All Other	15	14%	Theology and Religious Vocations*
119061	Funeral Service Managers	23	4%	Personal and Culinary Services*
399031	Fitness Trainers and Aerobics Instructors	2,066	16%	Parks, Recreation, Leisure, and Fitness Studies

II. HEALTH SCIENCE

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Health Science	26,784	18%	
172031	Biomedical Engineers	30	13%	Engineering
191042	Medical Scientists, Except Epidemiologists	374	19%	Biological and Biomedical Sciences
191041	Epidemiologists	9	8%	Biological and Biomedical Sciences
292011	Medical and Clinical Laboratory Technologists	720	16%	Health Professions and Related Programs
292012	Medical and Clinical Laboratory Technicians	710	17%	Health Professions and Related Programs
119111	Medical and Health Services Managers	1,834	24%	Health Professions and Related Programs
291011	Chiropractors	156	13%	Health Professions and Related Programs
291021	Dentists, General	883	24%	Health Professions and Related Programs
291022	Oral and Maxillofacial Surgeons	50	25%	Residency Programs*
291029	Dentists, All Other Specialists	17	17%	Health Professions and Related Programs
291031	Dietitians and Nutritionists	199	15%	Family and Consumer Sciences/Human Sciences
291041	Optometrists	276	20%	Health Professions and Related Programs
291051	Pharmacists	485	7%	Health Professions and Related Programs
291061	Anesthesiologists	112	19%	Residency Programs*
291062	Family and General Practitioners	887	19%	Health Professions and Related Programs

HEALTH SCIENCE (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
291063	Internists, General	317	21%	Residency Programs*
291064	Obstetricians and Gynecologists	220	22%	Residency Programs*
291065	Pediatricians, General	179	18%	Residency Programs*
291066	Psychiatrists	137	14%	Residency Programs*
291067	Surgeons	175	18%	Residency Programs*
291069	Physicians and Surgeons, All Other	1297	16%	Residency Programs*
291071	Physician Assistants	1,105	45%	Health Professions and Related Programs
291122	Occupational Therapists	799	26%	Health Professions and Related Programs
291123	Physical Therapists	1,867	30%	Health Professions and Related Programs
291124	Radiation Therapists	37	9%	Health Professions and Related Programs
291125	Recreational Therapists	30	8%	Health Professions and Related Programs
291127	Speech-Language Pathologists	700	21%	Health Professions and Related Programs
291128	Exercise Physiologists	147	12%	Biological and Biomedical Sciences
291129	Therapists, All Other	32	14%	Health Professions and Related Programs
291131	Veterinarians	843	29%	Residency Programs*
291141	Registered Nurses	9,341	14%	Health Professions and Related Programs
291151	Nurse Anesthetists	205	22%	Health Professions and Related Programs
291171	Nurse Practitioners	2,049	44%	Health Professions and Related Programs

HEALTH SCIENCE (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
291181	Audiologists	98	23%	Health Professions and Related Programs
291199	Health Diagnosing and Treating Practitioners, All Other	74	15%	Health Professions and Related Programs
292091	Orthotists and Prosthetists	36	32%	Health Professions and Related Programs
299091	Athletic Trainers	236	29%	Health Professions and Related Programs
299099	Healthcare Practitioners and Technical Workers, All Other	118	12%	Health Professions and Related Programs

III. INFORMATION TECHNOLOGY

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Information Technology	33,037	17%	
151151	Computer User Support Specialists	2,672	13%	Computer and Information Sciences and Support Services
151199	Computer Occupations, All Other	1,538	12%	Computer and Information Sciences and Support Services
151122	Information Security Analysts	4,867	42%	Computer and Information Sciences and Support Services
151141	Database Administrators	873	15%	Computer and Information Sciences and Support Services
151142	Network and Computer Systems Administrators	2,114	11%	Computer and Information Sciences and Support Services
151143	Computer Network Architects	1,177	11%	Computer and Information Sciences and Support Services
151152	Computer Network Support Specialists	684	9%	Computer and Information Sciences and Support Services
151121	Computer Systems Analysts	3,537	13%	Computer and Information Sciences and Support Services
151131	Computer Programmers	-602	-6%	Computer and Information Sciences and Support Services
151132	Software Developers, Applications	11,710	33%	Computer and Information Sciences and Support Services
151133	Software Developers, Systems Software	3,731	15%	Computer and Information Sciences and Support Services
151134	Web Developers	736	16%	Computer and Information Sciences and Support Services

IV. EDUCATION & TRAINING

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Education & Training	24,359	14%	
119031	Education Administrators, Preschool and Childcare Center	94	9%	Education
119032	Education Administrators, Elementary and Secondary School	775	12%	Education
119033	Education Administrators, Postsecondary	437	14%	Education
119039	Education Administrators, All Other	158	13%	Education
211012	Educational, Guidance, School, and Vocational Counselors	1,169	18%	Education
254011	Archivists	12	11%	Multi/Interdisciplinary Studies
254012	Curators	52	13%	Multi/Interdisciplinary Studies
254013	Museum Technicians and Conservators	41	12%	Multi/Interdisciplinary Studies
254021	Librarians	474	12%	Library Science*
254031	Library Technicians	252	11%	Library Science*
259011	Audio-Visual and Multimedia Collections Specialists	31	12%	Education
259031	Instructional Coordinators	682	14%	Education
273091	Interpreters and Translators	846	28%	Foreign Languages, Literatures, and Linguistics

EDUCATION & TRAINING (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
251011	Business Teachers, Postsecondary	564	23%	Business, Management, Marketing, and Related Support Services
251021	Computer Science Teachers, Postsecondary	162	12%	Computer and Information Sciences and Support Services
251022	Mathematical Science Teachers, Postsecondary	243	14%	Mathematics and Statistics
251031	Architecture Teachers, Postsecondary	15	14%	Architecture and Related Services*
251032	Engineering Teachers, Postsecondary	131	19%	Engineering
251042	Biological Science Teachers, Postsecondary	332	19%	Biological and Biomedical Sciences
251051	Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	41	14%	Physical Sciences
251052	Chemistry Teachers, Postsecondary	98	14%	Physical Sciences
251054	Physics Teachers, Postsecondary	53	14%	Physical Sciences
251061	Anthropology and Archeology Teachers, Postsecondary	13	13%	Social Sciences
251062	Area, Ethnic, and Cultural Studies Teachers, Postsecondary	53	15%	Area, Ethnic, Cultural, Gender, and Group Studies
251063	Economics Teachers, Postsecondary	70	15%	Social Sciences
251064	Geography Teachers, Postsecondary	23	13%	Social Sciences
251065	Political Science Teachers, Postsecondary	115	15%	Social Sciences
251066	Psychology Teachers, Postsecondary	206	20%	Psychology

EDUCATION & TRAINING (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
251067	Sociology Teachers, Postsecondary	51	14%	Social Sciences
251071	Health Specialties Teachers, Postsecondary	1,563	31%	Health Professions and Related Programs
251072	Nursing Instructors and Teachers, Postsecondary	454	28%	Health Professions and Related Programs
251111	Criminal Justice and Law Enforcement Teachers, Postsecondary	49	17%	Homeland Security, Law Enforcement, Firefighting and Related Protective Service
251112	Law Teachers, Postsecondary	96	17%	Legal Professions and Studies
251113	Social Work Teachers, Postsecondary	53	14%	Public Administration and Social Service Professions
251123	English Language and Literature Teachers, Postsecondary	317	14%	English Language and Literature/Letters
251125	History Teachers, Postsecondary	136	14%	History
251126	Philosophy and Religion Teachers, Postsecondary	143	17%	Theology and Religious Vocations*
251191	Graduate Teaching Assistants	321	12%	N/A*
251194	Vocational Education Teachers, Postsecondary	97	5%	Education
252011	Preschool Teachers, Except Special Education	782	8%	Education
252012	Kindergarten Teachers, Except Special Education	541	12%	Education
252021	Elementary School Teachers, Except Special Education	3,982	12%	Education
252022	Middle School Teachers, Except Special and Career/Technical	1,830	12%	Education

EDUCATION & TRAINING (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
252023	Career/Technical Education Teachers, Middle School	40	11%	Education
252031	Secondary School Teachers, Except Special and Career/Technical Education	2,960	12%	Education
252032	Career/Technical Education Teachers, Secondary School	264	11%	Education
252051	Special Education Teachers, Preschool	72	12%	Education
252052	Special Education Teachers, Kindergarten and Elementary School	565	11%	Education
252053	Special Education Teachers, Middle School	300	11%	Education
252054	Special Education Teachers, Secondary School	456	11%	Education
252059	Special Education Teachers, All Other	290	15%	Education
259021	Farm and Home Management Advisors	37	10%	Family and Consumer Sciences/Human Sciences
259099	Education, Training, and Library Workers, All Other	240	13%	Education
272022	Coaches and Scouts	1,578	18%	Parks, Recreation, Leisure, and Fitness Studies

V. BUSINESS MANAGEMENT & ADMINISTRATION

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Business Management & Administration	37,003	14%	
433061	Procurement Clerks	-37	-2%	Business, Management, Marketing, and Related Support Services
434121	Library Assistants, Clerical	282	11%	N/A*
113021	Computer and Information Systems Managers	1,947	14%	Computer and Information Sciences and Support Services
111011	Chief Executives	-123	-1%	Business, Management, Marketing, and Related Support Services
111021	General and Operations Managers	6,099	11%	Business, Management, Marketing, and Related Support Services
119199	Managers, All Other	4,589	11%	Psychology
113111	Compensation and Benefits Managers	18	5%	Business, Management, Marketing, and Related Support Services
113121	Human Resources Managers	433	12%	Business, Management, Marketing, and Related Support Services
113131	Training and Development Managers	134	14%	Business, Management, Marketing, and Related Support Services
131071	Human Resources Specialists	2,187	11%	Business, Management, Marketing, and Related Support Services
131075	Labor Relations Specialists	16	1%	Business, Management, Marketing, and Related Support Services

BUSINESS MANAGEMENT & ADMINISTRATION (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
131141	Compensation, Benefits, and Job Analysis Specialists	277	12%	Business, Management, Marketing, and Related Support Services
131151	Training and Development Specialists	1,891	17%	Business, Management, Marketing, and Related Support Services
113011	Administrative Services Managers	504	12%	Business, Management, Marketing, and Related Support Services
113051	Industrial Production Managers	-18	-1%	Business, Management, Marketing, and Related Support Services
113061	Purchasing Managers	265	10%	Business, Management, Marketing, and Related Support Services
131111	Management Analysts	10,686	18%	Business, Management, Marketing, and Related Support Services
131121	Meeting, Convention, and Event Planners	729	17%	Business, Management, Marketing, and Related Support Services
131131	Fundraisers	617	23%	N/A*
131199	Business Operations Specialists, All Other	3,549	11%	N/A*
152031	Operations Research Analysts	2958	37%	Engineering

VI. FINANCE

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Finance	15,378	13%	
132011	Accountants and Auditors	6,151	14%	Business, Management, Marketing, and Related Support Services
132041	Credit Analysts	188	10%	Business, Management, Marketing, and Related Support Services
132072	Loan Officers	1,352	14%	Business, Management, Marketing, and Related Support Services
433099	Financial Clerks, All Other	55	10%	N/A*
113031	Financial Managers	2,910	21%	Business, Management, Marketing, and Related Support Services
132031	Budget Analysts	454	12%	Business, Management, Marketing, and Related Support Services
132082	Tax Preparers	512	17%	Business, Management, Marketing, and Related Support Services
131031	Claims Adjusters, Examiners, and Investigators	-30	-1%	Business, Management, Marketing, and Related Support Services
131032	Insurance Appraisers, Auto Damage	23	4%	Mechanic and Repair Technologies/Technicians
132053	Insurance Underwriters	-111	-5%	Business, Management, Marketing, and Related Support Services
413021	Insurance Sales Agents	1,236	10%	Business, Management, Marketing, and Related Support Services

FINANCE (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
132052	Personal Financial Advisors	1,338	22%	Business, Management, Marketing, and Related Support Services
132099	Financial Specialists, All Other	530	11%	Business, Management, Marketing, and Related Support Services
413031	Securities, Commodities, and Financial Services Sales Agents	598	11%	Business, Management, Marketing, and Related Support Services
434011	Brokerage Clerks	172	13%	Business, Management, Marketing, and Related Support Services

VII. TRANSPORTATION, DISTRIBUTION & LOGISTICS

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Transportation, Distribution & Logistics	1,129	13%	
131081	Logisticians	971	13%	Business, Management, Marketing, and Related Support Services
532012	Commercial Pilots	40	7%	Transportation and Materials Moving*
532021	Air Traffic Controllers	118	10%	Transportation and Materials Moving*

VIII. SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Science, Technology, Engineering & Mathematics	8,126	12%	
119041	Architectural and Engineering Managers	353	9%	Engineering
172011	Aerospace Engineers	291	12%	Engineering
172041	Chemical Engineers	92	8%	Engineering
172061	Computer Hardware Engineers	147	11%	Engineering
172071	Electrical Engineers	772	12%	Engineering
172072	Electronics Engineers, Except Computer	417	8%	Engineering
172111	Health and Safety Engineers, Except Mining Safety Engineers	47	8%	Engineering
172112	Industrial Engineers	327	9%	Engineering
172121	Marine Engineers and Naval Architects	326	19%	Engineering
172131	Materials Engineers	3	1%	Engineering
172141	Mechanical Engineers	738	11%	Engineering
172161	Nuclear Engineers	237	9%	Engineering
172171	Petroleum Engineers	25	8%	Engineering
172199	Engineers, All Other	516	11%	Engineering

SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
151111	Computer and Information Research Scientists	611	23%	Computer and Information Sciences and Support Services
152021	Mathematicians	170	34%	Mathematics and Statistics
152041	Statisticians	513	43%	Mathematics and Statistics
152099	Mathematical Science Occupations, All Other	88	17%	Mathematics and Statistics
171021	Cartographers and Photogrammetrists	98	21%	Engineering Technologies and Engineering-Related Fields*
191021	Biochemists and Biophysicists	84	17%	Biological and Biomedical Sciences
191022	Microbiologists	50	13%	Biological and Biomedical Sciences
191029	Biological Scientists, All Other	75	12%	Biological and Biomedical Sciences
191031	Conservation Scientists	97	14%	Natural Resources and Conservation
191099	Life Scientists, All Other	14	7%	Biological and Biomedical Sciences
192012	Physicists	123	14%	Physical Sciences
192021	Atmospheric and Space Scientists	73	18%	Physical Sciences
192031	Chemists	60	4%	Physical Sciences
192032	Materials Scientists	16	5%	Physical Sciences
192041	Environmental Scientists and Specialists, Including Health	335	11%	Natural Resources and Conservation
192042	Geoscientists, Except Hydrologists and Geographers	53	12%	Physical Sciences

SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
192099	Physical Scientists, All Other	129	10%	Multi/Interdisciplinary Studies
193011	Economists	90	7%	Social Sciences
193091	Anthropologists and Archeologists	14	8%	Social Sciences
193093	Historians	13	8%	History
193094	Political Scientists	27	3%	Social Sciences
193099	Social Scientists and Related Workers, All Other	866	16%	Social Sciences
194061	Social Science Research Assistants	50	6%	Social Sciences
194099	Life, Physical, and Social Science Technicians, All Other	186	11%	Science Technologies/Technicians*

IX: GOVERNMENT & PUBLIC ADMINISTRATION

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Government & Public Administration	2,642	11%	
111031	Legislators	58	10%	Public Administration and Social Service Professions
131041	Compliance Officers	994	13%	N/A*
132061	Financial Examiners	306	18%	Business, Management, Marketing, and Related Support Services
193051	Urban and Regional Planners	182	15%	Architecture and Related Services*
119131	Postmasters and Mail Superintendents	-60	-16%	Public Administration and Social Service Professions
119161	Emergency Management Directors	54	12%	Homeland Security, Law Enforcement, Firefighting and Related Protective Service
434061	Eligibility Interviewers, Government Programs	381	10%	Public Administration and Social Service Professions
299011	Occupational Health and Safety Specialists	218	7%	Engineering Technologies and Engineering-Related Fields*
299012	Occupational Health and Safety Technicians	56	13%	Health Professions and Related Programs
452011	Agricultural Inspectors	62	8%	Agriculture, Agriculture Operations, and Related Sciences*
132021	Appraisers and Assessors of Real Estate	314	16%	Business, Management, Marketing, and Related Support Services
132081	Tax Examiners and Collectors, and Revenue Agents	77	5%	Business, Management, Marketing, and Related Support Services

X. AGRICULTURE, FOOD, AND NATURAL RESOURCES

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Agriculture, Food & Natural Resources	681	10.9%	
172081	Environmental Engineers	114	9%	Engineering
194091	Environmental Science and Protection Technicians	62	9%	Science Technologies/ Technicians*
119121	Natural Sciences Managers	152	12%	Engineering
191023	Zoologists and Wildlife Biologists	23	8%	Natural Resources and Conservation
191032	Foresters	18	6%	Natural Resources and Conservation
194093	Forest and Conservation Technicians	25	9%	Natural Resources and Conservation
191013	Soil and Plant Scientists	19	8%	Agriculture, Agriculture Operations, and Related Sciences*
194021	Biological Technicians	268	15%	Science Technologies/ Technicians*

XI. MARKETING

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Marketing	15,527	11%	
273031	Public Relations Specialists	1,147	16%	Communication, Journalism, and Related Programs
112011	Advertising and Promotions Managers	28	11%	Communication, Journalism, and Related Programs
112021	Marketing Managers	514	13%	Business, Management, Marketing, and Related Support Services
112022	Sales Managers	509	9%	Business, Management, Marketing, and Related Support Services
112031	Public Relations and Fundraising Managers	187	15%	Communication, Journalism, and Related Programs
119141	Property, Real Estate, and Community Association Managers	447	10%	Business, Management, Marketing, and Related Support Services
131161	Market Research Analysts and Marketing Specialists	5,149	27%	Business, Management, Marketing, and Related Support Services
411012	First-Line Supervisors of Non-Retail Sales Workers	826	8%	Business, Management, Marketing, and Related Support Services
413011	Advertising Sales Agents	143	6%	Business, Management, Marketing, and Related Support Services
413099	Sales Representatives, Services, All Other	3,420	12%	Business, Management, Marketing, and Related Support Services
414011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	437	7%	Business, Management, Marketing, and Related Support Services

MARKETING (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
414012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,455	5%	Business, Management, Marketing, and Related Support Services
419021	Real Estate Brokers	150	4%	Business, Management, Marketing, and Related Support Services
419022	Real Estate Sales Agents	805	5%	Business, Management, Marketing, and Related Support Services
419031	Sales Engineers	170	9%	N/A*
419099	Sales and Related Workers, All Other	140	14%	Business, Management, Marketing, and Related Support Services

XII. HOSPITALITY & TOURISM

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Hospitality & Tourism	1,434	10%	
119081	Lodging Managers	57	4%	Business, Management, Marketing, and Related Support Services
272021	Athletes and Sports Competitors	15	7%	Parks, Recreation, Leisure, and Fitness Studies
272023	Umpires, Referees, and Other Sports Officials	94	13%	N/A*
399032	Recreation Workers	1,268	11%	N/A*

XIII. LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Law, Public Safety, Corrections & Security	3,987	9%	
211092	Probation Officers and Correctional Treatment Specialists	170	5%	Public Administration and Social Service Professions
194092	Forensic Science Technicians	132	19%	Physical Sciences
333021	Detectives and Criminal Investigators	255	7%	Homeland Security, Law Enforcement, Firefighting and Related Protective Service
231011	Lawyers	2,134	10%	Legal Professions and Studies
231021	Administrative Law Judges, Adjudicators, and Hearing Officer	38	7%	Legal Professions and Studies
232093	Title Examiners, Abstractors, and Searchers	14	1%	Legal Professions and Studies
232099	Legal Support Workers, All Other	895	9%	Legal Professions and Studies
339099	Protective Service Workers, All Other	349	11%	N/A*

XIV. ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Arts, Audio/Video Technology & Communications	3252	9%	
273011	Radio and Television Announcers	-129	-15%	Communication, Journalism, and Related Programs
273022	Reporters and Correspondents	47	6%	Communication, Journalism, and Related Programs
273041	Editors	487	11%	English Language and Literature/Letters
273042	Technical Writers	410	15%	English Language and Literature/Letters
273043	Writers and Authors	349	10%	English Language and Literature/Letters
273099	Media and Communication Workers, All Other	56	10%	Communication, Journalism, and Related Programs
274021	Photographers	420	14%	Visual and Performing Arts
274031	Camera Operators, Television, Video, and Motion Picture	12	4%	Communications Technologies/Technicians and Support Services
274032	Film and Video Editors	53	16%	Communications Technologies/Technicians and Support Services
131011	Agents and Business Managers of Artists, Performers	7	4%	Visual and Performing Arts
272011	Actors	77	10%	Visual and Performing Arts
272012	Producers and Directors	214	9%	Visual and Performing Arts
272041	Music Directors and Composers	58	8%	Visual and Performing Arts
272042	Musicians and Singers	136	11%	Visual and Performing Arts

ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS (CONTINUED)

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
272099	Entertainers and Performers, Sports and Related Workers, All	83	12%	Visual and Performing Arts
439081	Proofreaders and Copy Markers	23	6%	N/A*
271011	Art Directors	208	13%	Visual and Performing Arts
271013	Fine Artists, Including Painters, Sculptors, and Illustrator	26	4%	Visual and Performing Arts
271014	Multimedia Artists and Animators	92	9%	Visual and Performing Arts
271019	Artists and Related Workers, All Other	26	8%	Visual and Performing Arts
271021	Commercial and Industrial Designers	16	3%	Visual and Performing Arts
271023	Floral Designers	-98	-7%	N/A*
271024	Graphic Designers	664	10%	Visual and Performing Arts
271027	Set and Exhibit Designers	25	9%	Visual and Performing Arts
271029	Designers, All Other	-10	-6%	Visual and Performing Arts

XV. ARCHITECTURE & CONSTRUCTION

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Architecture & Construction	616	8.2%	
119021	Construction Managers	857	7%	Business, Management, Marketing, and Related Support Services
131051	Cost Estimators	158	9%	Engineering
171011	Architects, Except Landscape and Naval	47	4%	Architecture and Related Services*
171012	Landscape Architects	154	5%	Architecture and Related Services*
171022	Surveyors	969	10%	Engineering Technologies and Engineering-Related Fields*
172051	Civil Engineers	68	10%	Engineering
271025	Interior Designers	616	5%	Family and Consumer Sciences/Human Sciences

XVI. MANUFACTURING

SOC Code	Occupation Title	Projected Employment Change 2016-2026	Projected % Employment Change 2016-2026	Primary Corresponding Program
TOTAL	Manufacturing	-432	-3%	
131023	Purchasing Agents, Except Wholesale, Retail, and Farm Produce	-132	-1%	Business, Management, Marketing, and Related Support Services
519151	Photographic Process Workers and Processing Machine Operator	-300	-22%	N/A*

Demographic Analysis and High School Graduation Projections

for George Mason University



May 15, 2020

Report produced by
The University of Virginia
Weldon Cooper Center
for Public Service

The Demographic Analysis and High School Graduation Projections report was produced by the University of Virginia Weldon Cooper Center in support of George Mason University's master plan and under contract with DumontJanks.

May 15, 2020



Weldon Cooper Center
for Public Service
Demographics Research Group

DISCLAIMER

In this analysis, we used the most credible population and K-12 enrollment data to develop Northern Virginia high school graduation projections. The short- and long-term impacts of the ongoing COVID-19 pandemic on the economy, and rates of birth and migration are not and cannot be incorporated. However, since the majority of high school graduates in the next two decades have already been born, the effect of the pandemic on future Northern Virginia high school graduation projections is expected to be minimal. The results presented in this analysis are largely unaffected.

As is true with all projections, those produced in this report should be read as suggestive, not determinative. The recent global pandemic demonstrates well that the future is inherently uncertain, making projections of any sort not fully reliable. This report includes projections reported to the single digit, which suggests a high level of precision in predicting the future. Actually, these numbers are the result solely of computation of trends, not by the data producer's ability to project to such detail.

EXECUTIVE SUMMARY

OVERVIEW

Nearly three-quarters of George Mason University students who received a bachelor's degree in 2018 called Northern Virginia home, making regional demographic trends a significant factor in student enrollment. In light of this, our analysis focused on Northern Virginia's population trends and their effects on George Mason's current and future enrollment. We aimed to answer these two questions:

1. What demographic factors have facilitated Mason's enrollment growth?
2. Will the recent growth trajectory continue over the next 20 years, considering current trends in births and migration?

IN SUMMARY

The last decade's rapid growth at Mason may continue into the mid-2020s (although the impact of the coronavirus is unknown at this point), but the number of high school graduates in Northern Virginia is expected to decline when the last children born before the late 2000s recession complete high school. These factors create a smaller pool of traditional college-age students in the region who might seek enrollment at Mason.

MAJOR FINDINGS

Population growth in Northern Virginia has fueled rapid enrollment growth at George Mason in the last two decades:

- Seventy-two percent of Mason students who received a bachelor's degree in 2018 were from Northern Virginia, many of them entering as transfer students from local community colleges.
- Northern Virginia is home to almost 40 percent of Virginia's children. Between 2005 and 2019, public school enrollment in the region increased by 27 percent while declining in the rest of the state.
- The number of high school graduates in Northern Virginia has grown rapidly in recent decades. Since 2005, the number of high school graduates in Northern Virginia has risen by 39 percent, compared to 11 percent in the rest of Virginia. The increase in high school graduates in Northern Virginia has been mirrored in Mason's freshman in-state student body.

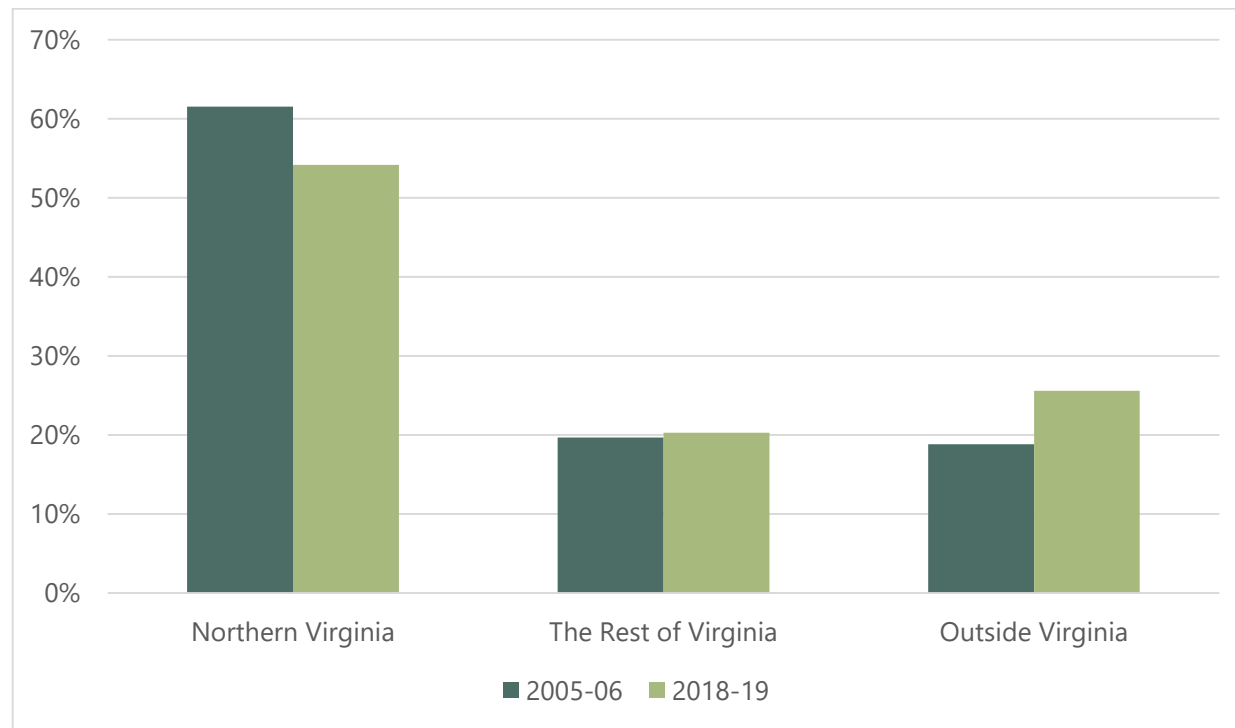
Two new trends in Northern Virginia will impact Mason's future enrollment in the next 20 years:

- **Fewer Births:** Birth rates have declined both nationally and in Virginia since the recession of the last decade. While Northern Virginia birth rates held steady longer than in the rest of the commonwealth, they have declined in the last few years. As a result, the slowing of Northern Virginia's historic growth rate in the 2010s is expected to continue.
- **Decline in net-migration:** Fewer people are moving to Northern Virginia than in previous decades due to slower economic growth in the Washington DC metropolitan area. This in turn reduces the region's number of births and slows the growth in the school age population.

THE IMPACT OF LOCATION

Over the past two decades, George Mason University’s undergraduate enrollment has grown more quickly both numerically and by rate than any other public university in Virginia. Mason is distinct among Virginia higher education institutions in the percentage of its students from Northern Virginia¹, the largest and fastest growing region of the Commonwealth.

Figure 1: George Mason Freshmen by Place of Origin

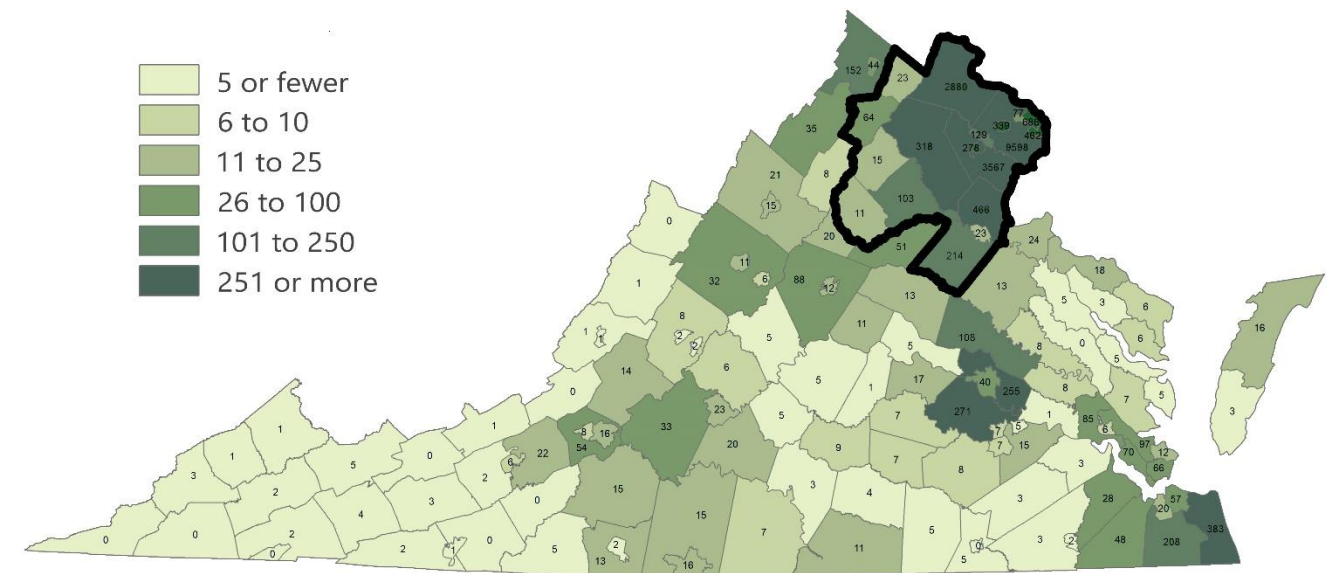


Source: State Council of Higher Education for Virginia

George Mason’s total undergraduate enrollment is predominantly from Northern Virginia. More than half of Mason’s freshmen students hail from Northern Virginia, although this percentage has gradually declined from 62 percent in 2005 to 54 percent in 2018. Many students from community colleges in the region transfer to Mason. In 2018 (the most recent year transfer data is available), over 3,500 students transferred to Mason from Virginia’s community colleges, with 96 percent coming from the three community colleges serving Northern Virginia: Germanna, Lord Fairfax, and Northern Virginia. As a result, Mason’s graduating classes are predominantly from the region—72 percent in 2018.

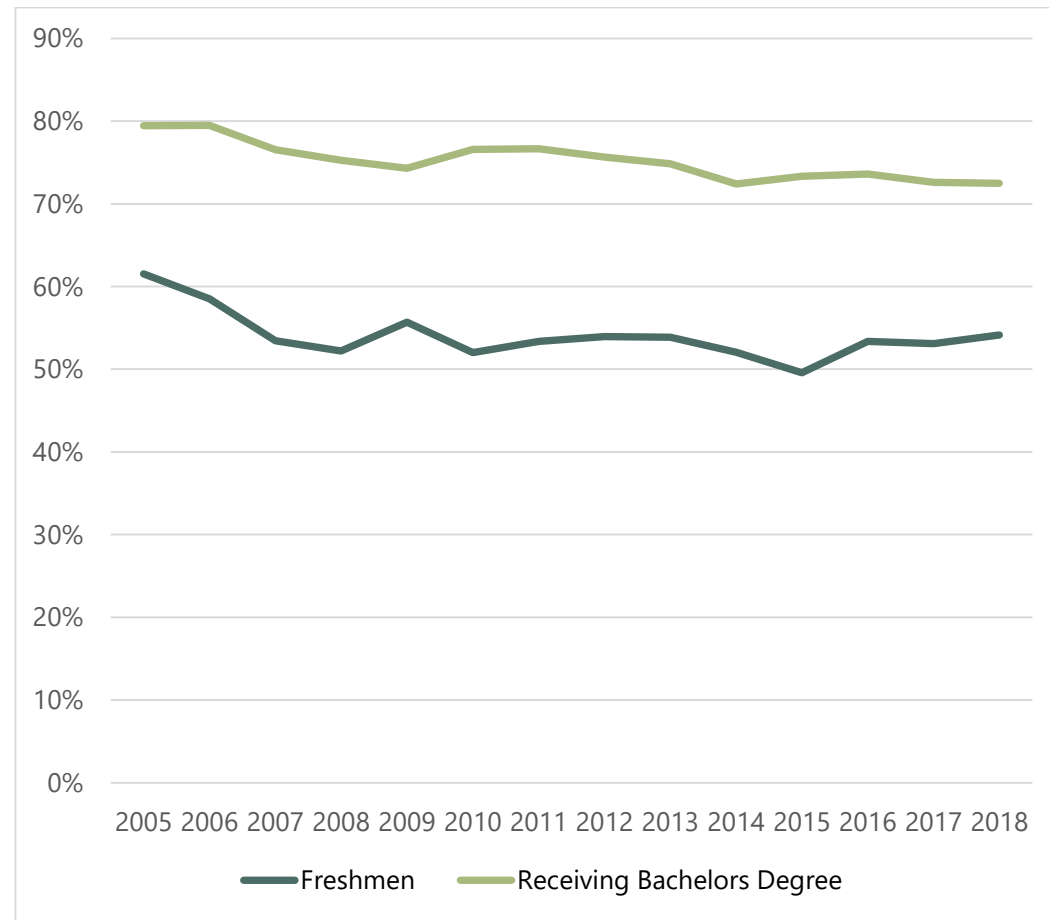
¹ Northern Virginia is defined as the Virginia counties and cities within the Washington, DC Metropolitan Area according to the Office of Management and Budget in March, 2020. It includes Arlington County, Clarke County, Culpeper County, Fairfax County, Fauquier County, Loudoun County, Madison County, Prince William County, Rappahannock County, Spotsylvania County, Stafford County, Warren County, Alexandria City, Fairfax City, Falls Church City, Fredericksburg City, Manassas City, Manassas Park City.

Figure 2: Place of Origin for in-state George Mason Undergraduate Students in 2019



Source: State Council of Higher Education for Virginia

Figure 3: Percent of George Mason Students from Northern Virginia

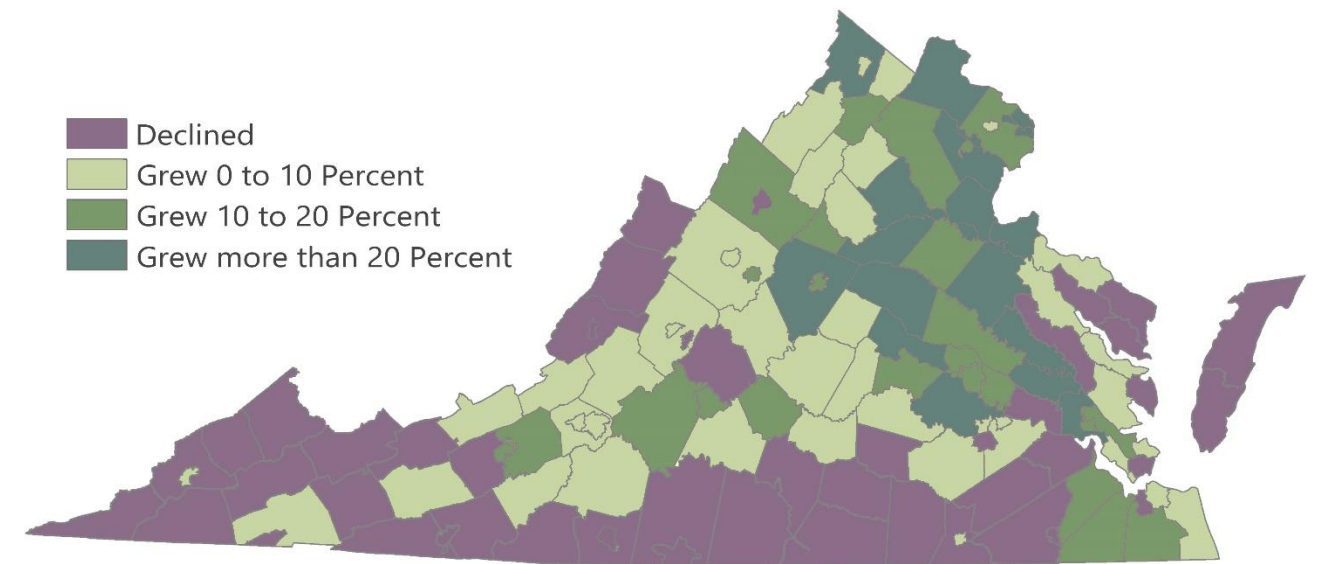


Source: State Council of Higher Education for Virginia

GROWTH OF NORTHERN VIRGINIA POPULATION, K-12 ENROLLMENT, AND HIGH SCHOOL GRADUATES

With a population of over three million, Northern Virginia is home to more than a third of Virginians and has accounted for the majority of Virginia’s growth in the last four decades. The region’s rapid growth began after World War II when increased federal spending resulted in more jobs, which attracted more people to the DC area. Between 2005 and 2019, Northern Virginia’s total population grew by 22 percent, compared to only 7.5 percent in the rest of Virginia and 11 percent nationally. Since 2010, Northern Virginia accounted for nearly two-thirds of the total population growth in the Commonwealth.

Figure 4: Population Change 2005 to 2019



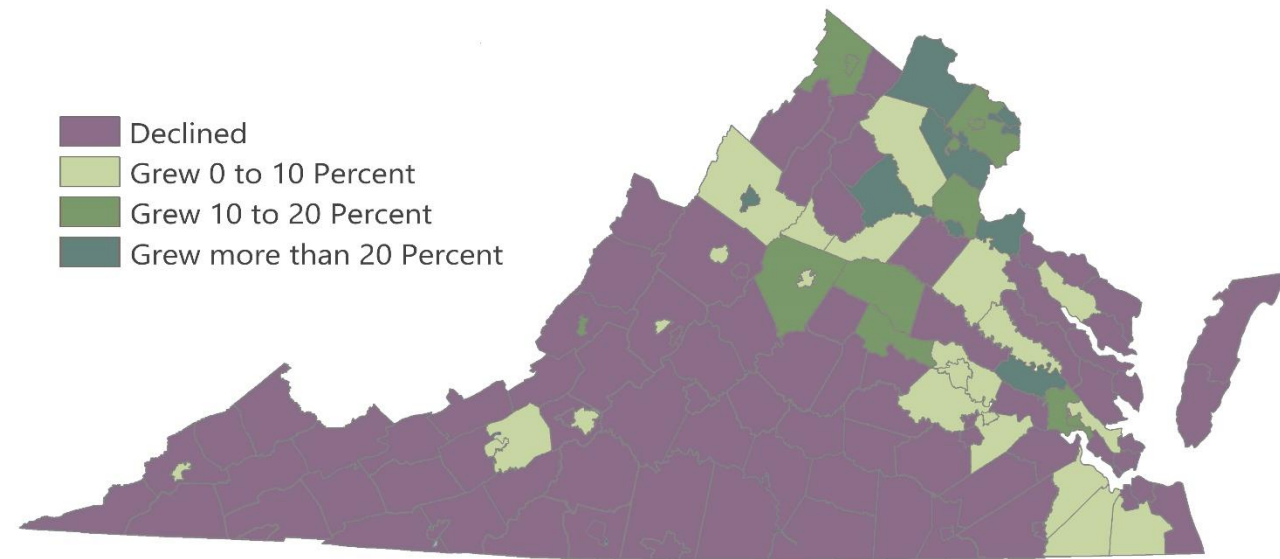
Source: University of Virginia, Weldon Cooper Center, Annual Population Estimates

Northern Virginia further distinguishes itself within Virginia through high concentrations of both school-age and prime-working-age residents. Northern Virginia has been home to:

- one-third of Virginia’s population
- 38 percent of Virginia’s births, and
- 40 percent of Virginia’s population under age 18.

Between 2005 and 2019, public school enrollment in Northern Virginia grew quickly, increasing by 27 percent, compared to a decline of 5 percent in the rest of Virginia and a 3 percent increase nationally.

Figure 5: K-12 Enrollment Change 2005 to 2019

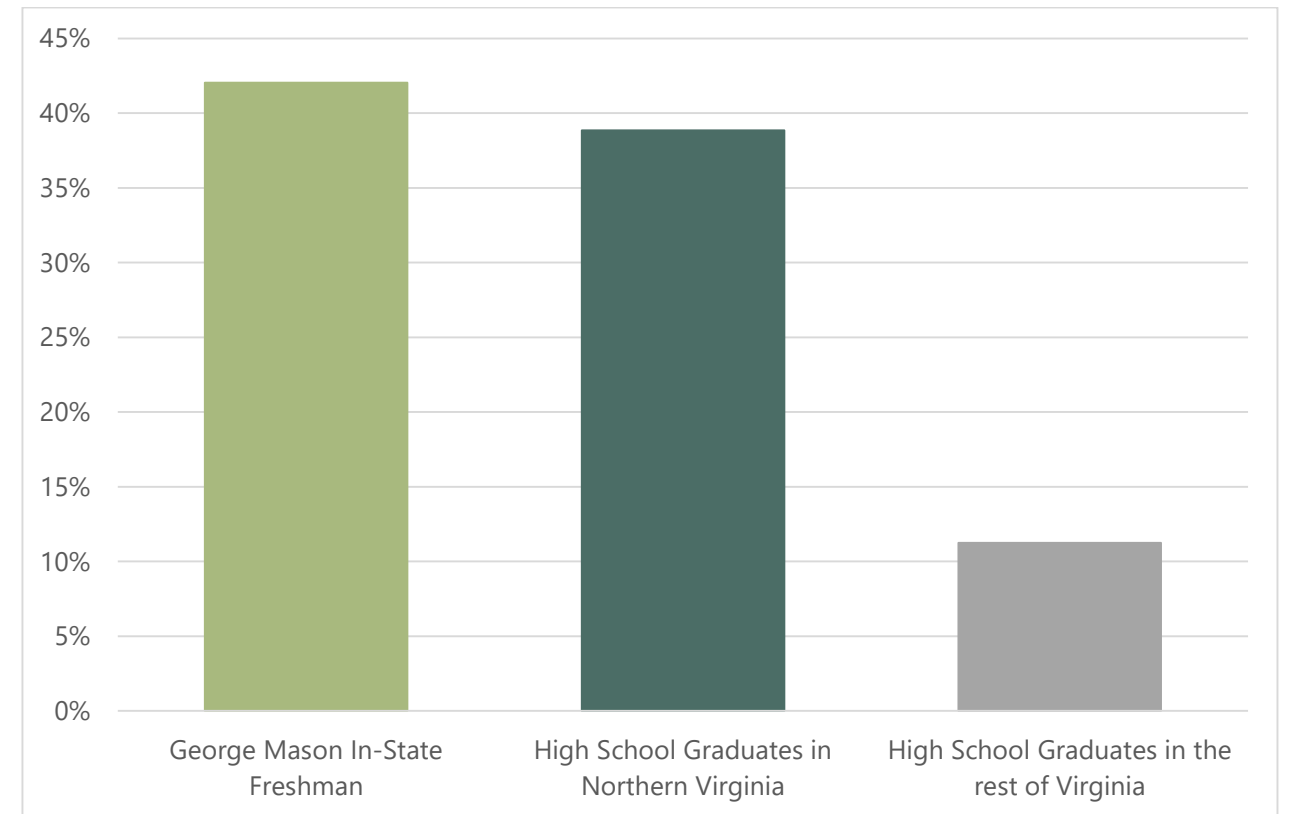


Source: Virginia Department of Education, Fall Membership

An additional demographic trend with potential impact for enrollment at George Mason is a growing high school graduation rate. The number of high school graduates in Virginia has grown more quickly than K-12 enrollments, in large part due to fewer dropouts and rising graduation rates. In 2019, Virginia's high school graduation rate had risen to 91.5 percent; and most school divisions in Northern Virginia had even higher rates than Virginia overall.

These demographic trends contributed to the rapid growth of George Mason's enrollment over the past two decades. Between 2005 and 2018, the number of high school graduates in Northern Virginia rose by 39 percent, effectively facilitating the 42 percent growth in Mason's in-state freshman class. Outside of Northern Virginia, the increase of high school graduates was much smaller, only 11 percent.

Figure 6: Percent Growth 2005 to 2018



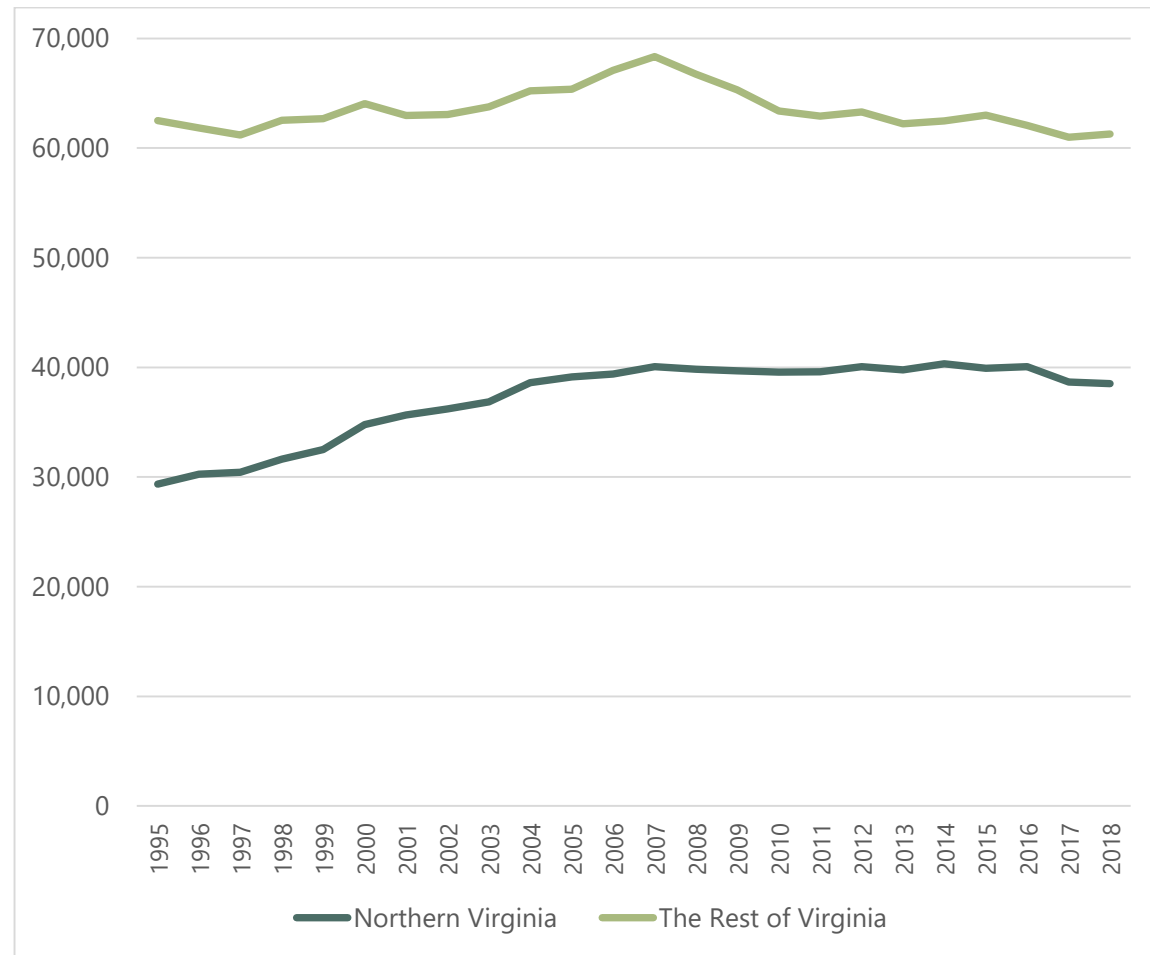
Source: State Council of Higher Education for Virginia

WILL GROWTH CONTINUE DURING THE NEXT 20 YEARS?

The decades-long growth in both public school enrollment and the number of high school graduates will likely slow or possibly shift to decline over the next twenty years. These trends, in turn, will affect Mason's in-state student enrollments, particularly from Northern Virginia.

The number of births has been declining in the state as a whole since peaking in 2007, before the last recession began. The most recent data show that Virginia's births in 2018 were 8 percent lower than in 2007, reaching the lowest point in decades. In Northern Virginia, birth rates have been stagnant and are not expected to increase.

Figure 7: Annual Births



Source: Virginia Department of Health, geocoded by the Weldon Cooper Center

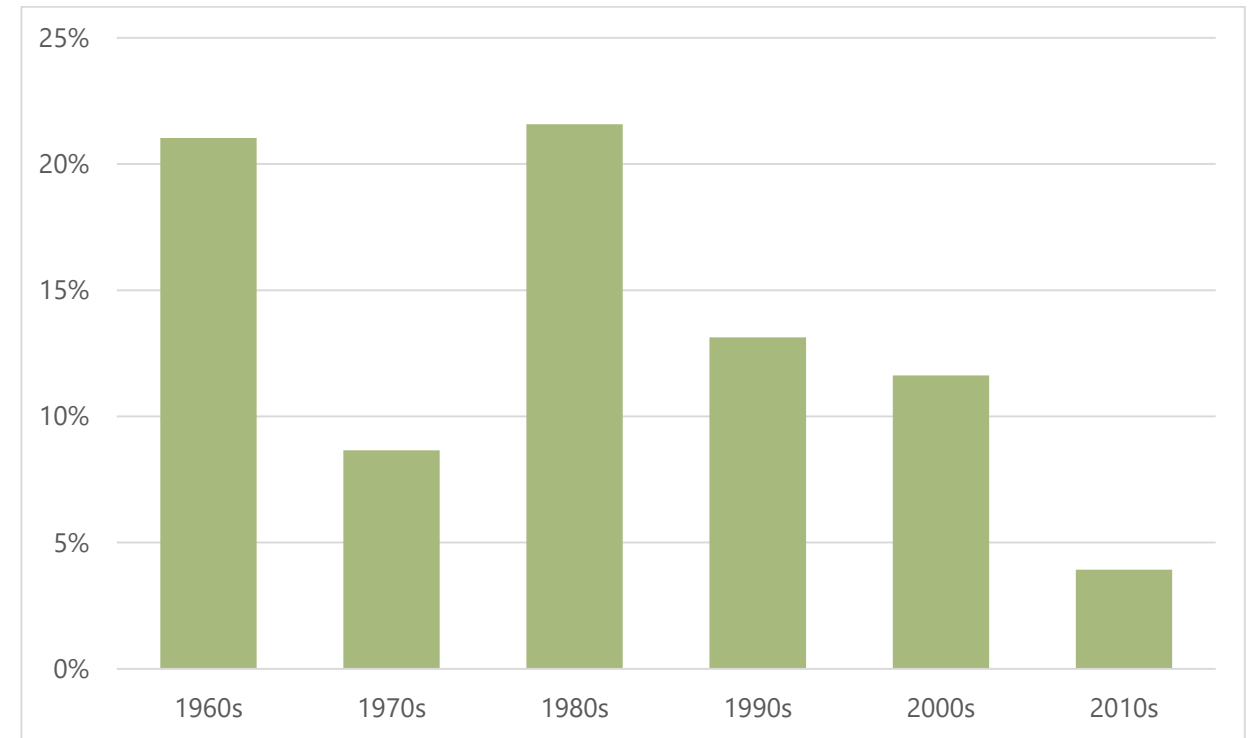
During the late 2000s and early 2010s, the large number of young families that continued to move to the region helped keep the number of births in Northern Virginia stable, while births declined in the rest of Virginia. In 2007, however, growth in the number of Northern Virginia births also stopped. More recently, the number of births in Northern Virginia declined by 4 percent between 2016 and 2018. This decline was likely associated with the second demographic factor in the region’s population: a decline in net-migration.

More people have moved into Northern Virginia than moved out every decade since World War II. Since 2010², however, the economy of the Washington DC Metropolitan Area has grown more slowly than the U.S. overall and many other metropolitan areas, causing Northern Virginia to attract fewer people. As a result, net migration contributed much less to Northern Virginia population growth in the

² Bureau of Economic Analysis data shows that the United States economy grew by 19.4 percent between 2010 and 2018, compared to 12.8 percent in the Washington DC Metro Area. In comparison, between 2001 and 2010, BEA data shows the United States economy grew by 16 percent, compared to 30.2 percent in the Washington DC Metro Area.

2010s than in the previous decades. In addition to low birth rates, migration will likely further slow Northern Virginia’s population and K-12 enrollment growth.

Figure 8: Population Growth in Northern Virginia from Migration by Decade



Source: University of Virginia, Weldon Cooper Center, Annual Population Estimates

In addition, Washington DC—like most cities across the U.S.—has experienced population growth in the 2010s, particularly of its young, educated population. After decades of population decline, the District of Columbia has added more residents since 2010 than any county in the Washington DC Metro Area. As more young people have moved to the District and more families remained rather than moving to its suburbs, the District’s population under age 18 has grown by over 26,000 between 2010 and 2018. In comparison, the combined under 18 population in the counties of Arlington, Fairfax, and Prince William, which together are 3.5 times more than that of Washington DC, has grown by only 27,000 in that same period.

WHAT DOES SLOWER POPULATION GROWTH MEAN FOR GEORGE MASON?

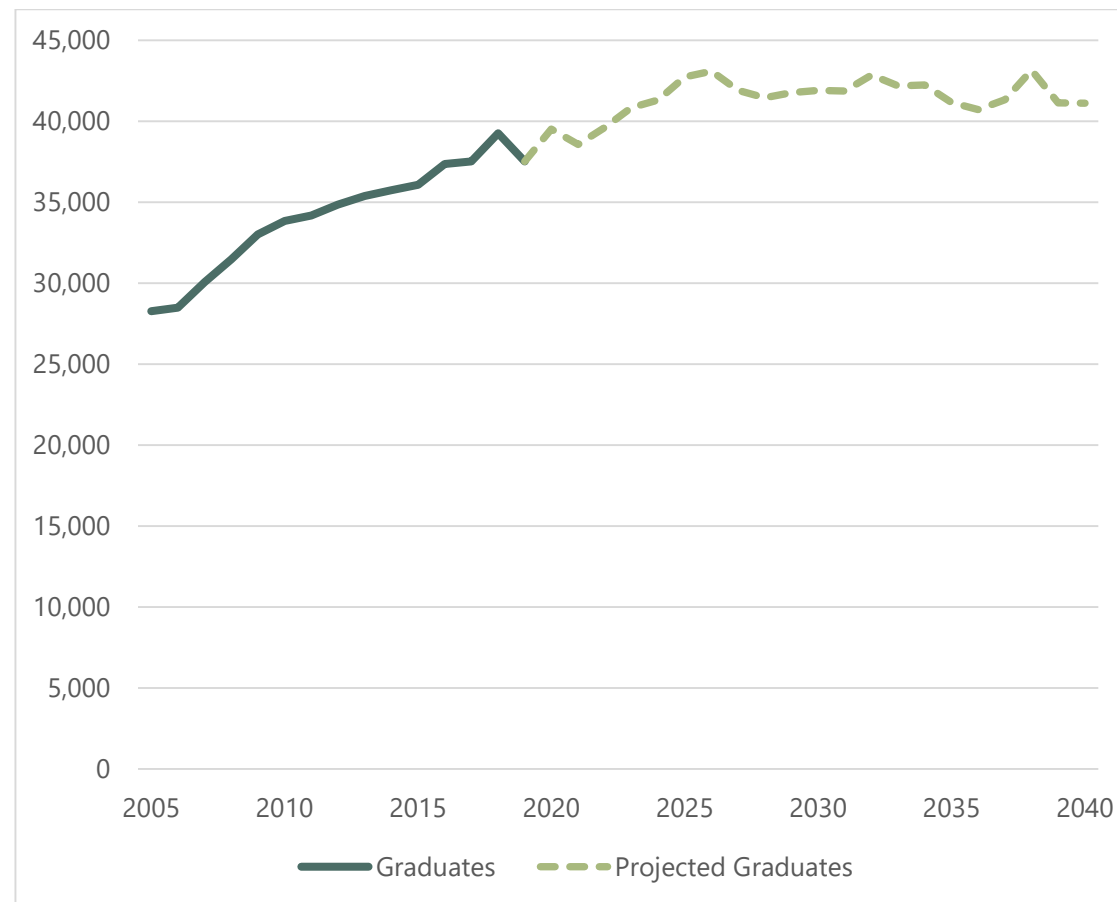
The Northern Virginia population is expected to continue to grow in the foreseeable future, but at a slower rate. Because the number of births in Northern Virginia has been stagnant since 2007 (see figure 7) and is likely to remain at a low level, the number of high school graduates in Northern Virginia is projected to begin to decline in the mid-2020s, when those born in 2007 and later graduate from high school.

We developed three sets of projections of Northern Virginia high school graduates based on enrollment trends observed in the last two years (short-term), in the last five years (medium-term) and the last ten years (long-term). The projection illustrated below (see figure 9) was the medium-term projection. Appendix I provides the detailed projected numbers and Appendix II explains the projections methodology.

In the first half of the 2020s, the number of high school graduates in Northern Virginia is projected to continue to grow at a similar rate as in recent years, peaking at 43,000 in 2026. Between 2026 and 2040, the number is projected to remain largely stable before declining to 41,000 graduates by 2040.

In the rest of Virginia, the total number of high school graduates already peaked in the late 2000s, and will likely continue to decline during the next two decades. The state as a whole is expected to see a small increase in high school graduates up to 2025, thanks to Northern Virginia's continued growth. After 2025, the number of high school graduates in Virginia overall is expected to decline moderately.

Figure 9: Number of High School Graduates in Northern Virginia



Source: Virginia Department of Education, Projections produced by the Weldon Cooper Center

To a great extent, the demographic and high school graduation trends described in this analysis will likely limit George Mason's long-term enrollment growth, both from Northern Virginia and from the rest of Virginia. While Mason has enrolled increasingly a growing number of out-of-state students, the

birth trends observed in Virginia apply to the U.S. and many states as well. Some higher education institutions have already experienced the demographic squeeze. More will soon have to compete fiercely for the available supply of high school graduates.

WILL COVID-19 AFFECT HIGH SCHOOL GRADUATION PROJECTIONS?

While it is certain that the COVID-19 pandemic will change the region's economy, and possibly the rates of both births and migration over the next twenty years, the number of Northern Virginia high school graduates is expected to be largely unaffected. The majority of future high school graduates have already been born (except for classes of 2038, 2039, and 2040), and the region's school enrollment is predominantly determined by births. For the next twenty years, the population of Northern Virginia high school graduates should remain sufficient for steady enrollment.

The pandemic has resulted in an immediate economic downturn and is likely to generate a recession. Recessions typically cause birth rates to decline. A pandemic-induced birth decline would in turn impact the sizes of entering classes in 2038-2040.

On the other hand, increased federal spending may benefit the Northern Virginia economy and employment opportunities, attracting more individuals and families to move into the region, thereby boosting the region's school-age population. This pattern was observed during the last recession.

A recession may also slow out-migration from Northern Virginia. As a result, over the next few years, the migration gains could potentially push the number of high school graduates in the region closer to that in the long-term projection. Unless federal spending remains at elevated levels—permanently boosting employment in the region—the projected number of high school graduates near 2040 may be closer to the short-term projection as a result of fewer births over the next few years.

APPENDICES

APPENDIX I

High School Graduation Projections, Northern Virginia, 2020-2040

	Short-Term Trends	Medium-Term Trends*	Long-Term Trends
2020	38,815	39,520	40,101
2021	37,600	38,581	39,021
2022	39,209	39,628	40,512
2023	39,969	40,852	41,312
2024	40,738	41,310	42,029
2025	42,026	42,749	43,317
2026	42,412	43,090	43,938
2027	41,293	41,915	42,647
2028	40,798	41,464	42,098
2029	41,266	41,777	42,457
2030	41,383	41,907	42,645
2031	41,395	41,872	42,351
2032	42,165	42,858	43,572
2033	41,802	42,188	42,996
2034	41,905	42,240	43,052
2035	40,793	41,169	41,987
2036	40,326	40,720	41,445
2037	40,335	41,342	42,238
2038	40,331	43,151	42,518
2039	40,333	41,138	42,532
2040	40,332	41,129	42,528

**Projection series used in analysis.*

The short-term projection takes into account two recent factors: a shift to out-migration from Northern Virginia, and lower birth rates. As a result, among the three projection scenarios the short-term projection expects the least growth in the number of high school graduates, with the number of graduates peaking at 42,412 in 2026.

The medium-term projections balance recent out-migration and lower birth rates with more in-migration in the mid-2010s and higher birth rates. The medium-term projection expects the number of high school graduates to peak at 43,090 in 2026.

The long-term projection includes recent out-migration and lower birth rates, but is more heavily weighted towards earlier in the 2010s when in-migration rates were higher and the number of births near an all-time high. The long-term projection shows the number of high school graduates in Northern Virginia peaking at 43,938 in 2026.

All three projections show a similar trend: strong growth in high school graduates (which Northern Virginia has experienced in recent decades) should continue until 2026. After 2026, the number of high school graduates in Northern Virginia is projected to decline slightly in all three projections.

Though the medium-term projection was used for this analysis, the difference between the three projections is relatively small for a 20-year period (the greatest difference is only 5 percent, which occurs in 2039). The reason all three projections are quite close to each other is that, while migration in the past has helped boost the number of high school graduates in Northern Virginia, births in the region have accounted for the large majority of high school graduates. The three projections show fairly similar trends, in part, because nearly all the projected high school graduates in Northern Virginia have already been born.

APPENDIX II

High School Graduation Projection Methodology

In order to project the number of future high school graduates in Northern Virginia, it is necessary to analyze how students in Northern Virginia progress from elementary to middle and then high school, before graduating. This projection used the grade-progression ratio method which captures the school enrollment patterns of a cohort of children as they move forward in time and progress from grade to grade. Grade progression ratios provide detail of how many students advance into the next grade from the lower grade one year before, and are determined by dividing the number of students in a particular grade by the number of students from the previous grade in the previous school year. For example, the 2nd grade/1st grade-progression ratio is found by dividing the current number of 2nd grade students by last year's number of 1st grade students. A ratio larger than 1 means there are additional students coming in to the school who were not enrolled in the previous grade. A ratio smaller than 1 means students may be transferring to private school or home school, dropping out, or families with school children are moving away from the community, among other reasons.

In order to project the number of high school graduates, the number of graduates is treated as 13th grade. Since the share of 12th graders in Northern Virginia and Virginia overall who attend private and public school has remained stable over the past decade according to Census Bureau surveys, the projection assumes the share will remain at current rates.

Because grade-specific progression ratios can fluctuate considerably from one year to another, it is important to generate and evaluate multiple sets of grade-progression ratios. The Cooper Center does this by creating five-year and ten-year average ratios based on data from those most recent years, along with a two-year ratio. All three grade-progression ratios are applied to the current school enrollment data to obtain forecasts for the following year, which then become the basis for projecting enrollment the year after. The projections based on single- and multiple-year grade progression ratios are compared, and the middle series is selected as most probable.

The high school graduation projections require the use of birth data, fall membership counts, high school completion data and the share of students educated publicly and privately. Birth data are obtained from the Virginia Center for Health Statistics, reported by county. To ensure that the birth data have been assigned to the correct localities, Cooper Center demographers geocode the residence address of each birth mother and then assign each birth to the locality of residence. The second element of input data—historical and current fall membership counts—were obtained from the Virginia Department of Education. The third piece of data used in the projection was the number of high school graduates by school division in Virginia, which was obtained from the Virginia Department of Education. The last piece of data used in the projections was the number of 12th graders attending private and public schools, which was obtained from the Census Bureau's American Community Survey.

Student, Faculty, and Staff Projections

for George Mason University



June 30, 2020

Report produced by
The University of Virginia
Weldon Cooper Center
for Public Service

The Student, Faculty, and Staff Projections report was produced by the University of Virginia Weldon Cooper Center in support of George Mason University's master plan and under contract with DumontJanks.

June 30, 2020



Weldon Cooper Center
for Public Service
Demographics Research Group

EXECUTIVE SUMMARY

ABOUT PROJECTIONS

As is true with any projections, those presented in this report are suggestive. They provide a useful tool for planning, but must be applied with an eye to changing circumstances. Many factors, external or internal to the University, will influence Mason's enrollments. For example, while the direct and indirect impacts of the ongoing COVID-19 pandemic are unknown, the effects may be more tangible in the near future. It is too early to predict the magnitude and direction of COVID-stimulated change in enrollment, even for the upcoming academic year. The long-term projections, however, are not expected to be impacted significantly by the pandemic, although programmatic changes within the University resulting from COVID may produce ripple effects in future enrollment.

We provide a high-medium-low series of projections to reflect a range of possibilities within an inherently uncertain future.

MAJOR FINDINGS

This report presents projections for George Mason University student, faculty, and staff for 2025 and 2040, grounded in prior analysis of enrollment trends at Mason and population trends in Northern Virginia¹.

TWO KEY FINDINGS ARE:

1. Continuing with the growth trends from the past few years, George Mason is expected to enroll more than 40,000 students (31,000 FTE) and employ close to 7,700 faculty and staff (5,100 FTE) in 2025. This represents an increase of 4.9 percent and 3.6 percent, respectively, over the 2019 headcounts.
2. In 2040, George Mason is expected to enroll nearly 43,000 students (33,000 FTE) and employ approximately 8,200 faculty and staff (5,400 FTE), an increase of 11.6 percent and 10.3 percent, respectively, over the 2019 headcounts. Growth in the next two decades will be slower than that of last 20 years, largely due to slower growth of the Virginia population overall and a declining number of high school graduates.

¹Trends about Northern Virginia were informed by the Weldon Cooper Center for Public Service's report on "Demographic Analysis and High School Graduation Projections for George Mason University"

George Mason University has grown rapidly in the past two decades, becoming the largest public university in the Commonwealth. Mason's growth is evidenced in the size of its student body as well as in the range of its program and degree offerings. The University's strategically advantageous location combined with its agility in adapting to emerging needs have contributed to this expansion.

However, endless expansion is neither feasible nor desirable; hence, understanding projections of near- and long-term student enrollment and corresponding needs for faculty and staff become essential to support the University's planning endeavors. This report presents a series of projections for the years of 2025 and 2040.

CURRENT DISTRIBUTION OF STUDENT, FACULTY, AND STAFF

The last decade's rapid growth at Mason is reflected in its latest enrollment data. The most recently available numbers show that over 38,000 students (30,000 FTE) were enrolled and more than 7,400 faculty and staff (4,900 FTE) were employed at Mason in 2019.

Table 1: 2019 Student Enrollment Headcount and FTE

College	FALL 2019	
	HEADCOUNT	FTE
ALL	38,255	29,633.31
School of Business (BUS)	5,069	4,151.07
College of Education and Human Development (CEHD)	3,767	2,098.11
College of Health and Human Services (CHHS)	3,052	2,438.26
College of Humanities and Social Sciences (CHSS)	7,875	6,399.01
College of Science (COS)	4,033	3,204.34
College of Visual and Performing Arts (CVPA)	1,772	1,521.05
INTO	241	233.18
School of Law (LAW)	604	497.80
Provost	1,414	961.55
School for Conflict Analysis and Resolution (SCAR)	409	281.79
School of Policy and Government (SCHAR)	1,802	1,283.82
Volgenau School of Engineering (VSE)	8,217	6,563.33

Table 2: 2019 Faculty and Staff Headcount and FTE

Division	FALL 2019	
	HEADCOUNT	FTE
TOTAL	7,410	4,882.173
Academic Administration	384	352.97
Affiliates		
Antonin Scalia Law School	239	147.17
Central Reserves	1	1.00
College of Education and Human Development	576	298.76
College of Health and Human Services	345	188.41
College of Humanities and Social Sciences	1,198	709.03
College of Science	776	478.29
College of Visual and Performing Arts	410	251.99
Communications and Marketing	49	48.68
Enrollment Services	210	155.71
Executive & Professional Education	24	16.00
Executive Administration	38	38.00
Facilities	254	253.58
Finance & Administration	562	557.95
Government and Community Relations	8	8.00
ICA	99	99.00
Information Technology Unit		
Institutional Student Support	1	0.00
INTO Mason	62	38.01
Krasnow Institute for Advanced Study	7	1.00
Mason Songdo Campus	6	5.25
Schar School of Policy and Government	212	127.26
School for Conflict Analysis and Resolution	80	40.88
School of Business	357	241.51
Summer Term		
UAE Campus Administration		
University Advancement	58	57.75
University Life	587	361.25
Volgenau School of Engineering	867	404.74

ESSENTIALS ABOUT PROJECTIONS

Projections are typically based on observed past trends and assumptions made about the future. As the future is inherently uncertain, projections—no matter how well considered or constructed—represent only a few of many possible outcomes. It is wise, therefore, to understand projections as suggestive, more directional than directive. In addition, it is worth recalling that:

- Similar to a long-range weather forecast, the farther into the future the projections go, the less accurate they tend to be.
- Projections at higher levels tend to be more robust than at lower levels. For example, college-level projections are more reliable than those at the program level.
- Even with these limitations, carefully-prepared projections are an important planning tool.

In this unusual time in our history, projections are particularly challenged to address future uncertainty. The direct and indirect impact of the ongoing COVID-19 pandemic is not known and cannot be factored in the current projections. Will health and safety concerns make students more likely to choose in-state schools? Will online learning become a more prevalent mode in higher education? Will what seems to be an inevitable economic downturn make college unaffordable for many families or lead more students to become part-time? Will high unemployment rates increase graduate school attendance to gain or pivot to new skills?

Despite these unanswered questions, long-term 20-year projections are less likely to be affected by current circumstances. Short-term 5-year projections may be impacted, although it is too early to tell either their magnitude or direction. Because of this uncertainty, we present a high-medium-low series of projections at the University-, college-, and division-level, with high and low each deviating from the medium by 10 percent. These series provide a range of likely outcomes to accommodate situational changes or strategic enrollment deliberations.

A detailed description of the projection methodology is provided in Appendix I.

HOW TO USE THE HIGH-MEDIUM-LOW SERIES

High-medium-low projections are provided at the college- and division-level. “Medium” represents the pattern consistent with the recent past, while “high” indicates faster growth and “low” indicates slower growth or decline.

The high-medium-low series provide not only three possible outlooks which may be applied to planning decisions, but also the flexibility to use elements of each in response to the strategic vision, priorities, labor market demand, or other factors important at the University or college level. For example, based on the analysis of Virginia employment projections², the University may pick “high” enrollment projections for a few colleges, “low” for a few others, and “medium” for the rest.

² Analysis of Virginia Employment Projections provided in Weldon Cooper Center for Public Service’s report on “Virginia Labor Market Demand Analysis for George Mason University”

2025 STUDENT, FACULTY, AND STAFF PROJECTIONS

The student enrollment and FTE projections were developed at the college-, program-, and degree-level for more than 550 programs. The faculty and staff head count and FTE projections were developed at the division- and department-level for over 220 departments.

Projections at program- or department-levels are less useful than those for colleges or the larger divisions, as they are often based on small and/or inconsistent numbers observed in the past. Many programs come and go; a large number of input data cells have no value; and some programs have highly volatile and fluctuating figures. Because of their reduced utility, we report these detailed projections in Appendix II, should they be useful as a reference.

All categories presented in the tables originate from the input data received from Mason; and all categories are reported, including those with zeros or missing values.

Table 3: 2025 Projections by College for Student Enrollment Headcount and FTE

College	HEADCOUNT			FTE		
	High	Medium	Low	High	Medium	Low
TOTAL	44,128	40,116	36,104	34,143.57	31,039.61	27,935.65
BUS	5,750	5,228	4,705	4,760.06	4,327.33	3,894.59
CEHD	4,547	4,133	3,720	2,507.22	2,279.29	2,051.36
CHHS	3,371	3,065	2,758	2,736.30	2,487.55	2,238.79
CHSS	9,301	8,455	7,610	7,567.86	6,879.87	6,191.89
COS	4,620	4,200	3,780	3,667.99	3,334.53	3,001.08
CVPA	1,974	1,794	1,615	1,703.53	1,548.67	1,393.80
INTO	352	320	288	318.03	289.11	260.20
LAW	707	643	579	606.40	551.27	496.14
Provost	1,708	1,553	1,398	1,179.28	1,072.07	964.87
SCAR	517	470	423	348.25	316.59	284.93
SCHAR	2,087	1,897	1,708	1,465.55	1,332.32	1,199.09
VSE	9,193	8,357	7,521	7,283.11	6,621.01	5,958.91

Table 4: 2025 Projections by Division for Faculty and Staff Headcount and FTE

Division	HEADCOUNT			FTE		
	High	Medium	Low	High	Medium	Low
TOTAL	8,444	7,676	6,908	5,571.91	5,065.37	4,558.84
Academic Administration	426	388	349	389.42	354.02	318.62
Affiliates	0	0	0	0.00	0.00	0.00
Antonin Scalia Law School	274	249	224	173.99	158.18	142.36
Central Reserves	1	1	1	1.16	1.06	0.95
College of Education and Human Development	662	602	541	342.18	311.08	279.97
College of Health and Human Services	417	379	341	225.73	205.21	184.69
College of Humanities and Social Sciences	1,359	1,235	1,112	796.63	724.21	651.79
College of Science	881	801	721	549.17	499.25	449.32
College of Visual and Performing Arts	440	400	360	280.38	254.89	229.40
Communications and Marketing	57	52	47	56.81	51.65	46.48
Enrollment Services	243	221	199	182.97	166.34	149.70
Executive & Professional Education	30	27	25	23.19	21.08	18.97
Executive Administration	41	37	34	40.19	36.54	32.89
Facilities	295	268	241	294.50	267.73	240.96
Finance & Administration	644	586	527	639.08	580.98	522.88
Government and Community Relations	9	8	8	9.29	8.45	7.60
ICA	112	102	92	111.51	101.37	91.24
Information Technology Unit	0	0	0	0.00	0.00	0.00
Institutional Student Support	1	1	1	0.00	0.00	0.00
INTO Mason	71	65	58	45.98	41.80	37.62
Krasnow Institute for Advanced Study	10	9	8	2.26	2.05	1.85
Mason Songdo Campus	6	5	5	4.94	4.49	4.04
Schar School of Policy and Government	236	215	193	147.91	134.46	121.02
School for Conflict Analysis and Resolution	96	88	79	48.71	44.28	39.86
School of Business	406	369	332	279.13	253.76	228.38
Summer Term	0	0	0	0.00	0.00	0.00
UAE Campus Administration	0	0	0	0.00	0.00	0.00
University Advancement	64	58	52	63.40	57.63	51.87
University Life	678	616	554	402.66	366.06	329.45
Volgenau School of Engineering	985	895	806	460.71	418.82	376.94

2040 STUDENT, FACULTY, AND STAFF PROJECTIONS

The long-term projections for student enrollment headcount and FTE were developed at the college level, and for faculty and staff at the division level.

Table 5: 2040 Projections by College for Student Enrollment Headcount and FTE

College	HEADCOUNT			FTE		
	High	Medium	Low	High	Medium	Low
TOTAL	46,982	42,711	38,440	36,223.68	32,930.62	29,637.56
BUS	5,997	5,451	4,906	5,003.26	4,548.42	4,093.57
CEHD	4,940	4,491	4,042	2,691.05	2,446.41	2,201.77
CHHS	3,559	3,235	2,912	2,891.48	2,628.62	2,365.76
CHSS	10,049	9,135	8,222	8,194.17	7,449.25	6,704.32
COS	4,985	4,532	4,079	3,937.55	3,579.59	3,221.63
CVPA	2,081	1,892	1,703	1,791.08	1,628.26	1,465.43
INTO	410	372	335	374.30	340.28	306.25
LAW	721	655	590	633.74	576.13	518.52
Provost	1,970	1,791	1,612	1,380.52	1,255.02	1,129.52
SCAR	590	536	483	391.55	355.96	320.36
SCHAR	2,310	2,100	1,890	1,601.24	1,455.67	1,310.11
VSE	9,371	8,519	7,668	7,333.73	6,667.02	6,000.32

Table 6: 2040 Projections by Division for Faculty and Staff Headcount and FTE

Division	HEADCOUNT			FTE		
	High	Medium	Low	High	Medium	Low
TOTAL	8,989	8,172	7,355	5,914.15	5,376.50	4,838.85
Academic Administration	442	402	361	394.15	358.32	322.49
Affiliates	0	0	0	0.00	0.00	0.00
Antonin Scalia Law School	288	262	235	181.68	165.17	148.65
Central Reserves	1	1	1	0.00	0.00	0.00
College of Education and Human Development	715	650	585	374.35	340.32	306.28
College of Health and Human Services	430	391	352	236.10	214.63	193.17
College of Humanities and Social Sciences	1,512	1,374	1,237	879.76	799.78	719.81
College of Science	939	854	769	591.20	537.46	483.71
College of Visual and Performing Arts	460	418	376	290.34	263.95	237.55
Communications and Marketing	58	52	47	57.39	52.17	46.95
Enrollment Services	252	229	206	192.06	174.60	157.14
Executive & Professional Education	35	32	28	27.35	24.86	22.38
Executive Administration	45	41	37	43.69	39.72	35.75
Facilities	331	301	271	331.10	301.00	270.90
Finance & Administration	683	621	559	667.89	607.17	546.46
Government and Community Relations	10	9	8	10.25	9.32	8.39
ICA	123	112	100	120.15	109.23	98.30
Information Technology Unit	0	0	0	0.00	0.00	0.00
Institutional Student Support	3	3	2	0.00	0.00	0.00
INTO Mason	72	65	59	46.80	42.55	38.29
Krasnow Institute for Advanced Study	0	0	0	0.00	0.00	0.00
Mason Songdo Campus	0	0	0	0.00	0.00	0.00
Schar School of Policy and Government	258	234	211	161.84	147.12	132.41
School for Conflict Analysis and Resolution	105	96	86	51.85	47.14	42.42
School of Business	431	392	353	291.69	265.17	238.65
Summer Term	0	0	0	0.00	0.00	0.00
UAE Campus Administration	0	0	0	0.00	0.00	0.00
University Advancement	69	62	56	67.92	61.75	55.57
University Life	747	679	611	432.43	393.12	353.81
Volgenau School of Engineering	982	893	803	464.16	421.97	379.77

SCENARIO PROJECTIONS FOR THE VOLGENAU SCHOOL OF ENGINEERING

In support of the Commonwealth of Virginia’s goal to expand its tech talent pipeline and address the needs of industries and employers in the state (such as Amazon), George Mason has committed to significantly increase its number of technology graduates over the next few decades. Given this commitment, effective planning requires development of special scenario projections³ for the Volgenau School of Engineering (VSE) that reflects the University’s strategic commitment to the Tech Talent Investment Program (TTIP).

By 2039, Mason intends to award more than 2,000 bachelor’s degrees and over 5,000 master’s degrees⁴ (above the current level of operation) to meet anticipated needs within the future workforce. In order to fulfill this commitment, Mason plans to expand select programs within the VSE, as shown in Table 5.

Table 7: Mason’s Tech Talent Pipeline Goals for Enrollment and FTE in Specific Programs

Volgenau School of Engineering				2025 Census FY 2026	2025 Census FY 2026	2039 Census FY 2040	2039 Census FY 2040
Degree	Program	Program Description	CIP Code	Headcount	FTE	Headcount	FTE
BS	VS-BS-ACS	Applied Computer Science	110701	1,047	1,007.94	1,574	1,515.36
	VS-BS-CPE	Computer Engineering	140901	472	440.84	550	513.90
	VS-BS-CS	Computer Science	110101	3,969	3,746.35	4,954	4,677.02
MS	VS-MS-CPE	Computer Engineering	140901	107	63.93	150	89.39
	VS-MS-CS	Computer Science	110101	193	121.38	247	154.86
	VS-MS-SWE	Software Engineering	140903	92	49.69	109	58.65

Given the enrollment and FTE targets set for these six programs, we produced scenario projections for VSE student enrollment and staffing needs, as shown in Table 6. Assuming projections for other programs within VSE remain the same, VSE will expect to enroll nearly 12,000 students in 2025, and over 10,000 students in 2040; the tapering off is a result of demographic realities including slow population growth and a decline in the number of high school graduates. Faculty and staff numbers are also expected to increase under the TTIP scenario.

³ In contrast to trend analysis, scenario projections neither rely on historical data nor expect past observations to remain valid in the future. Instead, scenario projections consider specific goals or targets which may drive investments and activities to achieve those goals, thereby potentially influencing the future.

⁴ Sourced from <https://www.insidehighered.com/news/2019/11/08/virginia-pledges-1-billion-computer-science-degree-expansion>

Table 8: TTIP Scenario Projections for VSE Student, Faculty and Staff Headcount and FTE

Volgenau School of Engineering	Fall 2025	Fall 2025	Fall 2040	Fall 2040
	Headcount	FTE	Headcount	FTE
Student	11,915	10,049.06	10,346	8,726.37
Faculty and Staff	1,277	635.67	1,084	552.31

The projections shown in Table 8 represent a plausible outcome that can serve as a generous upper bound in the case of “all goes as planned.” Strategic commitments and targeted investment may allow Mason to meet these ambitious TTIP goals. Likewise, enrollment at the University level could go up accordingly, assuming programs in other colleges are not affected by VSE growth. Table 9 presents such a scenario.

Table 9: TTIP Scenario Projections for Mason’s overall Student, Faculty, and Staff Headcount and FTE

George Mason University	Fall 2025	Fall 2025	Fall 2040	Fall 2040
	Headcount	FTE	Headcount	FTE
Student	43,674	34,467.66	44,538	34,989.97
Faculty and Staff	8,057	5,282.22	8,363	5,506.84

It is important to keep in mind, however, that while the projections based on the TTIP scenario are not implausible and lie within the high-medium-low range, demographic constraints (such as a declining pool of high school graduates)⁵ and enrollment competition with other institutions may constrain opportunities to meet these goals. Because the supply of high school graduates is finite, increased enrollment in Mason’s TTIP-related programs may signal slower growth or even decline in some other programs at Mason.

⁵ Demographic and high school graduation trends will likely limit George Mason’s long-term enrollment growth, both from Northern Virginia and from the rest of Virginia. While Mason has enrolled increasingly a growing number of out-of-state students, the birth trends observed in Virginia apply to the U.S. and many states as well. Some higher education institutions have already experienced the demographic squeeze. More will soon have to compete fiercely for the available supply of high school graduates.

FUTURE TRENDS IN ONLINE EDUCATION

Online learning could be another important factor affecting Mason’s growth. Prior to the COVID-19 pandemic, George Mason had the second largest number of students who enrolled in at least one online course in Virginia. When the pandemic started, virtually all colleges and universities switched to online learning, and may continue to do so, at least in combination with in-person instruction in the near future. Mason has the advantage by having built a strong online platform and reputation, but the advantage could be reduced because other higher education institutions, in response to COVID-19, have bolstered the capacity and functionality of their online course platforms. Plans to expand undergraduate enrollment in online programs at Mason will require substantial investment and determined effort; the results of which cannot be foreseen in this unusual time.

While predicting exact trends in online learning is riddled with uncertainty, it is important to bear in mind that the national online education market has become increasingly saturated, and there is significant competition emanating from other institutions in higher education. The demographic trends observed in Virginia, such as slow population growth and decline in high school graduates, are also national trends. Attracting online students from out of state will be increasingly challenging. As a result, online program enrollment is unlikely to grow exponentially in the future as the recent Mason data showed, and may not be an effective way to boost overall enrollment.

CONCLUSION

These projections suggest possible directions for Mason’s future student enrollment and for faculty and staff hiring. The actual trajectories for the entire university and for individual colleges will be influenced significantly, however, by administrative initiatives and strategic decisions made by Mason.

Factors that could impede fast-paced growth include: space constraints for certain programs, declining college affordability, or an adverse shift in job market demand. All could be compounded by a shrinking cohort of 18-24-year-olds in Virginia, due to lower birth rates and less migration, resulting in greater future competition from other universities for a smaller pool of potential students. The business-as-usual model could be further challenged by a global pandemic or an economic recession.

Every coin has two sides, however, so while there are limits to the role that growth plays in Mason’s future, there also exist opportunities for expansion, if appropriate investments are made in time. Mason could boost its future enrollment by actively recruiting students from a broader geographic area, or by attracting more non-traditional students and offering more night classes. Factors such as degree inflation in the workforce for low- and middle-skilled jobs, or targeting replacement jobs by replenishing the retirees in the labor market are also elements that may work in Mason’s favor.

Given all this uncertainty, preparing for a wide range of futures is prudent, and these student, faculty, and staff projections for 2025 and 2040 provide a glimpse into multiple possible futures. Reality may fall somewhere between the steady state and the high-medium-low growth trajectories. Only time will tell.

APPENDICES

APPENDIX I STUDENT, FACULTY, AND STAFF PROJECTIONS METHODOLOGY

ABOUT INPUT DATA

George Mason University is a nimble, fast-developing and growing higher education institution. Many new programs and degrees have been added over the years. Program expansion and contraction occurred frequently and sometimes drastically.

To project the future over 20 years for students in 12 colleges with over 150 degree designations and 555 programs, and for faculty in 30 divisions and 227 departments, optimal quality input data is essential. In an ideal situation, we would have begun this work armed with at least the past 20 years of trends with complete and consistent records across all relevant academic and administrative units.

Reality, however, is often far from perfect, and in this case only the past 14 years of Mason's data were available. Further, growth and evolution of various units within the university resulted in missing or inconsistent data over this time period. As a result, while not optimal, this analysis relies primarily on the last three and five years of input data, up until 2019. Adjustments were made for data containing empty cells and inconsistencies to ensure all averages, shares, and ratios are calculable and reasonable.

METHODOLOGY DESCRIPTION

Multiple methods and approaches have been considered and tested in preparing these complex, multi-layered projections. In the end, based on the nature of the input data, the purpose of the projections, and the overall demographic trends, the methodology selected is considered to provide the most coherent and consistent results reflecting both recent trends and a reasonable outlook into the future.

Three projections series at the University level, with breakdown by colleges for students as well as divisions for faculty and staff, are provided to demonstrate the range of likely variability. The medium series were produced using the methodology described below. The high and low series are 10 percent above and below the medium respectively.

Projections for students, faculty, and staff were developed using a combination of Mason's administrative data, Virginia population projections, and Northern Virginia high school graduation projections. While not directly incorporated into the projections, the labor market analysis and meetings with leadership from Mason and from each college provided valuable background and perspectives, and informed the projections.

2025 PROJECTIONS

University student headcount

We used two ratios to project University-level student enrollments, based on relationships to the overall college-age population in Virginia, and high school graduates in Northern Virginia.

$$\text{RATIO A} \rightarrow \frac{\text{Mason Students in 2019}}{\text{All 18–24 year olds in VA in 2019}} = \frac{\text{Mason Students in 2025}}{\text{All 18–24 year olds in VA in 2025}}$$

and

$$\text{RATIO B} \rightarrow \frac{\text{Mason Students in 2019}}{\text{NoVa H.S. Classes of 2013–2019}} = \frac{\text{Mason Students in 2025}}{\text{NoVa H.S. Classes of 2019–2025}}$$

Projections for 18-24-year-olds in Virginia in 2025 and Northern Virginia high school classes of 2020-2025 were produced by the Weldon Cooper Center.

From ratio A, we derived a total of 38,830, and from ratio B, we derived a total of 41,403. To stabilize random fluctuations, an average of the two (40,116) was used as the total for student headcount at Mason.

Student headcount by program

Projections for student headcount were developed by program and aggregated up to the 12 colleges. We used the average headcount over 2017-2019 for each program to redistribute the 2025 Mason total. We then summed up the programs across each college, and constructed the high-medium-low scenario projections for 2025.

Student FTE by program

Projections for student FTE were created at the program level, using ratios of FTE to headcount for 2017-2019. The ratios were averaged over the past three years, and applied to the projected 2025 student headcount to calculate the 2025 student FTE for each program. Program FTEs were summed up to produce college-level FTEs.

University faculty and staff headcount

The total number of faculty and staff at the University level was based on the ratio of faculty and staff to students. We created the ratio (faculty headcount/ student headcount) for each of the last three years, created a 3-year average of the ratio, and applied it to the projected student headcount in 2025 to obtain the faculty and staff total for Mason overall.

Faculty and staff headcount by department

Faculty and staff headcount projections for each department were developed by calculating the average headcount over 2017-2019 and using this to redistribute the 2025 faculty and staff total. Next, the departments under each division were aggregated for the division-level projections.

Faculty and staff FTE by department

For projections of faculty and staff FTE, we first built ratios of FTE to headcount for each year over 2017-2019 across each department. We then applied the 3-year average of these ratios to the faculty and staff headcount to project FTE. These FTE's at the department-level were summed for the division-level projections.

2040 PROJECTIONS

University student headcount

The total for 2040 was constructed similarly to that for 2025, using the following ratios:

$$\text{RATIO A}' \rightarrow \frac{\text{Mason Students in 2019}}{\text{All 18–24 year olds in VA in 2019}} = \frac{\text{Mason Students in 2040}}{\text{All 18–24 year olds in VA in 2040}}$$

$$\text{RATIO B}' \rightarrow \frac{\text{Mason Students in 2019}}{\text{NoVa H.S. Classes of 2013–2019}} = \frac{\text{Mason Students in 2040}}{\text{NoVa H.S. Classes of 2034–2040}}$$

From ratio A', we derived a total of 42,433, and from ratio B', we derived a total of 42,989. To even out fluctuations, the average (42,711) was used as the total for student headcount at Mason.

Student headcount by college

Projections for student headcount were developed at the college-level, as enrollment in individual programs is highly uncertain that far in the future. We created shares of students in each college to Mason's overall enrollment from 2015-2019, and averaged the shares. By applying this 5-year average share to the 2040 projected university total, we produced college-level projections.

Student FTE by college

The 2025 projections process was repeated for 2040, using data for the last five years.

University faculty and staff headcount

Similar to the process for 2025, we calculated the faculty and staff total for Mason overall in 2040.

Faculty and staff headcount by division

We created the share of faculty and staff in every division to Mason overall for each of the five years, and averaged them. This averaged share was then used to redistribute the projected faculty and staff total at the university level, to derive headcount for each division.

Faculty FTE by division

The process for developing faculty and staff FTE projections for 2040 was the same as for 2025, using 2015-2019 data.

**APPENDIX II
2025 STUDENT PROJECTIONS BY PROGRAM, AND FACULTY AND STAFF
PROJECTIONS BY DEPARTMENT**

Table 10: 2025 Projections for Student Enrollment Headcount and FTE by College and Program

ALL COLLEGES AND DEGREES	
Headcount	FTE
40,116	31,039.61

BUSINESS					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				5,228	4,327.33
BS	BU-BS-ACCT	Accounting	520301	1,105	872.30
	BU-BS-FNAN	Finance	520801	771	668.69
	BU-BS-ISOM	Information Systems & Ops Mgmt	521399	1,011	869.45
	BU-BS-MGMT	Management	520201	1,049	869.06
	BU-BS-MKTG	Marketing	521401	535	467.79
	BU-BS-UNDE	Undeclared	240102	119	112.13
CERB	BU-CERB-ACCT	Accounting	520301	15	5.72
CERG	BU-CERG-ACAN	Accounting Analytics	520399	0	0.00
	BU-CERG-BUSA	Business Analytics	521301	15	6.41
	BU-CERG-FACC	Forensic Accounting	520303	9	3.30
	BU-CERG-GACT	Government Accounting	520304	9	3.20
MBA	BU-MBA-BUAD	Business Administration	520201	302	246.25
	BU-MBA-BUDL	EMBA - Distance Learning	520201	0	0.00
	BU-MBA-BUEX	Executive MBA	520201	18	0.00
MS	BU-MS-ACCT	Accounting	520301	115	73.65
	BU-MS-BIOM	Bioscience Management	529999	0	0.00
	BU-MS-MGMT	Management	520101	44	49.45
	BU-MS-MSIS	Management of Secure Info Syst	430303	15	14.15
	BU-MS-REAL	Real Estate Development	521501	54	27.05
	BU-MS-TECM	Technology Management	520211	22	20.10
NDG	BU-NDG-UNDE	International Student Exchange	990000	1	1.60
NDU	BU-NDU-UNDE	International Student Exchange	990000	18	17.02

2025 Projections for Student Enrollment Headcount and FTE by College and Program

CEHD					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				4,133	2,279.29
BA	E1-BA-HDFS	Human Devl and Family Science	190701	67	57.05
BPRE	E1-BPRE-EEPK	Elementary Educ PK-6 Licensure	131202	4	3.70
	E1-BPRE-PHED	Physical Education	131314	37	30.42
	E1-BPRE-UNDE	Undeclared	240102	0	0.00
BS	E1-BS-ATT	Athletic Training	510913	73	64.26
	E1-BS-HFRR	Health, Fitness & Rec Resrcs	131307	212	194.72
	E1-BS-KNES	Kinesiology	310505	347	307.80
	E1-BS-TEM	Tourism and Events Management	520903	175	153.98
BSED	E1-BSED-ECDL	Early Childhd Ed Div Learners	131210	5	4.77
	E1-BSED-EDSE	Special Education	131001	2	2.27
	E1-BSED-PHED	Physical Education	131314	26	22.95
CERB	E1-CERB-OREL	Outdoor Rec & Exper Leadership	131307	0	0.00
CERG	E1-CERG-AALT	ASTL-Alternative Education	130301	0	0.00
	E1-CERG-AART	ASTL - Art Education	131302	0	0.00
	E1-CERG-ABAC	Applied Behavior Analysis	422814	64	27.60
	E1-CERG-ADIB	Fast Train Adv Intl Baccalaure	130301	0	0.00
	E1-CERG-AECE	ASTL-Early Childhood Educ	130301	0	0.00
	E1-CERG-AGCE	Gifted Child Education	130301	0	0.00
	E1-CERG-AHIS	ASTL - History	130301	0	0.00
	E1-CERG-AIBS	Adv Intl Baccalaureate Studies	130301	0	0.00
	E1-CERG-ALRS	ASTL - Lit Reading Specialist	131315	0	0.00
	E1-CERG-ALTR	ASTL - Literacy/Reading	130301	0	0.00
	E1-CERG-AMTH	ASTL - Mathematics	130301	0	0.00
	E1-CERG-ASD	Autism Spectrum Disorders	131013	8	3.76
	E1-CERG-AT	Assistive Technology	130301	6	1.71
	E1-CERG-CISL	English as a Second Language	130301	0	0.00
	E1-CERG-CNSL	Counseling	131101	3	0.89
	E1-CERG-CRIN	Curriculum and Instruction	130301	19	8.27
	E1-CERG-DDDM	Data-Drvn Dec Mkg f/Con Ed I	130301	0	0.00
	E1-CERG-DDLS	Dsgning Dgtrl Lrning in Schools	130501	0	0.00
	E1-CERG-ECPS	Dual Lic Erly Chd PK3-Special	131001	2	1.07
	E1-CERG-EDLE	Education Leadership	130401	28	10.50

CEHD Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
CERG	E1-CERG-EDSE	Special Education	131001	43	13.97
	E1-CERG-ELRN	E-Learning	130501	22	5.43
	E1-CERG-ELSE	ESL/Special Education	131001	0	0.00
	E1-CERG-EPK3	Early Childhood Ed-PK3	130301	3	1.26
	E1-CERG-EPOL	Education Policy	440502	0	0.00
	E1-CERG-ESEP	ESOL Ed (PK-12) For Practitnrs	131401	0	0.00
	E1-CERG-ETSA	Teaching Students W/Autism	131013	0	0.00
	E1-CERG-FLNC	Foreign Language Licensure	131306	0	0.27
	E1-CERG-IAST	IT - Assistive Technology	130301	0	0.00
	E1-CERG-IEEL	Intl Elem Ed (PK-6) Licensure	130301	0	0.00
	E1-CERG-IITS	IT-Integration of Tech in Sch	130301	0	0.00
	E1-CERG-IMMD	IT - Mutimedia Development	130301	0	0.00
	E1-CERG-INEL	Intl ESOL Ed (PK-12) Licensure	131401	0	0.00
	E1-CERG-IOLS	Intgrtn of Online Lrn in Schol	130501	0	0.00
	E1-CERG-ISED	Intl Special Education (PK-12)	131001	0	0.00
	E1-CERG-ITTL	NPST: Transform Teacher Ldrshp	130301	0	0.00
	E1-CERG-LRIN	Literacy/Reading Instruction	131315	20	5.07
	E1-CERG-LTCH	Learning Technologies	130501	15	5.34
	E1-CERG-LTRS	Literacy: K-12 Reading Speclst	131315	6	1.51
	E1-CERG-PCLC	Post-Masters Counseling Lic	131101	8	2.14
	E1-CERG-RESM	Research Methods	130603	0	0.00
	E1-CERG-SDAC	Students W/Dis Access Adp Curr	130301	4	1.48
	E1-CERG-SDGC	Students W/Dis Access Gen Curr	131013	10	3.31
	E1-CERG-SELC	Secondary Education Licensure	130301	0	0.00
	E1-CERG-SELE	Special Education Leadership	130402	0	0.00
	E1-CERG-SPEC	Early Childhood Special Educ	130301	0	0.00
	E1-CERG-SPEL	Emotional Distur/Learn Disabil	130301	0	0.00
	E1-CERG-SPFT	Fast Train Special Ed Certific	131001	0	0.00
	E1-CERG-SPLM	LD/ED/MR	130301	0	0.00
	E1-CERG-SPSD	Severe Disabilities	131013	0	0.00
	E1-CERG-SPTC	Sport Coaching	131314	0	0.00
	E1-CERG-SRLD	Spec Read Inst Stud Sp Lrn Dis	131315	0	0.00
	E1-CERG-VILI	Visual Impairments Lic PK-12	131009	7	1.92

CEHD Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
MA	E1-MA-NPST	New Professional Studies	309998	0	0.00
	E1-MA-PSYC	Psychology	420101	28	28.65
MED	E1-MED-CNDV	Counseling and Development	131101	148	86.49
	E1-MED-CRIN	Curriculum and Instruction	130301	908	462.56
	E1-MED-EDLE	Education Leadership	130401	342	143.73
	E1-MED-EDSE	Special Education	131001	726	305.67
MS	E1-MS-ATT	Athletic Training	510913	23	24.32
	E1-MS-EDP	Educational Psychology	422806	56	29.42
	E1-MS-EFHP	Exercise, Fitness & Hlth Promo	131314	34	26.25
	E1-MS-SRST	Sport and Recreation Studies	310504	45	27.29
NDG	E1-NDG-UNDE	Contract Course Only	990000	279	79.27
NDU	E1-NDU-UNDE	International Student Exchange	990000	0	0.00
PHD	E1-PHD-EDUC	Education	130101	324	128.20

CHHS					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				3,065	2,487.55
BPRE	HH-BPRE-NURS	Nursing	513801	437	378.18
	HH-BPRE-UNDE	Undeclared	240102	0	0.00
BS	HH-BS-COMH	Community Health	512208	603	554.81
	HH-BS-HADM	Health Administration	519999	394	342.18
	HH-BS-RHBS	Rehabilitation Science	512314	63	57.97
BSN	HH-BSN-NURS	Nursing	513801	318	298.71
BSW	HH-BSW-SOCW	Social Work	440701	210	177.20
CERB	HH-CERB-GERO	Gerontology	301101	0	0.00
	HH-CERB-NUTR	Nutrition	513102	0	0.00
CERG	HH-CERG-ALA	Assisted Living Administration	510702	0	0.00
	HH-CERG-ASHA	Assisted Living Sr Housing Adm	510702	0	0.00
	HH-CERG-BSTN	Biostatistics	261102	0	0.00
	HH-CERG-CRHP	Conf Resolution for Hlth Prof	519999	0	0.00
	HH-CERG-EPID	Epidemiology	261309	0	0.00
	HH-CERG-FPMH	Fam Psych Mntl Hlth Nurs PC	513801	0	0.00
	HH-CERG-FRNN	Forensic Nursing	513801	0	0.00
	HH-CERG-FSEC	Food Security	513102	0	0.00
	HH-CERG-GERO	Gerontology	301101	4	1.04
	HH-CERG-GLOH	Global Health	512210	0	0.00
	HH-CERG-HIDA	Hlth Infmatics and Data Analyt	512706	8	3.17
	HH-CERG-HISN	Health Information Systems	519999	0	0.00
	HH-CERG-HTHP	Health Policy	512201	0	0.00
	HH-CERG-NUAD	Nursing Administration	513801	0	0.00
	HH-CERG-NUAP	Adult Nurse Practitioner	513801	0	0.00
	HH-CERG-NUED	Nursing Education	513203	0	0.00
	HH-CERG-NUIN	International Nursing	513899	0	0.00
	HH-CERG-NUTR	Nutrition	513102	5	1.96
	HH-CERG-PHLM	Public Health Ldrshp and Mgmt	512201	0	0.00
	HH-CERG-PMHN	Psychiatric Mntl Hlth Nurs PC	513810	11	3.53
	HH-CERG-PPM	Physician Practice Management	519999	0	0.00
HH-CERG-PUBH	Public Health	512201	13	6.07	
HH-CERG-QIOM	Qlty Improvement/Outcomes Mgt	519999	0	0.00	
HH-CERG-RHBS	Rehabilitation Science	261503	0	0.00	
HH-CERG-SHA	Senior Housing Administration	510702	0	0.00	

CHHS Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
DNP	HH-DNP-NURS	Nursing	513818	109	65.40
MHA	HH-MHA-HSMG	Health Systems Management	510701	122	70.08
MPH	HH-MPH-PUBH	Public Health	512201	129	80.66
MS	HH-MS-EBST	Epidemiology and Biostatistics	261309	0	0.00
	HH-MS-GLOH	Global Health	512210	7	4.56
	HH-MS-HADM	Health Science	519999	0	0.00
	HH-MS-HINF	Health Informatics	512706	102	57.43
	HH-MS-HMP	Health and Medical Policy	440503	15	8.10
	HH-MS-NUTR	Nutrition	513102	54	36.25
	HH-MS-SHA	Senior Housing Administration	510799	0	0.00
MSN	HH-MSN-NURS	Nursing	513801	128	74.83
MSNBA	HH-MSNBA-NUBU	Nursing/Business Admin	513801	0	0.00
MSW	HH-MSW-SOCW	Social Work	440701	240	224.79
NDG	HH-NDG-UNDE	Undeclared	990000	23	7.35
NDU	HH-NDU-UNDE	International Student Exchange	990000	0	0.00
PHD	HH-PHD-HSR	Health Services Research	512299	32	16.95
	HH-PHD-NURS	Nursing	513808	20	8.10
	HH-PHD-RHBS	Rehabilitation Science	261503	18	8.25

CHSS					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				8,455	6,879.87
BA	LA-BA-AH	Art History	500703	30	24.28
	LA-BA-ANTH	Anthropology	450201	84	77.77
	LA-BA-CLS	Criminology, Law and Society	430107	312	280.02
	LA-BA-COM	Communication	231304	666	599.23
	LA-BA-ECON	Economics	450601	156	135.92
	LA-BA-ENGL	English	230101	346	295.02
	LA-BA-EVSS	Environmental & Sustain Studies	303301	146	137.80
	LA-BA-FRLN	Foreign Languages	160101	99	82.50
	LA-BA-GLOA	Global Affairs	450901	702	654.34
	LA-BA-HIST	History	540101	299	250.19
	LA-BA-INTS	Integrative Studies	240199	798	740.27
	LA-BA-LAS	Latin American Studies	50107	3	1.84
	LA-BA-PHIL	Philosophy	380101	51	45.54
	LA-BA-PSYC	Psychology	420101	510	445.59
	LA-BA-RELI	Religious Studies	380201	12	8.80
	LA-BA-REST	Russian & Eurasian Studies	50110	13	11.88
LA-BA-SOCI	Sociology	451101	108	87.58	
BFA	LA-BFA-CW	Creative Writing	231302	47	42.34
BIS	LA-BIS-INDV	Individualized Study	240101	270	139.17
BPRE	LA-BPRE-CW	Creative Writing	231302	38	35.74
	LA-BPRE-INDV	Individualized Study	240101	4	2.20
	LA-BPRE-UNDE	Undeclared	240102	23	22.18
BS	LA-BS-CLS	Criminology, Law and Society	430107	995	901.93
	LA-BS-ECON	Economics	450601	272	252.95
	LA-BS-INTS	Integrative Studies	240199	56	53.54
	LA-BS-PSYC	Psychology	420101	759	683.23
CERB	LA-CERB-ISLM	Islamic Studies	309999	0	0.00

CHSS Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
CERG	LA-CERG-ASP	Adv Grad Studies in Sch Psych	420101	0	0.00
	LA-CERG-AVIP	Aviation Psychology	309999	0	0.00
	LA-CERG-CASR	Crit Ana and Strat Res to Terr	449999	0	0.00
	LA-CERG-CNEU	Cognitive Neuroscience	302501	0	0.00
	LA-CERG-CTCH	College Teaching	131201	1	0.40
	LA-CERG-DPH	Digital Public Humanities	540199	14	3.69
	LA-CERG-ECSD	Economic Systems Design	450601	0	0.00
	LA-CERG-EDCC	Education (Community College)	131299	0	0.00
	LA-CERG-EPGY	English Pedagogy	131201	0	0.09
	LA-CERG-FLK	Folklore	309999	0	0.00
	LA-CERG-FLKS	Folklore Studies	302601	0	0.00
	LA-CERG-HEDA	Higher Ed Administration	130406	4	1.60
	LA-CERG-MEIS	Middle East & Islamic Studies	50108	0	0.00
	LA-CERG-PMG	Public Management	440401	0	0.00
	LA-CERG-PTW	Professional and Techncl Wrtnng	231303	0	0.00
	LA-CERG-PWE	Professional Writing & Editing	231303	0	0.00
	LA-CERG-PWR	Prof Writing & Rhetoric	231303	0	0.00
	LA-CERG-SCH	School Psychology	422805	0	0.00
	LA-CERG-SCMN	Science Communication	309999	0	0.00
	LA-CERG-TESL	Teaching English as Sec Lang	131401	12	5.01
LA-CERG-UBTY	Usability	309999	0	0.00	
LA-CERG-WGST	Women and Gender Studies	50207	0	0.00	
LA-CERG-WMST	Women's Studies	50207	0	0.00	
DA	LA-DA-EDCC	Education (Community College)	131299	5	0.81

CHSS Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
MA	LA-MA-AH	Art History	500703	19	8.44
	LA-MA-ANTH	Anthropology	450201	37	21.44
	LA-MA-CLS	Criminology, Law and Society	430103	14	6.79
	LA-MA-COM	Communication	90101	41	26.68
	LA-MA-ECON	Economics	450601	77	47.56
	LA-MA-ENGL	English	231404	77	41.25
	LA-MA-FRLN	Foreign Languages	160101	21	9.89
	LA-MA-GLOA	Global Affairs	302001	56	34.16
	LA-MA-HDA	History of Decorative Arts	500799	0	0.00
	LA-MA-HESD	Higher Ed and Student Dvlopmnt	130406	37	17.62
	LA-MA-HIST	History	540101	101	47.81
	LA-MA-MEIS	Middle East & Islamic Studies	50108	18	10.17
	LA-MA-PHIL	Philosophy	380101	12	6.13
	LA-MA-PSYC	Psychology	420101	91	65.51
	LA-MA-SOCI	Sociology	451101	19	11.70
MAIS	LA-MAIS-ISIN	Interdisciplinary Studies	309999	93	42.80
MFA	LA-MFA-CW	Creative Writing	231302	92	56.86
MPS	LA-MPS-AIOP	Applied Industr/Orgnztln Psys	422804	49	23.49
MS	LA-MS-CJUS	Criminal Justice	430104	50	30.70
NDG	LA-NDG-UNDE	Undeclared	990000	71	23.50
NDU	LA-NDU-UNDE	International Student Exchange	990000	43	28.20
PHD	LA-PHD-CLS	Criminology, Law and Society	430103	49	21.65
	LA-PHD-COM	Communication	90905	42	21.18
	LA-PHD-CULT	Cultural Studies	240103	52	20.62
	LA-PHD-ECON	Economics	450601	158	86.13
	LA-PHD-HIST	History	540101	63	21.49
	LA-PHD-LING	Linguistics	160102	19	10.57
	LA-PHD-PSYC	Psychology	420101	127	76.94
	LA-PHD-SOCI	Sociology	451101	46	19.38
	LA-PHD-WRTR	Writing and Rhetoric	231304	42	17.78

COS					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				4,200	3,334.53
BA	SC-BA-ASTR	Astronomy	400201	0	0.00
	SC-BA-BIOL	Biology	260101	149	128.62
	SC-BA-CHEM	Chemistry	400501	22	19.01
	SC-BA-GEOG	Geography	450701	31	24.29
	SC-BA-GEOL	Geology	400601	22	18.04
	SC-BA-MATH	Mathematics	270101	51	40.61
BPRE	SC-BPRE-UNDE	Undeclared	240102	5	2.60
BS	SC-BS-AOES	Atmospheric Sciences	400401	21	19.07
	SC-BS-ASTR	Astronomy	400201	31	26.65
	SC-BS-BIOL	Biology	260101	1,299	1,160.57
	SC-BS-CDS	Computational & Data Sciences	300801	76	70.36
	SC-BS-CHEM	Chemistry	400501	192	167.35
	SC-BS-ESCI	Earth Science	400601	43	36.63
	SC-BS-ESSC	Earth Systems Science	400601	0	0.00
	SC-BS-EVSC	Environmental Science	30104	159	148.03
	SC-BS-FRSC	Forensic Science	430406	259	244.76
	SC-BS-GEOG	Geography	450701	48	41.04
	SC-BS-GEOL	Geology	400601	0	0.00
	SC-BS-GLEC	Global & Environmental Change	409999	1	0.46
	SC-BS-MATH	Mathematics	270101	162	138.66
	SC-BS-MLAB	Medical Laboratory Science	511005	85	71.15
	SC-BS-NEUR	Neuroscience	261501	299	279.44
	SC-BS-PHYS	Physics	400801	116	97.62
CERB	SC-CERB-CCBS	Career Changer's Biol Sciences	260101	7	4.54
	SC-CERB-EVMG	Environmental Management	269999	0	0.00
	SC-CERB-PMCL	Pre-Medical	260101	26	20.50
	SC-CERB-PMED	Pre-Medicine	260101	0	0.00

COS Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
CERG	SC-CERG-ABS	Advanced Biomedical Sciences	260102	104	94.38
	SC-CERG-ACTS	Actuarial Sciences	521304	0	0.00
	SC-CERG-BCB	Bioinformatics & Comp Biology	261103	3	1.30
	SC-CERG-CSS	Computational Social Science	301501	5	1.21
	SC-CERG-CTA	Computational Tec & Applicat	300801	0	0.00
	SC-CERG-DSCI	Data Science	303001	4	1.81
	SC-CERG-EGBC	Envrmtl GIS & Biodvty Cnsrvtn	261307	4	2.32
	SC-CERG-EVMG	Environmental Management	269999	0	0.00
	SC-CERG-FORS	Forensics	430406	5	3.11
	SC-CERG-GI	Geospatial Intelligence	450702	6	2.87
	SC-CERG-GISC	Geographic Information Science	450701	11	5.44
	SC-CERG-NANO	Nanotechnology & Nanoscience	419999	0	0.00
	SC-CERG-PRSM	Personalized Medicine	260101	9	3.39
	SC-CERG-RSIP	Remote Sensing & Image Processng	270399	3	1.58
	MS	SC-MS-BCB	Bioinformatics & Comp Biology	261101	21
SC-MS-BIOL		Biology	260101	83	57.36
SC-MS-BMED		Biomedical Sciences	260102	0	0.00
SC-MS-BNFM		Bioinformatics Management	261103	0	0.00
SC-MS-CHEM		Chemistry	400501	17	8.98
SC-MS-COMP		Computational Science	300801	12	7.32
SC-MS-ESSC		Earth Systems Science	400601	11	6.41
SC-MS-EVSP		Environmental Science & Policy	30104	60	27.77
SC-MS-FRSC		Forensic Science	430406	93	62.82
SC-MS-GECA		Geographic & Cartographic Sci	450701	26	13.06
SC-MS-GEOI		Geoinfmtcs & Geospatl Intellig	450702	22	9.87
SC-MS-MATH		Mathematics	270101	12	5.15
SC-MS-PHAE		Applied & Engineering Physics	400801	17	8.48
MSP	SC-MSP-BNFM	Bioinformatics Management	261103	1	1.04
NDG	SC-NDG-UNDE	Undeclared	990000	46	16.32
NDU	SC-NDU-UNDE	International Student Exchange	990000	3	2.50

COS Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
PHD	SC-PHD-BCB	Bioinformatics & Comp Biology	261101	62	24.97
	SC-PHD-BIOS	Biosciences	300101	55	27.16
	SC-PHD-CBCM	Chemistry & Biochemistry	260202	36	15.84
	SC-PHD-CLIM	Climate Dynamics	400401	20	11.20
	SC-PHD-CSI	Computational Sci & Informatics	300801	54	20.44
	SC-PHD-CSS	Computational Social Science	301501	42	14.25
	SC-PHD-ESGS	Earth Systms & Geoinfmtn Science	400699	83	31.96
	SC-PHD-EVPP	Environmental Sci & Pub Policy	30104	61	23.70
	SC-PHD-MATH	Mathematics	270101	41	20.79
	SC-PHD-NEUR	Neuroscience	261501	16	6.59
	SC-PHD-PHYS	Physics	400801	49	20.93
	SC-PHD-PSCI	Physical Sciences	400101	0	0.00

2025 Projections for Student Enrollment Headcount and FTE by College and Program

CVPA					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				1,794	1,548.67
BA	AR-BA-AVT	Art and Visual Technology	500101	194	167.96
	AR-BA-DANC	Dance	500301	1	1.14
	AR-BA-FAVS	Film and Video Studies	500602	203	181.43
	AR-BA-MUSI	Music	500903	79	72.20
	AR-BA-THR	Theatre	500501	69	69.07
BFA	AR-BFA-AVT	Art and Visual Technology	500101	175	151.08
	AR-BFA-DANC	Dance	500301	79	83.76
	AR-BFA-GAME	Computer Game Design	100304	358	332.58
	AR-BFA-THR	Theatre	500501	88	88.78
BM	AR-BM-MUSI	Music	500903	207	195.99
BPRE	AR-BPRE-UNDE	Undeclared	240102	46	43.79
CERB	AR-CERB-GD	Graphic Design	500701	17	6.28
CERG	AR-CERG-ACIP	Artist Cert-Instrumental Perf	500701	0	0.00
	AR-CERG-ACPP	Artist Cert-Piano Performance	500701	0	0.00
	AR-CERG-ACVP	Artist Cert-Vocal Performance	500701	0	0.00
	AR-CERG-AENT	Arts Entrepreneurship	501002	0	0.00
	AR-CERG-AMGT	Arts Management	501002	0	0.00
	AR-CERG-ARTC	Artist	500701	0	0.12
	AR-CERG-ARTL	Art Education Licensure	130301	0	0.00
	AR-CERG-MELP	Music Education Licensure PK12	131312	4	2.27
	AR-CERG-PRMA	Pub Relatns & Mktg in the Arts	501002	0	0.00
	AR-CERG-SEMA	Spec Events Mgmt in the Arts	501002	0	0.00
	AR-CERG-THRP	Teaching Theater PK-12	131324	0	0.00
DMA	AR-DMA-MUAR	Musical Arts	500999	33	16.95
MA	AR-MA-AMGT	Arts Management	501002	111	65.47
	AR-MA-AVT	Art and Visual Technology	500101	0	0.00
	AR-MA-GAME	Computer Game Design	100304	3	1.32
	AR-MA-GD	Graphic Design	500409	7	4.22
MAT	AR-MAT-ARTE	Art Education	131302	20	9.96
MFA	AR-MFA-VPA	Visual and Performing Arts	500101	17	11.32
MM	AR-MM-MUSI	Music	500901	57	35.27

2025 Projections for Student Enrollment Headcount and FTE by College and Program

CVPA Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
NDG	AR-NDG-UNDE	Undeclared	990000	19	6.01
NDU	AR-NDU-ISE	International Student Exchange	990000	0	0.00
	AR-NDU-UNDE	Undeclared	990000	0	0.00
PHD	AR-PHD-MUE	Music Education	131312	5	1.69

2025 Projections for Student Enrollment Headcount and FTE by College and Program

INTO					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				320	289.11
BA	IN-BA-P001	Health and Human Services	999901	0	0.00
		Human and Social Development	999901	0	0.00
		Humanities and Social Sciences	380201	0	0.38
			451099	1	1.14
			500703	0	0.40
			999901	4	3.89
BFA	IN-BFA-P001	Humanities and Social Sciences	999901	0	0.00
BPRE	IN-BPRE-P001	Undeclared	900000	17	15.27
	IN-BPRE-P002	Undeclared	900000	2	2.56
	IN-BPRE-P003	Undeclared	900000	4	3.26
	IN-BPRE-P004	Information Systems & Ops Mgmt	900000	49	47.84
	IN-BPRE-P005	Undeclared	900000	24	25.62
BS	IN-BS-P001	Human and Social Development	999901	0	0.00
		Humanities and Social Sciences	999901	0	0.00
	IN-BS-P002	Physics	260101	0	0.40
			400801	0	0.40
	IN-BS-P003	Human and Social Development	999901	0	0.00
	IN-BS-P004	Business	999901	0	0.00
IN-BS-P005	Engineering and Computing	999901	5	5.27	
LLM	IN-LLM-P012	Law	999901	0	0.00
MA	IN-MA-P001	Human and Social Development	999901	7	6.55
		Humanities and Social Sciences	999901	7	6.14
	IN-MA-P006	Visual and Performing Arts	999901	26	22.68
	IN-MA-P008	Public Policy	999901	4	3.16
MBA	IN-MBA-P004	Business	999901	6	4.92
MED	IN-MED-P010	Education and Human Developmen	999901	5	5.40
MENG	IN-MENG-P005	Engineering and Computing	999901	0	0.00
MHA	IN-MHA-P009	Health and Human Services	999901	2	1.88
MM	IN-MM-P006	Health and Human Services	999901	6	5.32
MPP	IN-MPP-P008	Public Policy	999901	4	3.51

2025 Projections for Student Enrollment Headcount and FTE by College and Program

INTO Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
MSP	IN-MS-P002	Science	261103	0	0.33
			999901	8	7.49
	IN-MS-P004	Business	999901	21	20.55
		Engineering and Computing	111003	0	0.38
	IN-MS-P005		999901	72	66.79
		Science	999901	3	2.35
	IN-MS-P007	Conflict & Analysis Resolution	999901	2	2.14
	IN-MS-P009	Health and Human Services	999901	7	6.90
	IN-MS-P010	Education and Human Developmen	999901	12	11.33
	MSW	IN-MSW-P009	Health and Human Services	999901	0
NC	IN-NC-AEG	Business	999901	5	1.38
		Business	999901	11	2.23
	IN-NC-AEU	Engineering and Computing	999901	3	0.94
		Human and Social Development	999901	0	0.00
		Humanities and Social Sciences	999901	0	0.00
		Science	999901	0	0.00
	Undeclared	900000	0	0.00	

2025 Projections for Student Enrollment Headcount and FTE by College and Program

LAW					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				643	551.27
JD	LW-JD-LAW	Law	220101	555	502.77
JM	LW-JM-LAWM	Law	229999	22	9.11
LLM	LW-LLM-LAWE	Law and Economics	229999	3	1.90
	LW-LLM-LAWG	Global Antitrust Law & Econmcs	220205	11	6.52
	LW-LLM-LAWN	Intellectual Property	220212	8	5.59
	LW-LLM-LAWU	U.S. Law	220202	39	21.82
	LW-NDL-NDLU	Law School - Non-Degree	999901	4	3.56

PROVOST					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				1,553	1,072.07
BA	UN-BA-GLOA	Global Affairs	450901	0	0.00
BAS	UN-BAS-APLS	Applied Science	240102	77	58.31
BPRE	UN-BPRE-ACCS	Access Program	240102	0	0.00
	UN-BPRE-UNDE	Undeclared	240102	874	801.74
NDG	UN-NDG-GM	Guest Matriculant	990000	0	0.00
	UN-NDG-ISE	International Student Exchange	990000	0	0.00
	UN-NDG-UNDE	Contract Course Only	990000	0	0.00
	UN-NDG-VCON	Virginia Consortium	990000	88	29.95
	UN-NDG-WCON	Washington Consortium	990000	17	4.98
NDU	UN-NDU-ADVA	ADVANCE NOVA Partnership	990000	20	4.56
	UN-NDU-GM	Guest Matriculant	990000	250	97.99
	UN-NDU-HSGR	High School Guest Registration	990000	128	38.38
	UN-NDU-ISE	International Student Exchange	990000	0	0.00
	UN-NDU-UNDE	Undeclared	990000	62	23.26
	UN-NDU-VCON	Virginia Consortium	990000	17	8.45
	UN-NDU-WCON	Washington Consortium	990000	13	2.52
	UN-NDU-ZKOR	Korea Consortium	990000	8	1.93

2025 Projections for Student Enrollment Headcount and FTE by College and Program

SCAR					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				470	316.59
BA	CA-BA-CONF	Conf Analysis & Resolution	300501	127	119.99
BS	CA-BS-CONF	Conf Analysis & Resolution	300501	79	71.21
CERG	CA-CERG-CARA	Advanced Skills	300501	0	0.00
	CA-CERG-CARC	Collaborative Ldrshp in Com Pl	300501	0	0.00
	CA-CERG-CARP	Prevention, Recon, & Stabiliza	300501	0	0.00
	CA-CERG-CARW	World Religions, Diplomacy & C	300501	0	0.00
	CA-CERG-CONF	Conf Analysis & Resolution	300501	4	1.60
	CA-CERG-ECR	Environ Confl Resltn & Collab	300501	0	0.00
	MS	CA-MS-CONF	Conf Analysis & Resolution	300501	156
NDG	CA-NDG-UNDE	Undeclared	990000	5	1.96
NDU	CA-NDU-UNDE	Contract Course Only	990000	0	0.00
PHD	CA-PHD-CONF	Conf Analysis & Resolution	300501	98	29.96

2025 Projections for Student Enrollment Headcount and FTE by College and Program

SCHAR					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				1,897	1,332.32
BA	PP-BA-GVIP	Government & Intl Politics	451099	764	721.29
BS	PP-BS-PUAD	Public Administration	440401	108	91.75
CERG	PP-CERG-AM	Association Management	449999	0	0.00
	PP-CERG-BIOD	Biodefense	260599	5	2.39
	PP-CERG-CLPO	Collab/Learning in Policy Org	440501	0	0.00
	PP-CERG-CLS	Administration of Justice	430107	0	0.00
	PP-CERG-CVSP	Culture & Values in Soc Policy	440501	0	0.00
	PP-CERG-EMHS	Emerg Mgmt & Homeland Security	430302	4	1.48
	PP-CERG-GHS	Global Health and Security	440503	3	1.07
	PP-CERG-GMP	Global Medical Policy	440501	0	0.00
	PP-CERG-GSPM	Governance Systems/Policy Mgmt	440501	0	0.00
	PP-CERG-GTM	Global Trade Management	440401	0	0.00
	PP-CERG-IBP	Intl Business Planning	440501	0	0.00
	PP-CERG-IETP	Intl E-Commerce/Telecom Policy	440501	0	0.00
	PP-CERG-IMA	International Market Analysis	440501	0	0.00
	PP-CERG-MBDF	Microbial Biodefense	269999	0	0.00
	PP-CERG-MIC	Managing Intl Commerce	440501	0	0.00
	PP-CERG-NPMG	Nonprofit Management	520206	8	2.25
	PP-CERG-NSP	National Security & Pub Policy	450902	5	2.26
	PP-CERG-PMG	Public Management	440401	0	0.27
	PP-CERG-RTP	Regional Trade Policy/Planning	440501	0	0.00
	PP-CERG-STGE	Science, Tech & Global Economy	440501	0	0.00
PP-CERG-STP	Science Technology Policy	440501	0	0.00	
PP-CERG-STS	Science, Tchnlgy, & Security	449999	2	1.04	
PP-CERG-TLP	Transp and Logistics Policy	440501	0	0.00	
PP-CERG-TRHS	Terrorism & Homeland Security	430304	5	2.22	
DPA	PP-DPA-PUAD	Public Administration	440401	0	0.00

2025 Projections for Student Enrollment Headcount and FTE by College and Program

SCHAR Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
MA	PP-MA-ICP	Intl Commerce and Policy	450901	99	55.75
	PP-MA-INLS	International Security	450999	105	64.06
	PP-MA-NPST	New Professional Studies	309998	0	0.00
	PP-MA-POS	Political Science	451001	23	13.40
	PP-MA-TCMP	Telecommunications Policy	90702	0	0.00
	PP-MA-TELE	Telecommunications	90702	0	0.00
	PP-MA-TPOL	Transp Pol, Ops, Logistics	449999	20	10.10
MPA	PP-MPA-PUAD	Public Administration	440401	253	129.52
MPP	PP-MPP-LAW	Law	220101	0	0.00
	PP-MPP-PUBP	Public Policy	440501	205	114.43
MS	PP-MS-BIOD	Biodefense	260599	33	19.21
	PP-MS-ENTP	Enterprise Engr and Policy	309999	0	0.00
	PP-MS-HMP	Health and Medical Policy	440503	0	0.00
	PP-MS-NPST	New Professional Studies	309998	0	0.00
	PP-MS-ODKM	Organiztn Dev & Knowledge Mgt	521003	45	22.21
	PP-MS-PO	Peace Operations	302801	17	8.37
NDG	PP-NDG-UNDE	Undeclared	990000	36	12.51
NDU	PP-NDU-UNDE	International Student Exchange	990000	0	0.00
PHD	PP-PHD-BIOD	Biodefense	260599	16	6.07
	PP-PHD-POS	Political Science	451001	47	17.63
	PP-PHD-PUBP	Public Policy	440501	93	33.04

VSE					
Degree	Program	Program Description	CIP Code	Headcount	FTE
TOTAL				8,357	6,621.01
BPRE	VS-BPRE-ENGR	Engineering	240102	0	0.00
	VS-BPRE-UNDE	Undeclared	240102	822	718.57
BS	VS-BS-ACS	Applied Computer Science	110701	133	118.85
	VS-BS-BIOE	Bioengineering	140501	217	212.11
	VS-BS-CEIE	Civil and Infrastructure Engr	140801	328	309.06
	VS-BS-CPE	Computer Engineering	140901	303	273.56
	VS-BS-CS	Computer Science	110101	1,556	1,423.47
	VS-BS-CYSE	Cyber Security Engineering	430303	411	408.26
	VS-BS-ECME	Electronics & Comm Engineering	140101	0	0.00
	VS-BS-ELEN	Electrical Engineering	141001	352	299.62
	VS-BS-INFT	Information Technology	110103	1,713	1,317.68
	VS-BS-ME	Mechanical Engineering	141901	382	350.33
	VS-BS-STIC	Statistics	270501	51	46.90
	VS-BS-SYST	Systems Engineering	142701	119	111.71
	CERB	VS-CERB-CS	Computer Science	110101	5
VS-CERB-FIS		Foundations of Info Systems	110401	0	0.00
VS-CERB-INFT		Information Technology	110103	3	1.14
CERG	VS-CERG-ABSI	Architcture-Based Sys Integrtn	140101	0	0.00
	VS-CERG-ACBS	Applied Cyber Security	430403	3	1.16
	VS-CERG-ANPT	Adv Networking Protocols-TCOM	141004	0	0.00
	VS-CERG-ASTA	Applied Statistics	270501	4	1.04
	VS-CERG-BMCS	Biometrics	261101	0	0.00
	VS-CERG-BSTA	Biostatistics	261102	0	0.00
	VS-CERG-C4I	Cmnd, Cntrl, Comm, Cmpt & Intl	142701	0	0.00
	VS-CERG-CCCI	Cmnd, Cntrl, Comm & Intl SE	142701	0	0.00
	VS-CERG-CCM	Computational Modeling	142701	0	0.00
	VS-CERG-CISE	Civil Infrscture&Security Engr	140801	0	0.00
	VS-CERG-CNET	Computer Networking	142701	0	0.00
	VS-CERG-CONE	Communications and Networking	142701	0	0.00
	VS-CERG-DBM	Database Management	110802	0	0.00
	VS-CERG-DDI	Discovery, Design, Innovation	110401	0	0.00
	VS-CERG-DNIC	Data Analytics	110802	18	6.29

VSE Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
CERG Cont'd	VS-CERG-DTM	Data Mining	110802	0	0.00
	VS-CERG-ECOM	E-commerce	141001	0	0.00
	VS-CERG-FIS	Foundations of Info Systems	110401	2	0.74
	VS-CERG-FRED	Foundations of Real Estate Dev	309999	0	0.00
	VS-CERG-FSS	Federal Statistics	270501	0	0.00
	VS-CERG-INAG	Intelligent Agents	142701	0	0.00
	VS-CERG-INFE	Information Engineering	142701	0	0.00
	VS-CERG-ISA	Informatn Security & Assurance	111003	0	0.00
	VS-CERG-ISS	Information Systems Security	142701	0	0.00
	VS-CERG-LTE	Leading Technical Enterprises	140801	0	0.00
	VS-CERG-MOR	Military Operations Research	143701	0	0.00
	VS-CERG-NETT	Network Technologies & Applic	110901	0	0.00
	VS-CERG-NTLT	Intelligence Technologies	110103	0	0.00
	VS-CERG-SEAA	Syst Engineering Analys & Arch	140101	0	0.00
	VS-CERG-SICI	Sys Engr Comp, Info & Soft Int	142701	0	0.00
	VS-CERG-SIGP	Signal Processing	141001	0	0.00
	VS-CERG-SIS	Sys Engr for Sftwr Intsve Syst	142701	0	0.00
	VS-CERG-SWA	Software Architecture	110802	0	0.00
	VS-CERG-SWE	Software Engineering	140903	2	0.80
	VS-CERG-SYST	Systems Engineering	142701	0	0.00
VS-CERG-TCO	Tactical Computer Operations	142701	0	0.00	
VS-CERG-TESM	Telecomm Systems Modeling	110901	0	0.00	
VS-CERG-TFAS	TCOM Forensics and Security	110103	1	0.36	
VS-CERG-WBSE	Web-based Software Engineering	140903	0	0.00	
VS-CERG-WIRE	Wireless Communications	110901	0	0.00	
VS-CERG-WRE	Water Resources Engineering	140801	0	0.00	
ENGR	VS-ENGR-INFT	Information Technology	140901	0	0.00
MENG	VS-MENG-GCS	GeoConStruct Engineering	143301	6	2.32

VSE Continued					
Degree	Program	Program Description	CIP Code	Headcount	FTE
MS	VS-MS-AIT	Applied Information Technology	110103	180	88.42
	VS-MS-BIOE	Bioengineering	140501	7	5.34
	VS-MS-BSTA	Biostatistics	261102	5	3.28
	VS-MS-CEIE	Civil and Infrastructure Engr	140801	85	45.16
	VS-MS-CFRS	Computer Forensics	430403	70	37.45
	VS-MS-CPE	Computer Engineering	140901	48	27.25
	VS-MS-CS	Computer Science	110101	182	107.34
	VS-MS-DAEN	Data Analytics Engineering	110802	409	230.04
	VS-MS-ECOM	E-commerce	301501	0	0.00
	VS-MS-ELEN	Electrical Engineering	141001	82	39.91
	VS-MS-ISA	Informatn Security & Assurance	111003	51	28.48
	VS-MS-ISYS	Information Systems	110401	45	25.72
	VS-MS-OPRS	Operations Research	143501	36	17.86
	VS-MS-ORMS	Operations Research/Mgmt Sci	143501	0	0.00
	VS-MS-STAT	Statistical Science	270501	44	24.07
	VS-MS-SWE	Software Engineering	140903	100	51.61
	VS-MS-SYST	Systems Engineering	142701	63	29.44
	VS-MS-TCOM	Telecommunications	110901	65	36.16
NDG	VS-NDG-UNDE	Undeclared	990000	56	18.69
NDU	VS-NDU-UNDE	International Student Exchange	990000	16	13.88
PHD	VS-PHD-BIOE	Bioengineering	140501	20	12.39
	VS-PHD-CEIE	Civil and Infrastructure Engr	140801	46	25.48
	VS-PHD-CS	Computer Science	110101	108	54.30
	VS-PHD-ECE	Electrical and Computer Engr	141001	69	31.38
	VS-PHD-INFT	Information Technology	110103	83	33.93
	VS-PHD-SEOR	Systems Engineering & Ops Rsch	142701	27	14.45
VS-PHD-STAT	Statistical Science	270502	22	12.45	

Table 11: 2025 Projections for Faculty and Staff Headcount and FTE by Division and Department

Division/Department	Headcount	FTE
TOTAL	7,676	5,065.37
Academic Administration	388	354.02
Acad Innovation & New Ventures	27	27.46
Assoc Provost for Fac Affairs & Devel	5	5.28
Buchanan Center	0	0.00
Center for Global Education	18	18.30
Center for Global Ethics	0	0.00
Center for Global Studies	0	0.00
Center for Neuroeconomics	0	0.00
Honors College	25	19.80
Laboratory Safety	0	0.00
Library	135	120.79
Mason Front Royal Education Center	12	11.43
Provost Activities	48	42.33
Provost Faculty Rsrch & Instr Spt	1	1.41
Provost Undergrad/Graduate Support	0	0.00
Robinson Professors	5	4.65
Undergraduate Education Office	14	8.45
VP Research & Economic Development	96	94.12
Affiliates	0	0.00
Affiliates	0	0.00
Antonin Scalia Law School	249	158.18
Law Academic Admin & Student Svcs	30	29.06
Law Instruction & Research	207	116.44
Law Library	13	12.67
Central Reserves	1	1.06
University Reserves	1	1.06

2025 Projections for Faculty and Staff Headcount and FTE by Division and Department

Division/Department	Headcount	FTE
College of Education and Human Development	602	311.08
CEHD Indirect Cost PI Share	0	0.00
CEHD Academic Administration	130	23.73
CEHD Academic and Student Services	10	9.04
CEHD Accreditation & Prog Imprvment	5	4.31
CEHD Educator Preparation	33	6.85
CEHD Research Support	0	0.00
Div Adv Prof Teacher Dev & Intl Ed	45	27.24
Div Child, Family, Comm Engagement	45	27.52
Div Ed Psyc,Rsrch Methods,Ed Polic	18	14.66
Div Education Leadership	17	11.82
Div Elem, Literacy, & SecEd	41	29.57
Div Learning Technologies	13	9.39
Div of Health & Human Performance	78	36.56
Div of Sport, Recreation, & Tourism	60	34.49
Div Specl Ed & Disability Research	104	73.79
Graduate School of Education	0	0.00
PhD in Education Program	2	2.11
School of Recreation,Health,Tourism	0	0.00
Undergrad Studies in Educ (USIE)	0	0.00
College of Health and Human Services	379	205.21
Center for Health Policy	7	1.53
CHHS Acad Admin & Student Svcs	95	36.11
Department of Nutrition	12	8.87
Dept of Rehabilitation Science	13	7.17
Global & Community Health	44	29.90
Health Administration & Policy	59	31.54
Nursing	94	58.76
Social Work	55	31.35

2025 Projections for Faculty and Staff Headcount and FTE by Division and Department

Division/Department	Headcount	FTE
College of Humanities and Social Sciences	1,235	724.21
Associated Writing Project	0	0.00
CHSS Acad Admin & Student Services	41	37.50
CHSS Dean's Academic Activities	0	0.00
Communication	104	66.19
Criminology, Law & Society Program	139	75.26
Economics	142	48.87
English	224	142.33
Higher Education Program	8	5.10
History & Art History	117	79.77
Interdisciplinary & Associated Prg	43	26.40
Modern/Classical Languages	90	62.07
Philosophy	24	17.39
Psychology	171	73.82
Religious Studies	17	11.81
School of Integrative Studies	55	40.01
Sociology and Anthropology	54	33.42
Women and Gender Studies	5	4.26

Division/Department	Headcount	FTE
College of Science	801	499.25
Atmospheric, Oceanic & Earth Science	50	27.69
Bioinformatics	0	0.00
Biology	133	62.96
Biomedical Program	6	6.34
Biomedical Research Lab (BRL)	4	3.87
Center Comp & Data Sci & Stats	0	0.00
Center for Geospatial Intelligence	2	0.59
Center for Quantum Studies	0	0.00
Chemistry	77	39.99
Cntr Computational Fluid Dynamics	0	0.00
Cntr Intelligent Spatial Comp(CISC)	7	1.75
Cntr Spatial Info Science & System	18	10.99
Collision Safety& Analysis Ctr-CCSA	16	11.91
Comp Materials Science Cntr (CMaSC)	0	0.00
Computational and Data Sciences	33	18.36
COS Academic Admin & Student Svcs	64	55.75
COS Dean's Academic Activity	0	0.00
COS-VSE Collaborative Seed Funding	0	0.00
Ctr for Earth Observation CEOSR	11	10.56
Ctr for Environmental Sci & Tech	1	0.70
Ctr for Ocean-Land-Atmosphere Stud	17	12.34
Ctr Proteomics & Mol Med (CAPMM)	20	19.15
Earth Systems (ESGS)	0	0.00
East Fire Center	0	0.00
Environmental Science & Policy	56	34.15
Fluids & Materials	0	0.00
Geography	0	0.00
Geography & Geoinformation Sciences	47	28.20
Global Environ & Nat Resources Inst	1	0.00
Life Science	0	0.00
Mathematical Sciences	81	51.76
Microbiomic Analysis Center	0	0.00
Natl Ctr Biod & Inf Dis (NCBID)	15	13.37
Neuroscience	8	2.15
Physics & Astronomy	96	60.83
Shared Rsrch & Instrument Facility	1	1.06
SSB-School of Systems Biology	28	18.00
STEM Accelerator	8	6.78

Division/Department	Headcount	FTE
College of Visual and Performing Arts	400	254.89
AE Arts Support Umbrella	9	8.59
Art and Visual Technology	72	50.45
Arts Management Program	17	9.35
Center for the Arts	34	33.60
Community Outreach	1	1.06
Computer Games Design	23	20.50
CVPA Acad Admin & Student Svcs	18	15.81
Dance	26	16.55
Film & Video Studies	22	15.30
Green Machine	25	6.63
Hylton Performing Arts Cntr (HPAC)	19	18.66
Mason Community Arts Academy	6	6.34
Music	106	38.79
Theater of the First Amendment	0	0.00
Theatre	21	13.27
Communications and Marketing	52	51.65
Community Relations/Info Services	8	8.45
Conferences	0	0.00
Media Relations	12	12.32
Publications	15	15.49
VP for Communications & Marketing	16	15.39
Enrollment Services	221	166.34
Admissions	67	67.23
Enrollment Planning	10	10.21
Institut Effectiveness and Planning	15	14.78
Registrar	36	35.34
Student Acad Affairs & Advising	71	16.95
Student Financial Aid	22	21.82
Executive & Professional Education	27	21.08
EPE Arlington Course Activity	2	0.00
EPE Course Activity	4	0.00
EPE Operations	21	21.08
Prince William EPE Course Activity	1	0.00

2025 Projections for Faculty and Staff Headcount and FTE by Division and Department

Division/Department	Headcount	FTE
Executive Administration	37	36.54
Compliance, Diversity & Ethics	16	16.19
Legal Services	7	7.04
Office of University Audit	6	6.34
President's Activities	8	6.97
Facilities	268	267.73
Campus Planning	11	10.56
Facilities Administration	25	24.92
Facilities Construction	0	0.00
Facilities Mgmt	210	210.14
Facilities Project Management	22	22.11
Facilities Special Funding	0	0.00
Finance & Administration	586	580.98
4-VA Program	1	0.88
Budget & Planning	7	7.39
Capital Connection	6	6.34
Fiscal Services	84	82.92
HumanResource/Payroll/FacStaff Life	62	61.91
Information Technology Services	232	231.59
Institutional Research & Reporting	0	0.00
Instructional Improvement & Tech	0	0.00
Operations	63	63.36
Regional Campuses	34	32.88
Safety, Emergency, & Ent Risk Mgmt	35	34.85
Senior Vice President	5	4.44
Technology Systems	0	0.00
University Services	55	54.42
Government and Community Relations	8	8.45
VP for Gov't & Community Relations	8	8.45

2025 Projections for Faculty and Staff Headcount and FTE by Division and Department

Division/Department	Headcount	FTE
ICA	102	101.37
Fairfax Pool	0	0.00
Field House	5	5.28
Intercollegiate Athletics	96	96.09
Intramurals/Club Sports	0	0.00
Recreation & Athletic Complex (RAC)	0	0.00
Skyline Fitness Center	0	0.00
Information Technology Unit	0	0.00
New Administrative Systems	0	0.00
Institutional Student Support	1	0.00
Undergraduate/Graduate Support	1	0.00
INTO Mason	65	41.80
INTO Mason Admin/Operations	6	5.63
INTO Mason Instruction	59	36.16
Krasnow Institute for Advanced Study	9	2.05
Center for Social Complexity	0	0.00
Krasnow Instruction and Research	9	2.05
Mason Songdo Campus	5	4.49
Mason Korea Admin & Facilities	2	2.11
Mason Korea Enroll & Student Svcs	0	0.00
Mason Korea Instruction	3	2.38
Schar School of Policy and Government	215	134.46
Public/Int'l Affairs	39	10.77
SSPG Academic Admin & Student Svcs	173	122.64
SSPG Academic Programs	2	0.00
SSPG Centers	0	0.00
SSPG IND & Pool Faculty Accts	0	0.00
SSPG Study Abroad	1	1.06
School for Conflict Analysis and Resolution	88	44.28
S-CAR Academic Admin & Student Svcs	1	1.06
S-CAR Instruction & Research	87	43.23

2025 Projections for Faculty and Staff Headcount and FTE by Division and Department

Division/Department	Headcount	FTE
School of Business	369	253.76
Ctr for Critical Infrast Protection	0	0.00
SBus Academic Admin & Student Svcs	96	85.34
SBus Graduate Programs	32	18.07
SBus Undergraduate Programs	241	150.35
Summer Term	0	0.00
Summer Instruction	0	0.00
UAE Campus Administration	0	0.00
UAE Campus Administration	0	0.00
University Advancement	58	57.63
Advancement	40	40.03
Advancement Services	9	9.15
Alumni	8	8.45
University Life	616	366.06
Campus Life	32	10.54
Career Development	20	19.36
Counseling & Learning Svcs	21	20.23
Disability Resources	11	10.92
Diversity Programs & Services	14	12.71
Early Identification Program	6	5.46
English Language Institute	0	0.00
Faculty Directed Programs	3	1.58
Health & Wellness Services	32	30.76
Housing & Residential Life	341	157.90
Internatl Programs & Services	18	17.17
Multicultural Center	0	0.00
Orientation & Family Programs	19	9.91
Recreation Department	30	26.82
Student Media Group	4	3.63
Student Organizations	0	0.00
University Life Activities	64	39.06

2025 Projections for Faculty and Staff Headcount and FTE by Division and Department

Division/Department	Headcount	FTE
Volgenau School of Engineering	895	418.82
Bioengineering (BENG)	47	26.38
C4I Center	13	9.33
Civil Engineering& Infrastructure	65	27.17
Computer Science (CS)	200	91.48
Ctr for Air Trans Sys Research	2	0.00
Ctr for Assured Res & Eng	6	2.44
Ctr for Secure Information	7	1.47
Cyber Security Engineering	14	5.30
Data Analytics Engineering	5	4.47
E-Center for Business	0	0.00
Electrical&Computer Engineering	138	53.83
Info & Software Eng	0	0.00
Information Sciences & Technology	204	87.26
Intelligence & Security Resch Ctr	0	0.00
Learning Agents Center	0	0.00
Mechanical Engineering	25	16.23
Statistics	46	25.18
Systems Engr & Op Research	52	29.32
VSE Academic Admin & Student Svc	71	38.96



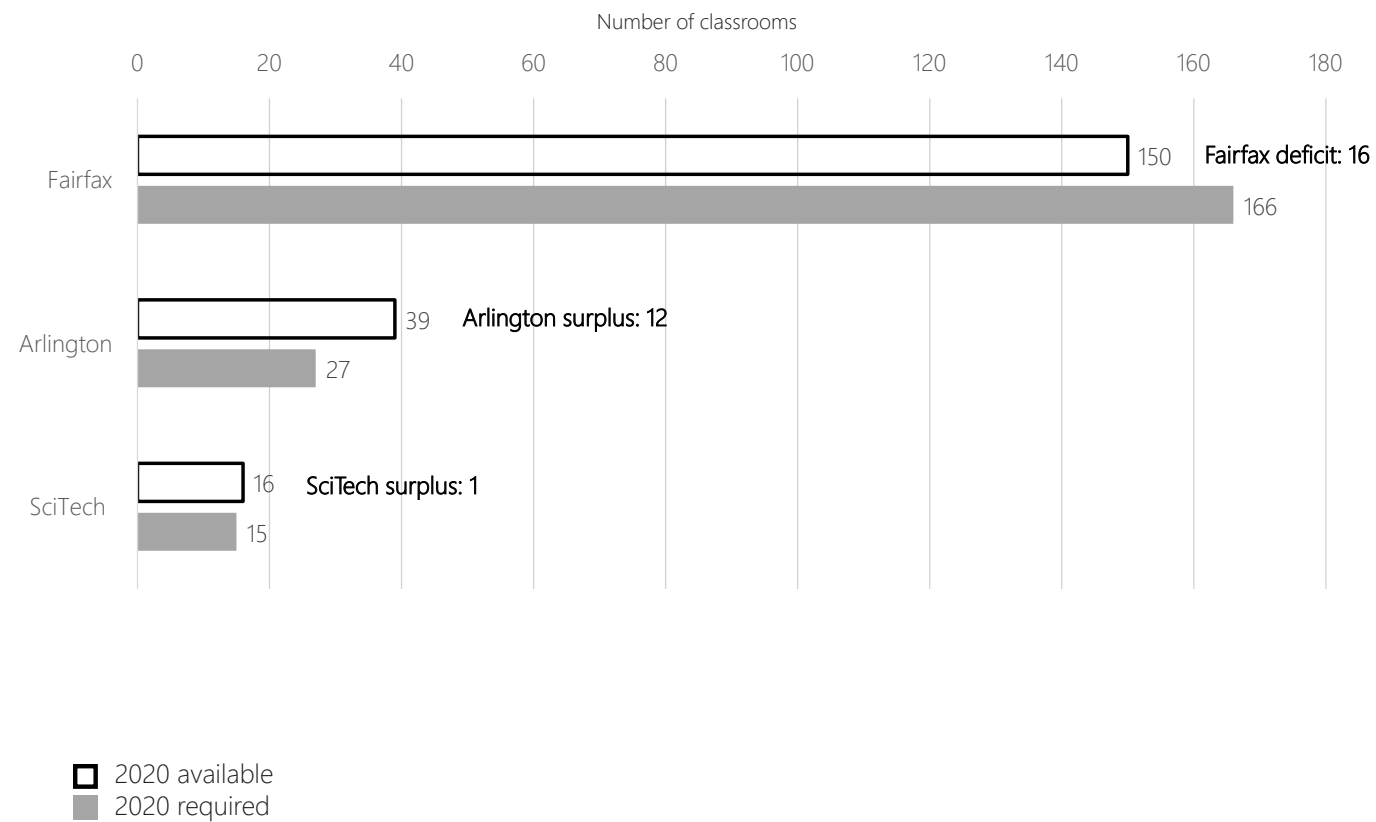
FUTURE SPACE NEEDS



FUTURE SPACE NEEDS BASED ON WELDON COOPER SCENARIOS

Our initial investigations focused on likely future space needs associated with the Weldon Cooper projections. The analysis is mostly campus agnostic.

NUMBER OF CLASSROOMS REQUIRED VS. AVAILABLE TODAY
By campus



Note:
Number of classrooms required as calculated by model.
Assumes current scheduling practices: Fairfax 7.30am to 10pm; Arlington 4.30pm to 10.00pm; SciTech 8am to 7pm.
Fairfax calculation represents a significant shift in distribution of room sizes. Different assumptions about utilization rates can reduce the Fairfax deficit.
The analysis for Arlington is based on utilization from 4.30pm to 10.00pm. If the analysis is restricted to the 7pm-10pm scheduling slot, then the university does not have a significant excess of available rooms.

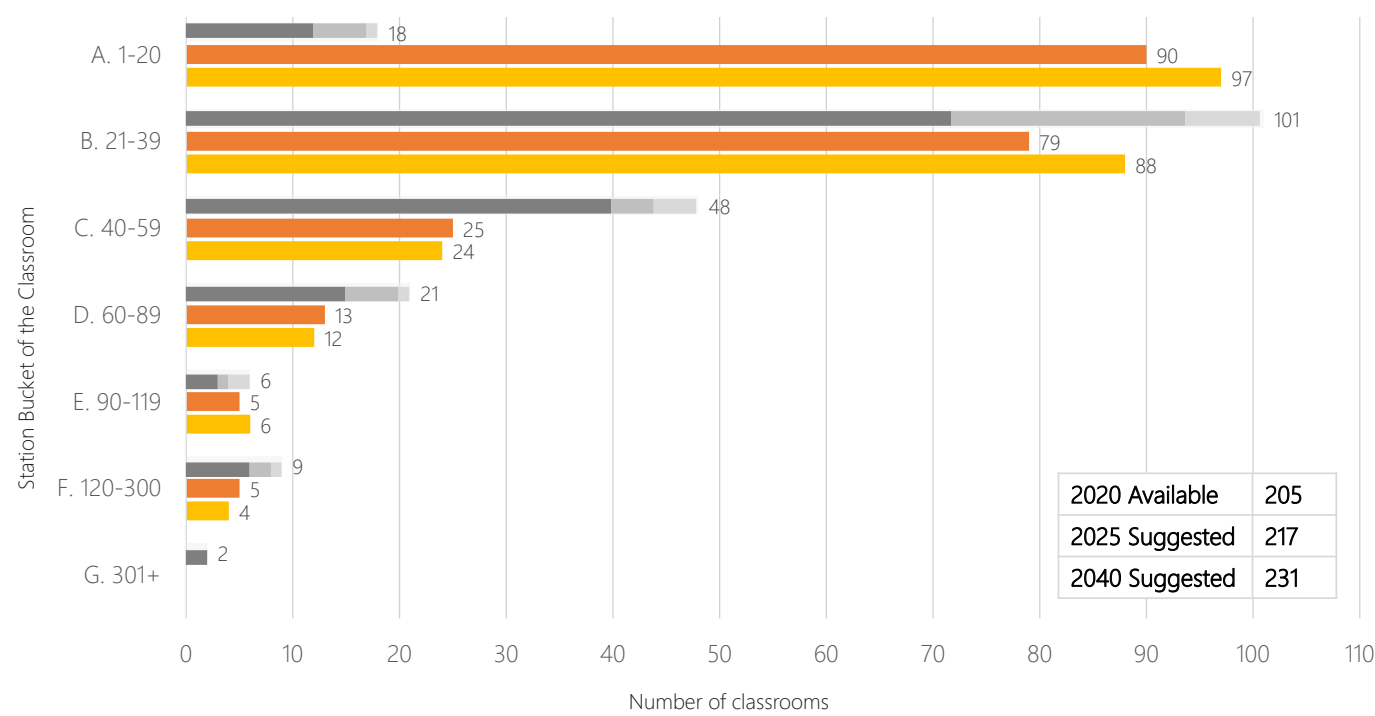
CLASSROOM

As outlined in the main body of this report, university classrooms at the Fairfax campus have fairly heavy utilization while those at the Arlington and SciTech campuses have additional capacity available. To determine future classroom needs, we constructed a model to determine the likely number of classrooms required to accommodate future scheduled instruction. The model is technical in nature, but essentially profiles the average course load for a given major using historical data, then uses the enrollment projections for each major to determine the number of students who will likely take a given class. We then translate this demand into a number of potential sections, and this section count can then be compared to the available classroom inventory and the university's block scheduling pattern, along with reasonable target usage rates, to determine potential surpluses and deficits in the inventory, and any misalignments between room sizes and section sizes. Note that our analysis was completed before Horizon Hall was opened, and so uses data from Robinson B (note that substituting in Horizon Hall for Robinson B in this analysis merely reduces the deficit from the current 16 down to 15).

The accompanying chart compares the current number of university classrooms available on each campus with the calculated number of classrooms needed as determined by the model for existing demand. The model assumes existing scheduling practices, including windows of the day where the majority of scheduled instruction takes place at each campus and class scheduling block patterns as laid out by the Office of the University Registrar. The analysis suggests Fairfax today has a small deficit, while Arlington and SciTech have additional classroom capacity.

The diagrams on the following pages show the result of the analysis when applied to various future enrollment scenarios, based on the projections produced by Weldon Cooper. The first chart shows the number of additional classrooms, by seat count, needed based on the 2025 and 2040 Weldon Cooper base projections. We performed similar analysis for the TTIP or "Tech Talent" scenario (essentially the Weldon Cooper "maximum" enrollment scenario) and for different scenarios of undergraduate and graduate online-only enrollments. The classroom counts can then be turned into square footage estimates using different assumptions about station size based on overall room seat count and likely desired pedagogy. The next two charts show the additional assignable square feet (ASF) of classroom space needed based on these various scenarios.

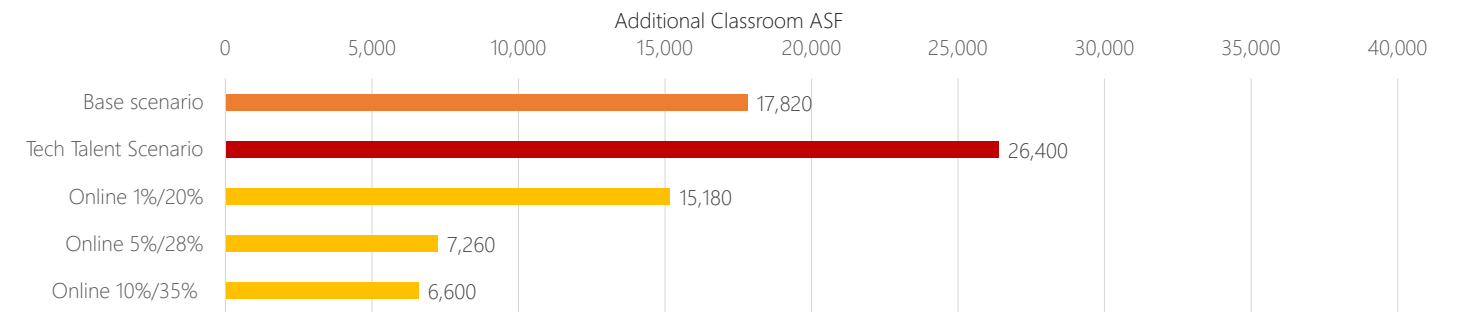
NUMBER OF CLASSROOMS REQUIRED VS. AVAILABLE TODAY Weldon Cooper Base Scenario (by number of seats in room)



2020 Fairfax
 2020 Arlington
 2020 SciTech
 2025
 2040

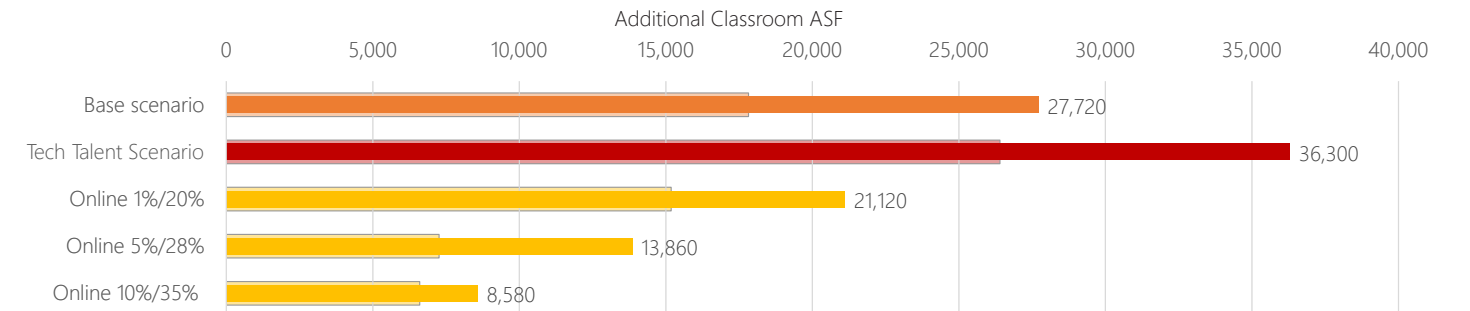
Data source: Fall 2019 course schedule applied to Weldon Cooper base projection

ADDITIONAL CLASSROOM ASF SUGGESTED 2025 scenarios



Note:
Existing classrooms could accommodate all growth if used ~50 hours per week; if utilization was only 30 hours per week, ASF required would increase 53,460 ASF. The chart above assumes ~40 hours per week.
Online scenarios show percentage of undergraduate/graduate online activity.

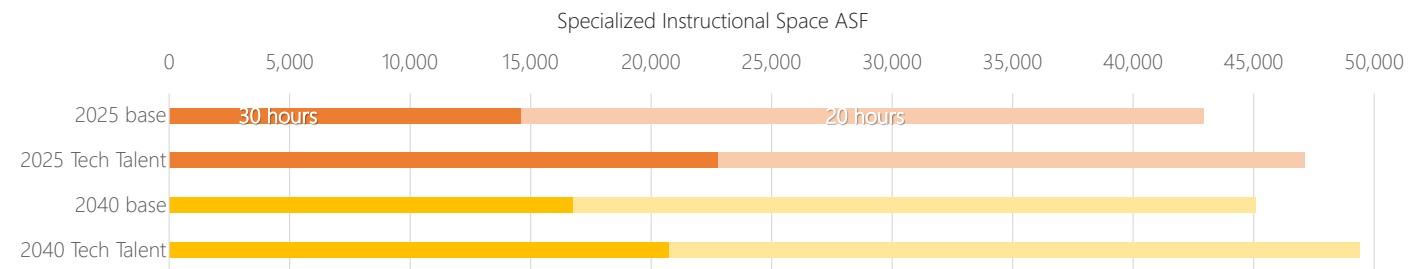
ADDITIONAL CLASSROOM ASF SUGGESTED 2040 scenarios



Note:
4,620 ASF required if rooms used ~50 hours per week; if utilization was only 30 hours per week, ASF required would increase 68,904 ASF. Online scenarios show percentage of undergraduate/graduate online activity. The chart above assumes ~40 hours per week.

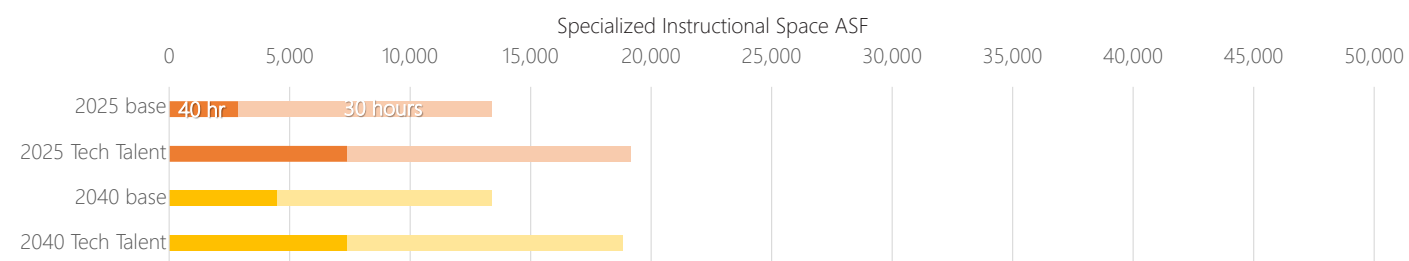
**ADDITIONAL SPECIALIZED INSTRUCTIONAL SPACE ASF SUGGESTED
(WITH SUPPORT AND OPEN LAB SPACE)**

Wet labs



**ADDITIONAL SPECIALIZED INSTRUCTIONAL SPACE ASF SUGGESTED
(WITH SUPPORT AND OPEN LAB SPACE)**

Other labs



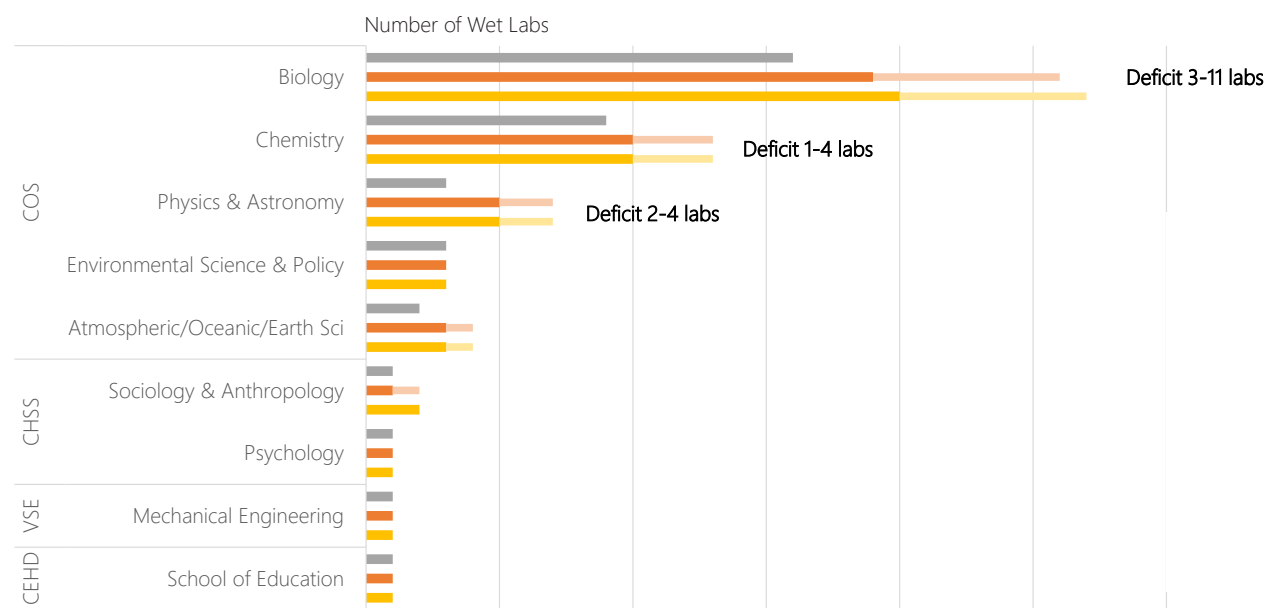
Note:
SCHEV specifies a scheduling target of 24 weekly room hours (WRH) for all kinds of specialized instructional space, but we recommend slightly more nuanced guidelines of 20 WRH for wet labs, which leaves additional time for setup and breakdown and for experiments. The 20-hour room use target is a widely accepted national planning standard for wet-intensive teaching laboratories, but it should not be viewed as a hard target. We recommend a target of 30 WRH for all other types of specialized instructional spaces.

SPECIALIZED INSTRUCTIONAL SPACE

We used a similar analysis—determining the average course load of a given major, then translating this into room demand—for specialized instructional space. This category consists of scheduled specialized instructional spaces and open/non-scheduled laboratories. The scheduled spaces are further classified into dry, wet, computational labs, and visual-performing arts spaces. Our space utilization analysis shows that wet specialized instructional spaces, particularly those that host earth sciences, biology, chemistry, and physics instruction, are the most heavily utilized. SCHEV specifies a scheduling target of 24 weekly room hours (WRH) for all kinds of specialized instructional space, but we recommend slightly more nuanced guidelines of 20 WRH for wet labs, which leaves additional time for setup and breakdown and for experiments. The 20-hour room use target is a widely accepted national planning standard for wet-intensive teaching laboratories, but it should not be viewed as a hard target, and is likely not practical for Mason's core physics, biology, and chemistry labs. For these heavy intensity labs, the university can consider additional use, so long as this does not compromise pedagogical choices, and hence the analysis includes a 30-hour per week scenario. We recommend a target of 30 WRH for all other types of specialized instructional spaces. That said, particularly given the intense current usage pattern of core science labs, we tested future demand based on various use targets.

The diagrams show the end of the result of the analysis, with the lab demand translated into assignable square feet of specialized instructional space needed based on the 2025 and 2040 base and TTIP projections. For wet spaces, the diagram shows ASF needed if scheduled at 20 and 30 WRH targets. For other specialized instructional spaces, the diagram shows ASF needed if scheduled at 30 and 40 WRH targets. The charts on the following pages discuss how this overall wet-lab demand could potentially break down on a discipline basis, again per the 2025 and 2040 base and TTIP scenarios, with different target utilization rates denoted by bar color variation.

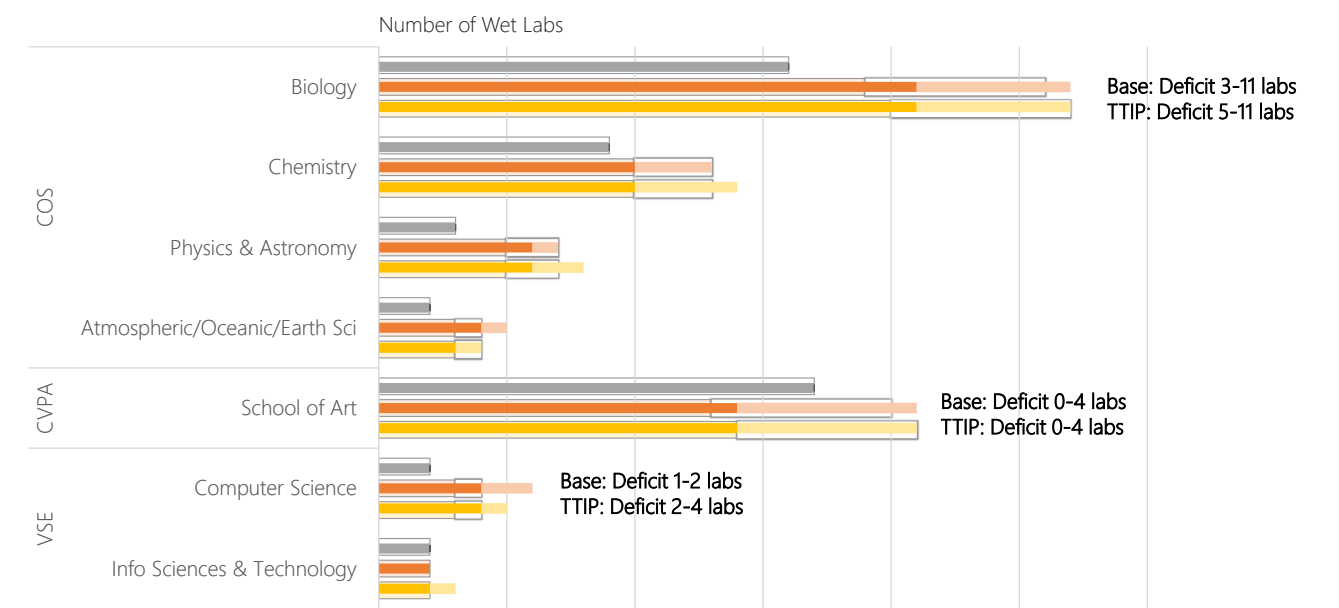
NUMBER OF WET LABS SUGGESTED UNDER WELDON COOPER BASE SCENARIO



- 2020
- 2025 (30 hours per week)
- 2025 (20 hours per week)
- 2040 (30 hours per week)
- 2040 (20 hours per week)

Data source: Fall 2019 course schedule applied to Weldon Cooper projections

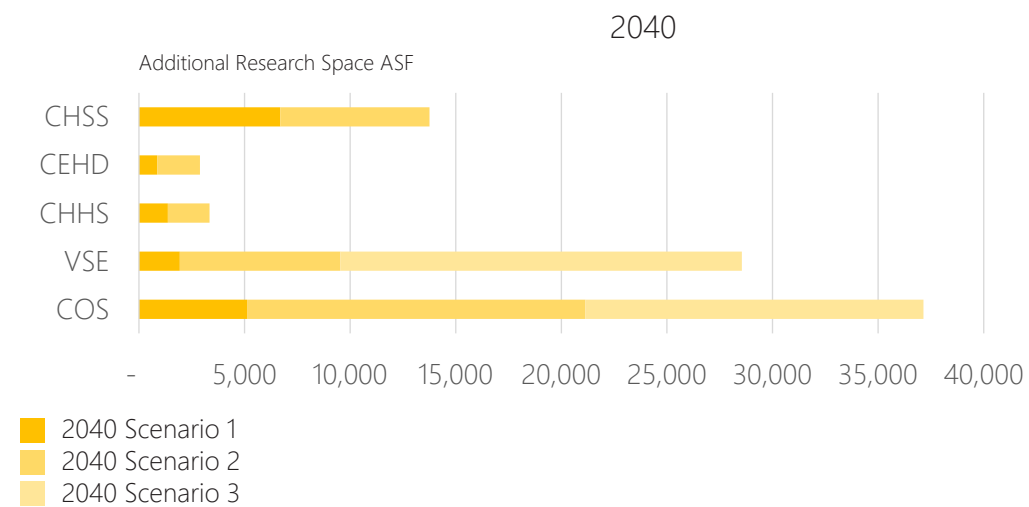
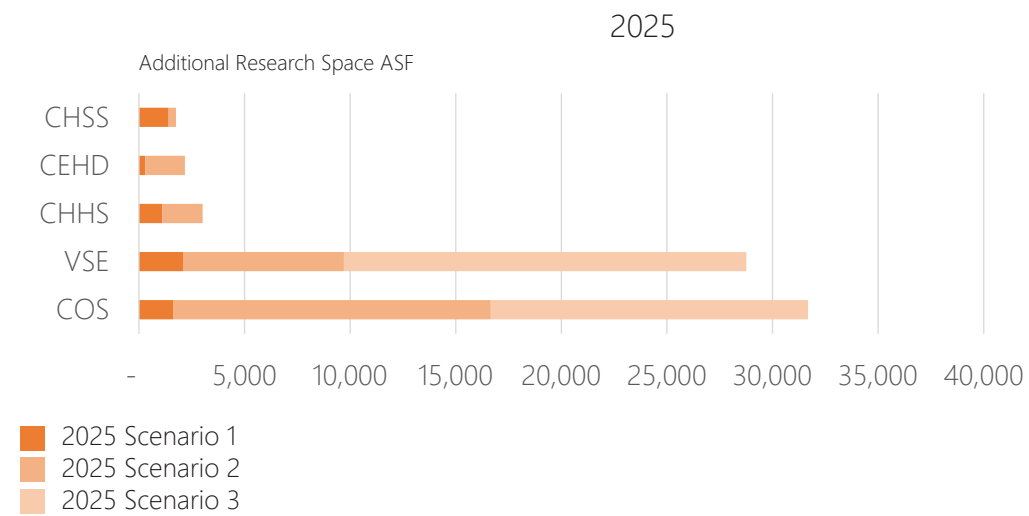
IMPACTS OF TECH TALENT SCENARIO ON WET LAB REQUIREMENTS



- 2020
- 2025 (30/40 hrs per week)
- 2025 (20/30 hrs per week)
- 2040 (30/40 hrs per week)
- 2040 (20/30 hrs per week)

Data source: Fall 2019 course schedule applied to Weldon Cooper projections

ADDITIONAL RESEARCH ASF NEEDS BY COLLEGE



RESEARCH LABS

In our exploration of research laboratory space needs, we determined the share of both wet and dry lab-based research active faculty relative to all full-time faculty by college. We then used this data to test various scenarios for future research space needs given projected faculty figures. The model is again technical in nature, but essentially allocates bench space on a per-PI basis, then adds in factors for a design contingency, core space, animal space, and other support needs. The two charts show the projected additional research lab space needed both under the 2025 and 2040 base scenarios. The color variations represent different assumptions about percentages of lab-based research active faculty (these assumptions varied by discipline). For our model, we assume 400 ASF per dry lab-based faculty and 800 ASF per wet lab-based research faculty with a 40% general service factor, and for wet labs, a shared core space factor of 10% and vivarium factor of 15%.

Scenarios of percentages of lab-based research active faculty

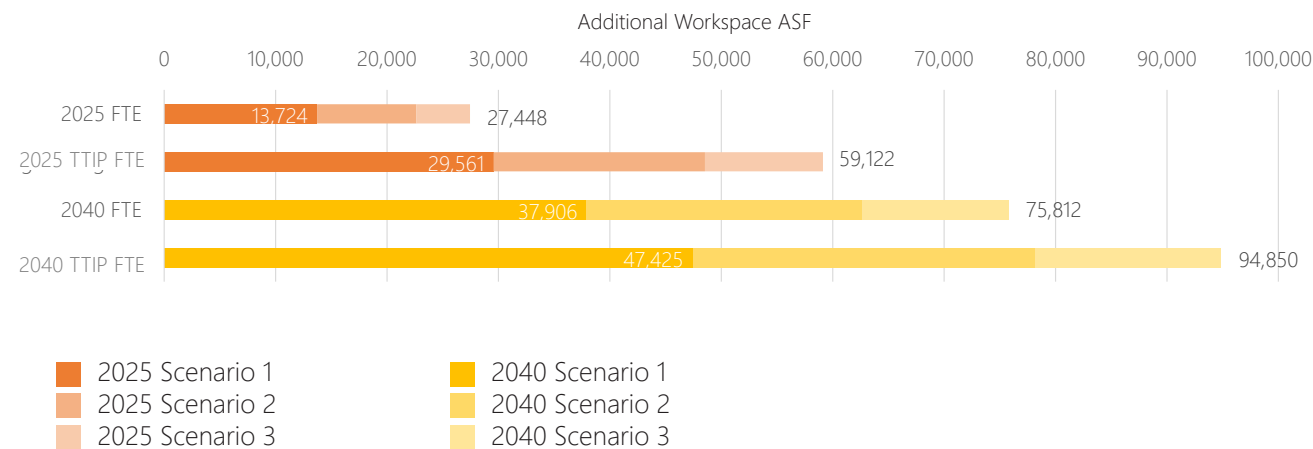
	Scenario 1	Scenario 2	Scenario 3
CHSS	37%	42%	
CEHD	15%	19%	
CHHS	22%	27%	
COS	35%	45%	55%
VSE	35%	39%	49%

SCENARIO PARAMETERS

ASF Per Person	Scenario 1	Scenario 2	Scenario 3
Full-time faculty	60	100	120
Full-time staff	60	100	120
Graduate assistant	40	60	80
Part-time faculty	40	60	80
Part-time staff	40	60	80

	Today	2025 Increase	2040 Increase
Total FTE	4,882	181	495
Faculty	2,669	104	267
Staff	2,213	77	228

ADDITIONAL WORKSPACE ASF FOR NEW FACULTY AND STAFF (With conference rooms and service spaces)



Note: Conference room and services space ASF calculated using a 1.33 multiplier. Colors represent different scenarios for module sizes.

WORKSPACE

Workspaces make up a sizable portion of the space portfolio across Mason's three campuses and warrant careful consideration in determining future needs. As discussed in the body of the report, there is a relatively high degree of uncertainty around existing data collection processes and occupancy counts of existing workspaces. Our future demand analysis therefore focused only on the additional need associated with growth, and did not investigate or account for any potential existing surpluses or deficits. The tables below show the different ASF per FTE scenarios we tested for workspaces as well as the current and projected faculty and staff FTE figures. Scenario One represents an example of new, more open and collaborative workspace modalities such as shared spaces, open plan, and hoteling while Scenario Three represents more traditional private workspace modalities. Scenario Two represents a blended model with a mixture of open workspace and private workspace modalities.

The chart on the opposite page shows the additional workspace ASF for faculty and staff combined for the 2025 and 2040 base and TTIP scenarios when support spaces are included; conference rooms and service spaces were accounted for with a 33% factor.

FUTURE STUDENT COLLABORATION ASF NEEDS

	Fairfax	All three campuses
Existing study and lounge ASF	135,500	178,300
Desired ASF/student (headcount)	20 to 30	20 to 30
Students accommodated	4,517 to 6,775	5,943 to 8,915
Estimated peak # students between classes	5,000	5,400
Fall 2019 HC	32,129	38,255

STUDENT COLLABORATION SPACE

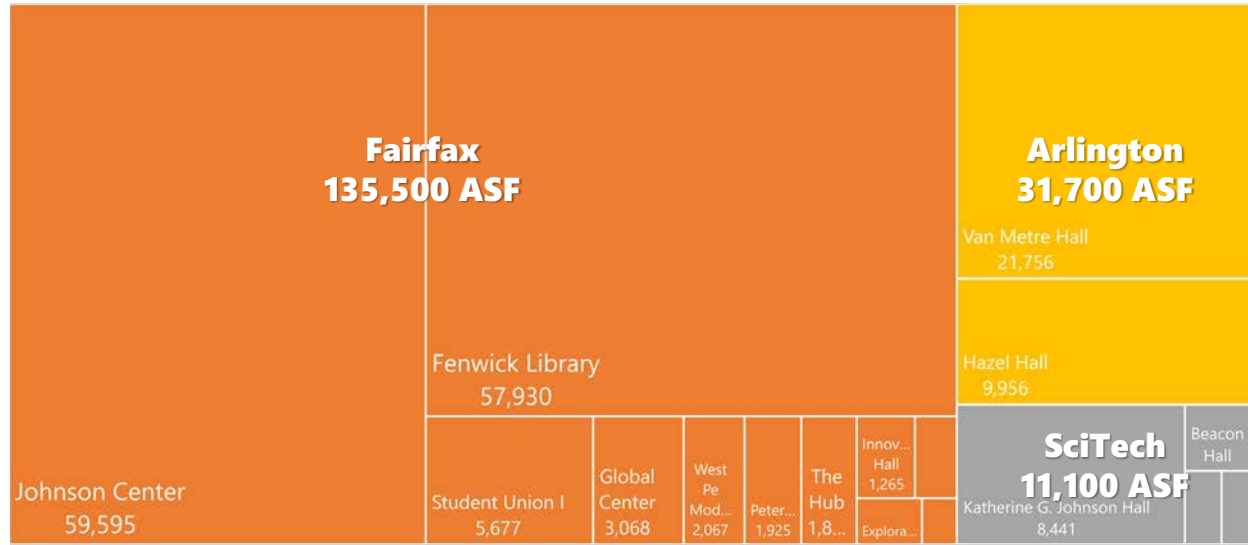
Student collaboration space need is hard to model. The most widely adopted methods tend to depend on historical usage patterns focused on old-fashioned ideas of a student center and a library, and do not capture modern student collaboration patterns, which tend to blur studying and socializing. We therefore show a range of potential space needs on a per student basis, and do not specifically differentiate between traditional lounge and study spaces. The accompanying chart shows the existing study and lounge space ASF at Fairfax, and for all three campuses, and a guideline ASF per student headcount range of 20 to 30. Our analysis of student collaboration space largely focuses on Fairfax given its significantly larger student population.

The following page documents the existing distribution of study and lounge space in various buildings across Mason's three campuses.

Most importantly, we examined class schedules in an attempt to guesstimate how many students are likely on campus at any point in time; i.e. how many students are in class and how many students are between classes. Accurately assessing the number of students on-campus but not in a class likely provides the best input for a per student space ASF calculation. The following pyramid graphs show the estimated number of students on each campus both in class and between classes on each day of the week in half-hour increments. This analysis shows a peak of students between classes on early afternoons Monday-Thursday of about 5,000. If this analysis is accurate, the existing total amount of study and lounge square footage on the Fairfax campus may be adequate, which suggests future scenarios could focus on the quality of these spaces. That said, we believe there is a fairly large margin of error in the analysis, and based on other factors, primarily stakeholder interview, we opted to include a small additional amount of student social space in our overall space demand figures. It is important to note that this analysis does not take into account students who only take one class on a given day and spend time on campus either before or after their only class.

STUDENT COLLABORATION ASF TODAY

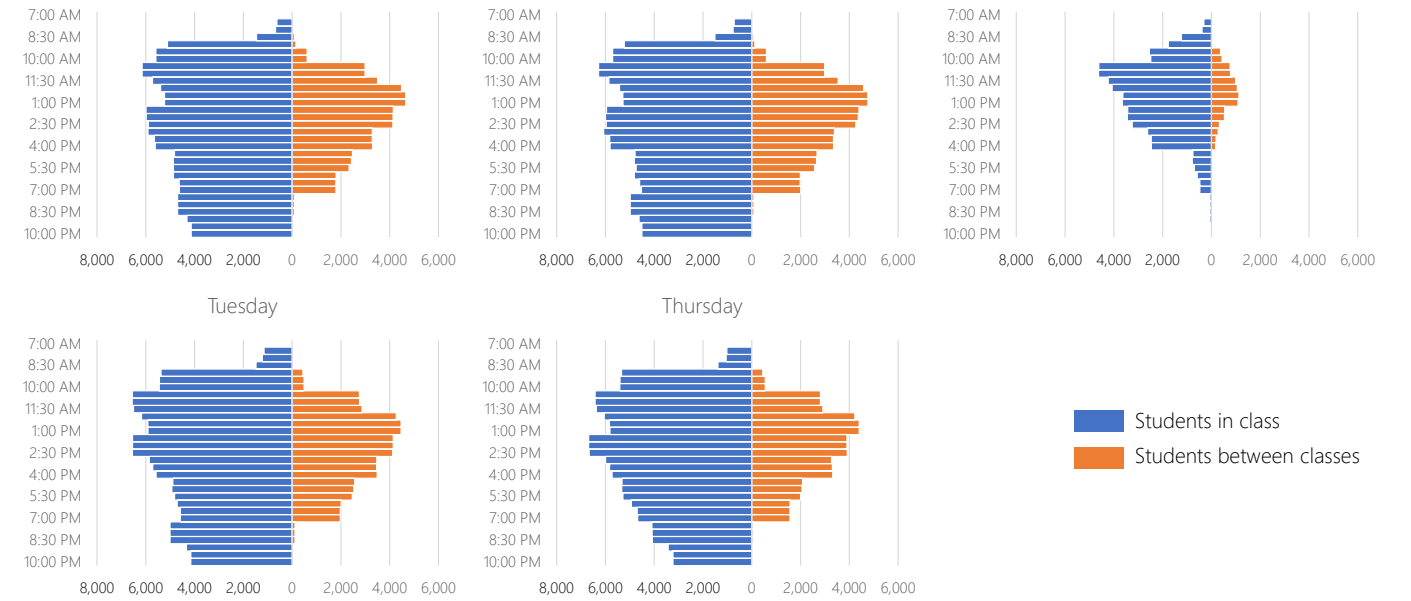
Study and lounge space – 178,300 ASF



Note: Space with FICM code 410, 450, 650, and part of 430 which is used as study space, are included above. Horizon Hall is excluded.

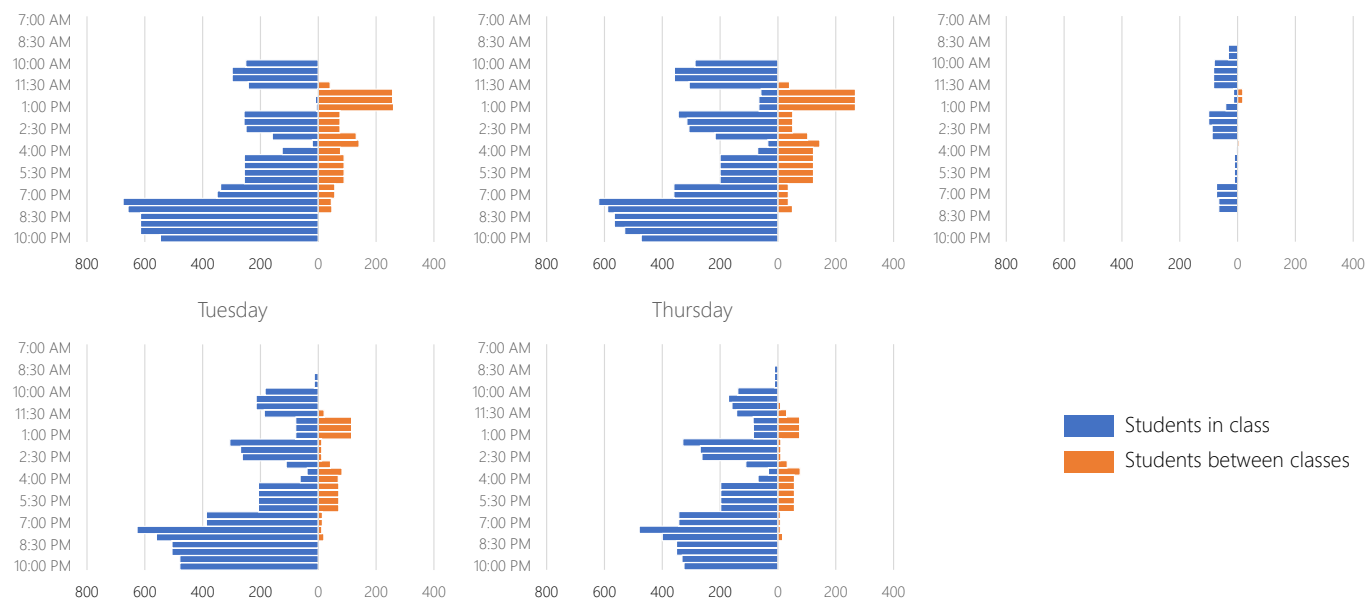
ESTIMATED NUMBER OF STUDENTS ON CAMPUS

Fairfax campus



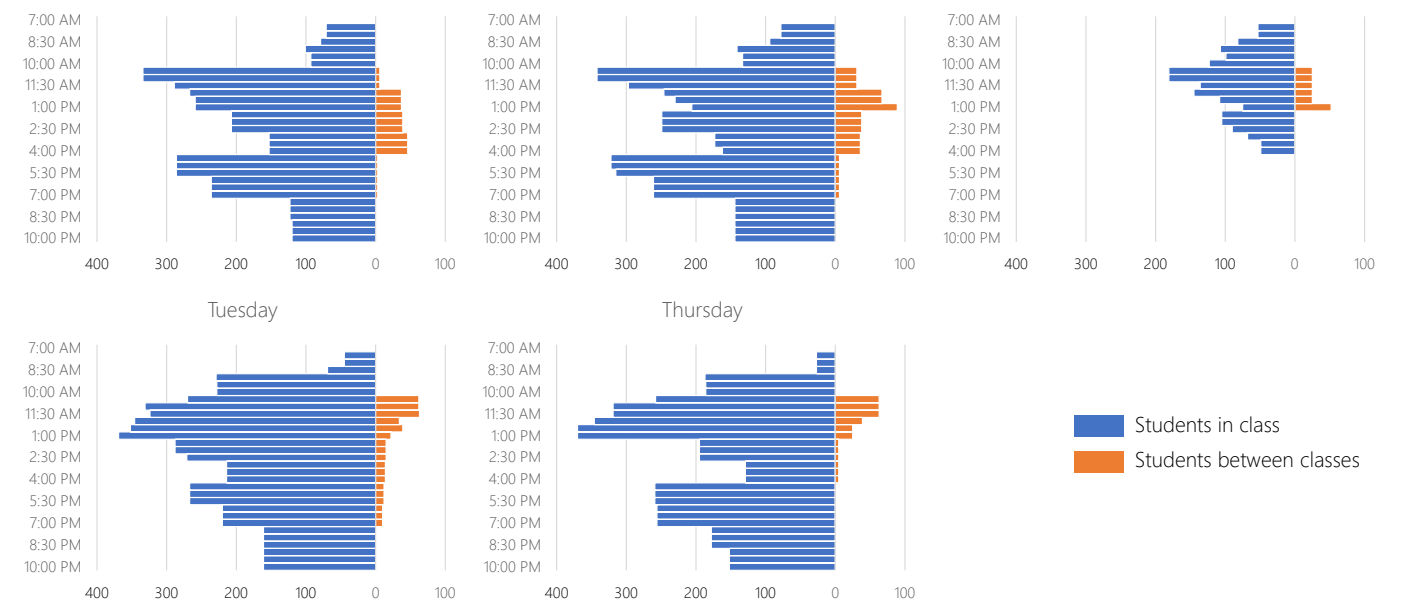
ESTIMATED NUMBER OF STUDENTS ON CAMPUS

Arlington campus



ESTIMATED NUMBER OF STUDENTS ON CAMPUS

SciTech campus





FUTURE SPACE NEEDS BASED ON 'STRATEGIC GROWTH' SCENARIOS

After we completed our purely quantitative analysis based on the Weldon Cooper projections, we then shifted attention to future scenarios based on other strategic factors including increased out-of-state student growth, potential strategic program relocations and priorities, and in particular, campus-specific factors.

In general, our analytical methods are unchanged, but the inputs to our various models could vary significantly under these different scenarios. No one scenario is preferred; the scenarios are best viewed in combination to get a sense of the range of likely future space needs.

There were many potential avenues to explore for strategic exploration. For clarity of explanation, we initially chose a path that tended to focus big program moves on one specific campus (either Arlington, Fairfax, or SciTech). Of course, these ideas were never intended to be mutually exclusive, and as the program vision has emerged, the importance of highlighting every campus in every scenario has solidified. The information presented here represents some of these investigations*.

* Note that in addition to the master plan explorations discussed here, some colleges have undertaken independent, more detailed investigations of their own specific needs which can provide an additional analytical lens. See for example the 2013 CVPA Master Plan created in collaboration with Westlake Reed Leskosky.

ESTIMATED ADDITIONAL SPACE NEED (ASSIGNABLE SQUARE FEET)

Health and innovation focused strategies
(Excludes residential life, dining, retail, recreation, parking)

	Core courses remain at Fairfax			Core courses available at SciTech		
	Arlington	Fairfax	SciTech	Arlington	Fairfax	SciTech
Classroom	16,000			16,000		1,800
Specialized instructional space	54,000	45,000	1,200	54,000	29,000	25,000
Research space	25,000	225,000	4,200	25,000	225,000	4,200
Workspace	66,000			66,000		800
Student life	54,000		22,000	54,000		22,000
Medical School			70,000			70,000
Total need (net of IDIA)	80,000	270,000	98,000	80,000	254,000	124,000
ASF needed (+/- 20%)	64,000 - 96,000	216,000 - 324,000	78,000 - 117,000	64,000 - 96,000	203,000 - 305,000	99,000 - 149,000

This chart shows the projected additional space needs under a health and innovation focused program strategy based on Mason’s internal “strategic growth” projections. This includes the assumption of a potential medical school at the SciTech campus.

Notes:
Net space required for specialized instructional space and research space assumes space is redistributed across departments.
For Arlington, the total ASF number assumes IDIA building is complete.
Numbers rounded to nearest thousand for presentation

ESTIMATED ADDITIONAL SPACE NEED (ASSIGNABLE SQUARE FEET)

STEM-focused strategies
(Excludes residential life, dining, retail, recreation, parking)

	Core courses remain at Fairfax			Core courses available at Arlington		
	Arlington	Fairfax	SciTech	Arlington	Fairfax	SciTech
Classroom	61,000			115,000		
Specialized instructional space	47,000	52,000	Estimated total space available: 120,000 ASF	113,000		Estimated total space available: 120,000 ASF
Research space	148,000	86,000		148,000	86,000	
Workspace	233,000			271,000		
Student life	136,000			136,000		
Medical School				70,000		
Total (net of IDIA)	491,000	138,000	0	648,000	86,000	0
Total (-20% ~ +20%)	393,000 - 589,000	110,000 - 165,000	0	519,000 - 778,000	69,000 - 103,000	0

This chart shows the projected additional space needs under a different set of strategic priorities, this time focused on STEM disciplines. We tested multiple STEM-focused strategies and this particular iteration focused on maximal likely needs. The broader range of total likely space needed recorded in the body of the report reflects the full range of strategies tested.

Notes:
Net space required for specialized instructional space and research space assumes space is redistributed across departments.
For Arlington, the total ASF number assumes IDIA building is complete
For SciTech, all programs except health and kinesiology, were relocated, freeing up 120K ASF, excluding student life space. These explorations were considered a long with several others, and at the end of phase one, no program relocation recommendations have been recommended. This work will continue in Phase Two and beyond.
Numbers rounded to nearest thousand for presentation

ESTIMATED ADDITIONAL SPACE NEED (ASSIGNABLE SQUARE FEET)

Program consolidation-focused strategies
 (Excludes residential life, dining, retail, recreation, parking)

	Arlington	Fairfax	SciTech
Classroom	17,000	4,900	Estimated total ASF available: 120,000 ASF
Specialized instructional space	55,000	58,000	
Research space	25,000	231,000	
Workspace	66,000	53,000	
Student life	54,000		
Medical School			70,000
Total (net of IDIA)	82,000	347,000	0
Total (-20% ~ +20%)	66,000 - 98,000	278,000 - 416,000	0

This chart shows the projected additional space needs under a third variation of strategic priorities, this time focused primarily on program consolidation.

Notes:
 Net space required for specialized instructional space and research space assumes space is redistributed across departments.
 For Arlington, the total ASF number assumes IDIA building is complete
 For SciTech, all programs except health and kinesiology, were relocated, freeing up 120K ASF, excluding student life space. These explorations were considered a long with several others, and at the end of phase one, no program relocation recommendations have been recommended. This work will continue in Phase Two and beyond.
 Numbers rounded to nearest thousand for presentation



BUILDING-SPECIFIC COMMENTS
FROM COMAP SURVEY

BUILDING-SPECIFIC COMMENTS FROM COMAP SURVEY

Johnson Center

- "I like being around the crowd of the JC. It's never too quiet or too loud. Plus if I need a break from homework, there's usually something interesting to look at."
- "A nice prayer area, Halal food options at the food court and the Gateway library are at Johnson Center. This makes JC one of my favorite places at GMU."
- "The heart of campus but I'm sad it is. I walked into JMU's dining hall on a tour and was amazed. The heart of a campus says a lot about the whole school. It's like the first impression. Was hesitant about mason when I first walked into JC."
- "Johnson Center has many things to offer to Mason Patriots or anyone visiting the Campus - Library, Computer Store, Bookstore, food, student learning centers, and many more."
- "When I have group work to do I'll meet with people in the JC, but it's a big pain to find somewhere to sit and usually needs to be scheduled in advance, up to a week or more sometimes."
- "The JC has everything you need: food, study space, and meeting rooms. Just wish there was more seating along the balconies."
- "The JC is clearly the heart of campus. As much as you try to make the Hub a thing its just not. Make the JC more friendly/fun/central."
- "The JC brings together commuting and residential students on a campus that really struggles to bring any students together. There's so much potential for community and student services here, but instead it has a lackluster, unattractive environment, and doesn't house many of the student-life services. This space could be so much more, especially since it's one of the few universally visited and recognized building on campus."
- "The JC is too purposed, it is largest building for sure that isn't academic. But it needs more space for everyone I think."
- "I know everyone wants to work and eat and study in the Johnson Center, but I would advocate to leave more spaces for students to gather and less offices. In my opinion, academic departments don't belong in the JC. It is truly the heart of campus and belongs to the students."

Fenwick Library

- "Fenwick is an amazing place to study by yourself or with friends."
- "Fenwick is a great place to study as well as catch up with classmates however I feel like if there were more rooms or openness it would have a better environment."
- "FAVORITE place to study when it is not crowded. I really like to go to Fenwick on the weekends as many people are not there and it provides a great place to focus."
- "I like studying at Fenwick. It's modern design is great visually, but I feel that it often lacks seating for individuals."
- "Fenwick Library is another favorite study spot. The new, colorful interior is really nice and there are plenty of places to sit and work. And there are lots of windows!"
- "The MIX at Fenwick is my favorite place to meet friends and work on creative projects, such as selling handmade goods at a marketplace event, or joining the stitch fix and fiber arts meet ups."
- "When will the old part of Fenwick get updated/modernized? I was embarrassed at it's condition when the Supreme Court Justice visited."
- "The other buildings around campus should emulate some of the designs that were implemented for the Fenwick renovation. Noise parameters for particular areas/floors should be better policed, though."
- "I LOVE Fenwick. The space is so modern and open and the study rooms are the perfect size for a good group of friends to all work together. It's so clean and just a great space to work in and hang out in."
- "Needs more study rooms, and the older part of the library does not provide a motivating environment. The library holds activities like live music sometimes and it would be nice to see more of these."

Innovation Hall

- "Major hospital vibes in Innovation. I get the creeps every time I come in here. Since the first time I came in I was confused. In the big lecture room there's also tons of bugs. The chairs in the smaller rooms that are connected to the tables are super squeaky and distracting in class."
- "I love meeting with groups in the upstairs study rooms in Innovation Hall!! The whiteboards are AWESOME. The area is so quiet and ideal for individual study too, I wish it were here in my undergrad because I would have been here all the time."
- "I like the classrooms in Innovation with instructor technology and movable chairs for discussion."
- "The classrooms in Innovation Hall are great, especially the ones on level 3 where you can connect multiple computers to a central viewing screen."
- "I felt that my classes in Innovation are more interaction-friendly. I loved the third floor rooms with pop-up computers and moving chairs, but the first floor rooms with the chair attached to the table is WEIRD."
- "When not on campus or in class I spend the majority of my time doing my classwork here in the MIX at Innovation. The staff are friendly, the equipment is nice, and I feel welcomed. I will sorely miss the MIX when I graduate. It gave me an area along with Exploratory to do my coursework so I could minimize doing work at home. This helped me keep my home as stress-free as possible as I associated home as a place with lesser worries and only essential tasks."
- "The large lecture halls in Innovation are terrible. The big giant screens take up any room for a whiteboard. There are broken desks and tripping hazards on the steps. I hate teaching in this room but for larger enrollment classes there are not many options on campus."
- "Innovation is great for studying and has pretty good classrooms. Probably my favorite building on campus overall."
- "Favorite classroom have been in Innovation, I've had two there."
- "Most classrooms in Innovation have good ventilation and functioning technology."

Merten Hall

- "The classrooms there are nice and big enough for large events. We sometimes reserve Merten Hall rooms for our big lectures or conferences. However, Merten Hall is a bit further from the other University Halls where courses generally are held, therefore we do not have a very good attendance from students at our events in Merten Hall compared to our events in Johnson Center or HUB."
- "Occasionally, I attend staff training in one of the rooms at Merten Hall, and I like the way these rooms are designed for such purposes, and also for conducting General Elections (personal observation)."
- "The lecture halls in Merten are very large with room for the entire class without being cramped (you can set your backpack on the floor next to you without someone rolling over it with their chair) and there are outlets which are necessary for keeping your laptop charged during a 3-hour class."
- "Merten 1200 is one of my favorite classrooms. It is spacious, comfortable, and has a nice, big whiteboard and projectors."

Peterson Hall

- "The Peterson has lots of large windows that show gorgeous views of campus!"
- "If you're not using a classroom, there are few study spots in Peterson, and they fill up quick. I don't bother coming here during the day."
- "I really like the interior design of Peterson Hall. I wish it was closer to the center of campus because I think it would be a great study place since I've seen several places in the building that seem like good study spots."
- "I like the layout of the classrooms in Peterson hall. They are very spacious and encourage a collaborative environment."
- "I love Peterson Hall's booths for studying and interactive learning in groups. I wish there were more of these around campus for the students."
- "I liked the classrooms in Peterson Hall, and I think they have potential, but the teachers needed to be better trained to use all of the technology."
- "The classes in Peterson are my least favorite ones! I don't understand how I'm supposed to focus in class when my class walls are made of glass. I can see everyone who passes by and that takes my attention away from my teacher. Also, God forbid there's a dangerous event e.g. a shooting and someone is in this building. The classes are not the place you want to get stuck in since their walls are made of glass."
- "Peterson is a refreshing place to study. I love to look out the huge windows and enjoy the building's beautiful interior. Plus it's super close to my dorm!"
- "I studied in classrooms in Peterson, and they're wonderful. Spacious, moving desks, comfortable. I loved it."
- "One of the best buildings on campus. Super incredible layout. Lots of cool chairs and places to study. They also put a lot of new tech in Peterson that you have to go there to find. Like that new vending machine with the fancy food. Super cool. Love that building. Only had one class in there though. I can stay in this building and study till pretty late at night. Love the atmosphere in there."

Robinson Hall

- "Robinson B is pretty awful! Most of the classrooms have no left-handed desks, there are insufficient bathrooms, and the whole building is run down."
- "I've had a lot of my classes in Robinson, and it's close, but a little old and the rooms are uncomfortable."
- "I hate the Robinson classrooms, especially the windowless basement ones. Thank you for getting rid of these buildings so I never have to go in them again."
- "Robinson is my least favorite building because it looks outdated, and there's no natural light to be found in the building. I've had several classes here, and my advising is in this building, but I wouldn't stay longer than I need to."
- "Robinson B's deficiencies are well known, but at least it offers private offices for full time faculty."
- "Robinson B is one of my least favorite because the downstairs rooms have no circulation and are always hot, humid, and musty with small weirdly set up classrooms."
- "I do not like Robinson - it feels like a high school building and the classrooms are old and uncomfortable."
- "Least favorite was Robinson Hall B. The set up is confusing with the stairs and it just feels old and run down. Not a comfortable place to be engaged in learning."
- "The best classroom for art history courses was Robinson B113. Now that Robinson is being torn down, there is not a single decent purpose built/designed classroom for an art history class of 75 or more students, despite these classes being a major part of the Mason Core requirement."
- "The class rooms in Robinson hall have small chairs and desk and give a very cramped and uncomfortable environment."

Krug Hall

- "Krug Hall basement: worst, windowless classrooms on campus, once Robinson is torn down."
- "My absolute least favorite academic building on campus. I've had 4 or 5 psychology classes in the lower level of Krug Hall and I felt like I was in a dungeon every time."
- "I HATE the Krug basement. It feels dark, cut off, and there's not enough outlets."
- "I love the location of Krug, but the classrooms and building are pretty old and very loud."
- "Krug Hall was where I had a few of my classes, and the rooms were not my favorite. Needed more light and repairs."
- "Krug is the most vile, mildewed place on campus. I've had the extreme displeasure of getting multiple classes in Krug 19, which I thought I would never have to see again after my first class. Demolish this one."
- "I really like the older buildings for having classes. Their architecture is very unique and I hope they stay for a while. I kind of wish they would update the basement classroom (I think it is room 6) in Krug that used to be a locker room. I also wish the desks weren't the tiny combined chair desk ones."
- "I taught in Krug Hall some years ago and disliked the outdated layout/crowded classroom."
- "Least favorite classrooms are the basement of Krug Hall."

Planetary Hall

- "Planetary labs and rooms-least favorite classrooms"
- "The classrooms in planetary are not suited to discussion based language or literature classes."
- "Favourite: Planetary 129 is one of the best lecture halls I've had a class in so far."
- "Planetary Hall: terrible classroom design, uncomfortable seats."
- "I really like the study spaces in Planetary, some of my favorite."
- "The classrooms in Planetary are outdated, cramped, and many of the chairs and desks need to be fixed. I've sat in far too many unbearably squeaky chairs, had lift and rotate desktops that won't stay put, and had outlets that don't work."
- "Unlike Exploratory Hall, Planetary Hall is not as modern, but it's classic style made it just as good in my eyes. The classrooms felt sturdy lest a storm hit and it has a charm to it that speaks to the university's history. I would be sad to see this building go. I have enjoyed exploring it and there are plenty of smart minds being inspired here."
- "I guess there isn't really anything wrong with planetary/exploratory but I think exploratory could use some renovations... it seems a little aged compared to the other academic buildings I have been in."
- "I teach in Planetary Hall. It is not my favorite classroom building. It frankly feels old and drab and could use updating and ventilation."
- "my least favorite classrooms are in planetary hall."



MEETING LIST

MEETING LIST

February 2020 to December 2020

Month	Date	Meeting
February	10	College of Visual and Performing Arts
		Office of the Provost and Executive Vice President
	11	Antonin Scalia Law School
		College of Education and Human Development
		Schar School of Policy and Government
		University Libraries
		Honors College
		College of Humanities and Social Sciences
		College of Science
		College of Health and Human Services
	School of Business	
	Office of the Senior Vice President	
	12	Volgenau School of Engineering
		Enrollment Management/Office of Institutional Effectiveness and Planning
March	3	Athletics
		Office of the Provost and Executive Vice President - Academics
		Fairfax County Economic Development Authority
		Research
		Medical Education
		Environmental Health and Safety
	4	Office of the University Registrar
		Real Estate
		Office of Government and Community Relations
	5	Information Technology Services
		GMU Police
		Jimmy and Rosalynn Carter School for Peace and Conflict Resolution
		Accessibility
		University Life
	31	Academic Innovation and New Ventures
		University Life Leadership
		Parking and Transportation
		Office of Business Services
		Office of Student Involvement
		University Life - Regional Campuses

Month	Date	Meeting
April	1	Faculty Senate
		Student Leadership
	9	Office of Government and Community Relations
	16	ADVANCE
	28	Mason Online
May	29	Student Experience Redesign
	1	Continuing and Professional Education
		INTO Mason
		15
June	19	Staff Senate
	26	Space Administration Committee
	4	Office of Sustainability
July	25	Town Hall
	26	Steering Committee
	8	Leadership Meeting
	13	Research Assumptions Discussion
August	14	Enrollment Projections Review
	15	Workspace Planning Discussion
September	19	Leadership Meeting
	21	Steering Committee
	3	Town Hall
	4	Steering Committee
	10	Research Council
	17	Leadership Meeting
22	Deans Meeting	
	30	University Life Scenarios Presentation

Month	Date	Meeting
October	2	Steering Committee
	8	Town Hall
	28	Leadership Meeting
November	2	Phase Two Kickoff Meeting
	6	University Life
	11	Heritage Assessment Discussion
December	1	Legacies Discussion
	2	Innovation Town Center
	4	Recreation Study Kickoff Meeting
	8	Town Hall
	9	Residential Life Study Kickoff Meeting
	15	Transportation and Mobility Study Kickoff Meeting
	16	Infrastructure Working Group
	17	Recreation Study Vision Discussion Innovation Town Center



STEERING COMMITTEE MEMBERS

University Master Plan - Committee Structure and Members

Leadership Committee

Dr. Gregory Washington	University President
Mark Ginsberg	Provost and Executive Vice President
Carol Kissal	Senior Vice President for Finance & Administration
Ken Walsh	Chief of Staff

Steering Committee

Charge:

The University Master Plan will serve as a decision-making framework for the use of physical space at our Fairfax, Arlington, and Science and Technology campuses and support Mason's mission for decades to come. The Master Plan Steering Committee has been formed to assist with master plan progress, review findings & scenarios, act as ambassadors for the plan, and make recommendations to the Senior Leadership Committee.

Members:

Kevin Borek	Vice President & Chief Information Officer
Trishana Bowden	Vice President Advancement & Alumni Relations; President GMUF
Aurali Dade	Interim Vice President for Research, Innovation & Economic Impact
Rick Davis	Dean, CVPA / Executive Director Hylton Performing Arts Center
Shannon Davis	Chair, Faculty Senate
Deb Dickenson	Vice President for Finance
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Brad Edwards	Assistant Vice President/ Director, Intercollegiate Athletics
Greg Farley	Director, University Sustainability
Colby Grant	Staff Senate Representative and Operations Coordinator for Sci Tech
Renate Guilford	Associate Provost, Academic Administration
Traci Kendall	Executive Director, Community and Local Govt Relations
Andre Kinney	Director Real Estate, Fairfax & Sci Tech Campuses
Mark Monson	Alumni Representative
Janette Muir	Assoc Provost, Academic Initiatives and Services
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Arthur Pyster	Associate Dean for Research - Volgenau School of Engineering (VSE)
Zach Schrag	Faculty Senator
Juliette Shedd	Associate Dean, School for Conflict Analysis & Resolution (SCAR)
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Frank Strike	Vice President, Facilities
Bethany Usher	Associate Provost for Undergraduate Education
Tobi Walsh	AVP Capital Strategy & Planning
Tracy White	Director Real Estate & Investments, GMU Foundation
David Wong	Faculty Senator

A green-tinted photograph of a modern building's interior. The image shows a multi-level atrium with glass railings and a large dinosaur skeleton on display. The text "COMMENTS FROM FACULTY SENATE REPRESENTATIVES" is overlaid in white on the right side of the image.

COMMENTS FROM
FACULTY SENATE
REPRESENTATIVES

Master Plan Phase One Draft Report

Comments from Faculty Senate representatives to the Master Plan Steering Committee

Shannon Davis, Zachary Schrag, and David Wong

April 21, 2021

Introduction

The master planning process now underway represents an enormous opportunity for George Mason University. Some of the questions being posed by the master planning team have not been explored since Sasaki Associates and MMM Design Group produced the current master plan in 2002. Other questions—such as the appropriate roles of Mason’s three major Virginia campuses—have never been explored in depth. The current effort thus represents a once-in-a-generation chance for the Mason community to take stock of its present physical assets and plan for the future.

The Phase One report mostly describes the current situation, offering detailed data and analysis about current enrollment, space needs, and building condition, among other indicators. It also includes some future projections, particularly concerning the expected size of future cohorts of high school graduates in Virginia, traditionally the largest source of students matriculating at Mason.

In addition, the report begins to raise more normative questions, offering initial recommendations and suggesting some of the assumptions that will inform Phase Two decisions. This analysis makes note of some key empirical findings, but it focuses on the preliminary recommendations and assumptions that will be of most interest to Mason faculty. It also raises some questions that we hope can be answered by the planning consultants.

The Need for a Statement of Principles

At the December 2020 town hall, Dr. Gregory Janks eloquently expressed the need for a master plan to reflect the university's mission:

We need to understand who we are. The master plan needs to express who we are. The master plan should never be changing who we are. This is about making sure that physical environment reflects our strategic and academic goals.

Similarly, the draft Phase One report notes that the master plan will “ultimately” include “a set of principles which can be used to evaluate future opportunities.” (9) But while the decision timeline (22) suggests that the “vision and principles” were to have been crafted between October 2020 and January 2021, no set of principles appears in the draft Phase One report.

Other universities' campus plans explain how the physical plans intend to embody those institutions' values.¹ To some extent, this is already implicit in the Mason plan as well, and some of the “Topics Synthesized” (26-27) seem to be principles. But more explicit treatment could aid in both the crafting and interpretation of the master plan.

For example, the statement in the Mason Vision that “We manage the economic and natural resources entrusted to us efficiently and sustainably” could imply both attention to the natural environment on the campuses and an effort to reduce dependence on single-passenger automobiles. And “We nurture a positive and collaborative environment that contributes to the well-being and success of every member” could be taken to favor a built environment that encourages students, staff, and faculty to come to campus and collaborate. Such goal statements could inform the design decisions in Phase Two, as well as helping future decision-makers weigh

1. University of Texas at Austin, 2013 (“Big Ideas”), <https://capitalplanning.utexas.edu/about/campus-master-plan/>; Virginia Tech, 2018 (“Plan Drivers”), <https://www.facilities.vt.edu/planning-construction/campus-master-plan.html>; University of North Carolina-Chapel Hill, 2019 (“Planning Principles”), <https://facilities.unc.edu/master-plan/2019-master-plan/planning-principles/>

the trade-offs that will inevitably arise.²

Stated principles could also explain some of the recommendations about campus identity included in the Phase One report. Implicit in these recommendations, for instance, is the principle that some programs benefit from access to the federal agencies, law and lobbying firms, and corporate offices (particularly Amazon) in Washington and Arlington, so that these programs will function best on the Arlington campus. Another possible principle is that space-intensive activities are best located in Prince William County, though this is less clear.

Page 26 suggests that Mason “articulate clear and programmatic priorities.” The report could explain whether this is better done the university's strategic plan or its campus plan.

Empirical Findings and Data Collection

Key empirical findings: slower growth, connections, and Fairfax space

The Phase One report begins with a nine-page executive summary that serves as the best introduction to the process as a whole and specific empirical findings. Without redoing that work, we would like to flag three of those findings that may be particularly informative to Phase Two decisions.

First, the report projects a slowing of the rapid growth in in-state students that has fueled an increase in Mason's student body of over 50 percent in only twenty years. Even if the university does achieve its goal of 50,000 students, up from the current 38,000, much of that growth will be in online enrollments. Thus, the consultants predict a total of only 4,000 new on-campus students by 2025. (231)

2. “Our Goal | Mason Vision | George Mason University,” accessed September 9, 2019, <https://vision.gmu.edu/the-mason-vision/our-goal/>.

Second, the report's section on Program Connections (157-162) shows that our undergraduates take courses across Mason's academic divisions throughout their time at Mason. As the report notes, these connections "highlight the challenges associated with relocating programs across the three campuses given how interconnected the divisions are. It is only at the graduate level that programs become somewhat self-contained, but even for these programs, relocations are potentially challenging because Mason does not have a separate graduate faculty, and so most professors teach both undergraduate and graduate students." (157)

Finally, the report finds that between open space and space currently occupied by buildings nearing the ends of their useful lives, "the Fairfax campus core has significant growth potential, and that real estate holdings are not likely to limit growth or building placement decisions for the foreseeable future." (73) This finding may challenge assumptions that new buildings must be planned for West Fairfax Campus or SciTech for want of space in the Fairfax core.

Taken together, these findings suggest that the Fairfax campus not only "offers unique opportunities for interdisciplinary connections and critical mass," but also has space that can be used to provide those opportunities for as many students as the university is likely to enroll in the foreseeable future. They offer an alternative to what has been described as "Mason's initiative to transform the Sci Tech Campus into a fully functional campus to serve STEAM-H students and provide those students with the full array of academic offerings and university life experiences associated with a traditional campus experience."³

3. Life Sciences and Engineering Building – Facilities, <https://facilities.gmu.edu/projects/list/life-sciences-and-engineering-building/>

Stakeholder consultations

The report recognizes that knowledge and wisdom about Mason's needs is broadly distributed among students, staff, faculty, administrators, neighbors, alumni, and other groups, and that "success of the master plan depends on broad and extensive stakeholder engagement with both Mason's internal and external communities." (14) The report documents impressive efforts to collect both written comments and other indicators through responsive websites and surveys.

The report is less clear about the information gained from live conversations with stakeholder groups. The appendix includes a meeting list showing the university units that met with the consultants from February through December 2020, but the list does not explain who represented these units at these meetings. It does not make clear if college and school meetings include students, staff, and faculty, or only senior administrators. It does not list specific meetings with subgroups, such as adjunct faculty, term faculty, tenure-line faculty, undergraduates, and graduate students.

The report appears not to include all the feedback submitted over the past year, such as concerns about light pollution voiced by faculty in the College of Science. The appendix includes eighteen pages of comments posted to the Master Plan website, but it makes no mention of the many comments and questions voiced at the town halls and typed into the chat pages of those meetings.

SciTech: The Nub of the Problem

At the December 2020 town hall, Dr. Janks candidly and persuasively identified SciTech as the greatest challenge in the planning process.

I've always felt that the SciTech campus is the nub of the problem, that finding the best way to leverage that resource tells you a lot of things about the other campuses. That's where I am. We want to make sure that that campus is successful. What's the best way to do that, given the array of program ideas that we've discussed today, given the investments that we've committed to in Arlington, given the things that need to happen in Fairfax?

As diagnosis, this seems just right. As Mason's official history notes, Mason launched its Prince William campus in the 1980s without any clear idea of what it would do there. Ideas included "professional programs," "a new residential campus, a satellite campus, or simply to establish a new graduate school."⁴ At another point, Prince William was considered as the potential home of the New Century College. Most recently, in 2015 the campus was renamed "SciTech," despite most science and technology teaching and research remaining in Fairfax.

The report suggests that the campus is less used than others, especially Fairfax. Page 177 shows 10 of the 15 classrooms listed being used less than 30 hours per week, and seven used less than 20 hours per week. Moreover, as the report notes, Sci Tech currently depends on students who also take courses at Fairfax (163). Yet "people expressed some reluctance to commute 'long distances' for one class at the SciTech campus if taking only a single class at SciTech." (147)

Attendees of the December 2020 town hall expressed similar dissatisfaction.

The draft report appears to assume that the university cannot or should not dispose of its holdings in Prince William County, though it does not say so explicitly or give a reason for such an assumption. Instead, it offers several ideas for making the campus "successful." All raise significant questions.

A "primarily graduate campus"

The draft states that

4. "The Prince William Campus, 1996-2012, *A History of George Mason University*, <http://ahistoryofmason.gmu.edu/exhibits/show/presence/contents/princewilliamcampus>

From a program identity perspective, SciTech will focus on health, including the potential for a future medical school, innovation and research (including partnerships with the growing regional industry presence), and will likely be primarily (although not exclusively) a graduate campus. (16)

The notion of a "graduate campus" seems at odds with previous statements. At the December 2020 town hall, Dr. Janks acknowledged the difficulty of segregating programs on a graduate-only campus, given that many faculty are engaged in both graduate and undergraduate teaching and research. He noted at Georgetown University, his firm had explored the possibility of a standalone graduate campus for the business school, but rejected the idea based on the integration of graduate and undergraduate programs. "The faculty were teaching both graduate and undergraduate populations," he explained, "and it proved to be a bit of a deal breaker. I could see that happening for us here not just at the business school, but in various areas." And we have been unable to identify another university that has created a standalone graduate campus (as opposed to a campus devoted to professional education, such as law or medicine).

Location of a potential medical school

At the December 2020 town hall, Dr. Janks stated that no decision had been made about the location of a potential medical school:

We're positing different scenarios, but I think a lot of it will come down to the eventual selection of a clinical partner . . . Really I think that choice of clinical partner and where that partner is physically located ends up being the big factor there and again I don't believe that any of those decisions are ultimately being signed on the dotted line by just looking at existing partnerships and what that likely means for us. I think it's probably leaning towards SciTech is a fair thing to say.

By contrast, the draft report appendix (pp. 144-146) presents a 70,000 ASF medical school as an option only for the SciTech campus.

The report does not indicate if a decision was made between December and April that any medical school would need to be located at SciTech, or if a clinical partner been chosen. It does not compare the pros and cons of building a medical school at SciTech, on the Fairfax campus, or elsewhere in Northern Virginia.

A research park at SciTech

Page 16 of the draft report states the goal of “Establishing a research park where Mason can relocate large research centers.” The Association of University Research Parks defines university research parks as “physical environments that can generate, attract and retain science and technology companies and talent in alignment with sponsoring research institutions that include, universities, as well as public, private and federal research laboratories,” while others define research parks as “property-based developments that accommodate and foster the growth of tenant firms.”⁵ Both of these definitions emphasize the presence of private-sector tenants, rather than university research centers. It is unclear if the report envisions that sort of arrangement or if it is using the term “research park” to mean something else.

Innovation Town Center

At the March 2021 town hall, SVP Carol Kissal stated that Innovation Town Center is “definitely going forward.” It is not clear from the report if that decision depends on Mason maintaining any specific number of students and faculty at SciTech, and whether the university is committed to maintain those numbers.

⁵ “What Is a Research Park?,” Association of University Research Parks, accessed April 20, 2021, <https://www.aurp.net/what-is-a-research-park>; Ian P. McCarthy et al., “A Typology of University Research Park Strategies: What Parks Do and Why It Matters,” *Journal of Engineering and Technology Management* 47 (January 2018): 110–22, <https://doi.org/10.1016/j.jengtecman.2018.01.004>.

“Continuing education” in computing

Page 16 of the draft report introduces a new set of goals for SciTech:

- Support existing data center needs with land leases
- Provide infrastructure to support upskilling, reskilling and, retraining in data center operations, cloud computing (applications, infrastructure, security, and services), and cybersecurity via continuing education
- Deliver entrepreneurship services related to SMEs that support data centers, cloud, and cyber activities

It is unclear what kind of instruction would be offered: graduate degrees, graduate certificates, or some other program. It is also unclear who would teach these students, especially if computing faculty will be in Arlington.

Academic VIII

The Facilities website describes a proposed Life Sciences and Engineering Building (LSEB) for SciTech Campus. According to the site, “Academic VIII will support students enrolled in STEM-H majors, such as but not limited to kinesiology, materials science, forensic science, bioengineering, and mechanical engineering. Academic VIII will also support post-baccalaureate and related graduate-level medical / health programs for students pursuing careers in the healthcare and wellness professions.”⁶

This vision for Academic VIII may not be consistent with the draft master plan recommendations. The draft Phase One appendix suggests that the eventual plan may suggest relocating many of these programs to another campus though “at the end of phase one, no

⁶ Life Sciences and Engineering Building – Facilities, <https://facilities.gmu.edu/projects/list/life-sciences-and-engineering-building/>

program relocation recommendations have been recommended. This work will continue in Phase Two and beyond.” (145) Yet the rendering of the SciTech campus in the Phase One report (256-257) shows not only LSEB but also a second academic building of roughly the same size.

SciTech's effects on other campuses

The plan offers fairly precise information about the present needs of each campus. For example, the appendix (p. 126) shows a 16-classroom deficit at Fairfax and a 12-classroom surplus at Arlington. Presumably, however, a major set of program relocations (such as those imagined on pp 144-146 of the appendix) would swamp such calculations, creating the need for whole new buildings costing hundreds of millions of dollars.

Looking Forward to Phase Two

Quads

While the bulk of the physical design will take place in Phase Two, the Phase One report includes some exciting proposals for large scale rethinking of the basic layout of each campus. The Fairfax section, in particular, opens the possibility of clearing space now used by some of the campus's older buildings to make room for “a series of linked quads cascading north-south down the campus.” (247) (One might note the resemblance to the Library Plaza, University Plaza, and Science Plaza proposed in the 1968 Warnecke & Associates plan for George Mason College.)⁷ These quads could transform the experience of the Fairfax campus, so this proposal is worthy of particular attention.

7. George Mason College of the University of Virginia, Master Plan, August 1968, 24, <http://ahistoryofmason.gmu.edu/items/show/141>.

Faculty workspaces

The report makes clear that most of the work of exploring faculty workspace needs will take place in Phase Two. (11) However, it makes some statements worthy of attention at this point.

First, it states that “We typically suggest that private offices have an average station size in the range of 80-120 assignable square feet, while shared workspaces should have 40-60 assignable square feet per occupant.” (213) The adoption of an 80-ASF office standard would be a decrease from previous Mason standards, which have specified between 100 and 120 ASF for most offices, with larger spaces for chairs and other administrators. Mason planners have previously stated that 90 ASF is the minimum needed to comply for furniture layout and Americans with Disabilities Act requirements.

The space assumptions in the appendix (pp. 136-137) apply a uniform 1.33 multiplier to office space to get the conference room and services spaces. That seems wrong. A faculty or staff member with a smaller office needs just as much conference room space as one with a larger office, and likely more, since they may need to leave their office more frequently to have adequate space to work or meet with others.

The plan (p. 213) states that “In Phase Two, we will further examine the university's workspace guidelines.” It does not make clear what methods the consultants will use in this examination, or who will be included in the process.

Transportation

The Phase One report and appendix suggest that the planners hope to reduce dependence on private automobiles, especially those with just one occupant. For instance, the report applauds the absence of many parking lots within the core campus at Fairfax (49) and notes that

“Bicycling is a crucial component of a sustainable campus.” (99)

A Phase Two exploration could also benefit from more granular attention to transportation patterns. The Phase One report states that “In general, parking is not perceived as a major challenge for the [Fairfax] campus.” (124) While that may be true “in general,” adjuncts and part-time students arriving at campus late in the day may think differently.

Phase Two could expand on these beginnings by explaining how each campus could make alternatives to the car more attractive. For instance, the Arlington section has maps showing driving and walking, but not biking (108-109). The Fairfax section does mention biking, but it only notes where people bicycle, not where they *can't* bicycle for lack of good routes. The report is silent on the ways that improved storage and shower facilities could encourage biking to campus.

Conclusion

As valuable as the Phase One findings are, they remain mostly empirical findings, which can serve as common reference points going forward. In Phase Two, the consultants can be expected to make more specific recommendations that involve difficult trade-offs, so we encourage all members of the Mason community to continue to attend town hall sessions, to ask questions of the consultants and steering committee members, and to share their views.

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