

## Mason/Wiley Partnership Fact Sheet/FAQs

### Overarching Intent and Process

In the Mason 2014 strategic plan, a priority goal is for the university to:

*“Provide multiple pathways and delivery formats to serve the needs of different students.”*

Specifically, to:

*“Create online pathways for students to complete the general education requirements in high-demand disciplines and to extend our reach to students who cannot attend class at our campuses.”*

Mason recognizes that online modalities allow students to shift the time, place and often the pace of their studies, which can make the difference in their being able to enroll in a program or complete coursework in a timely manner. Mason believes we must provide online options not only to reach out to new student populations both in and outside of the state of Virginia, but also to retain enrollments which we may lose to other universities that provide online degrees. Over 15% of the higher education market is choosing to take their coursework entirely online, and that number is expected to rise. At Mason this year, over 7,000 of our students are currently taking at least one class that is fully or partially online. Indeed, the online higher education market around the country is experiencing tremendous growth, boasting a 6% growth rate, while traditional full time 4-year degree enrollment has fallen nationally by about 6%.

### **Background to Mason/Wiley Partnership**

In fall 2014, the Provost’s office studied how other public institutions have put high-quality programs online. We compared partnership models vs. do-it-yourself models and found that many factors pointed to the “partner model” as the best fit for the University. Specifically, in the absence of a partnership model, the upfront and on-going financial investment required, as well as the expertise needed to develop and execute the highest quality provision of online services, was impossible for Mason to bear alone.

Because this type of partnership is new to Mason, it was decided that we should keep our scope to a manageable level, bringing a limited number of new programs online each year, until we assess how such a partnership would work successfully. Graduate programs are generally more compact in terms of the number of courses involved. There is also more certainty of a reliable online market, as graduate students find online programs allow them the flexibility they need to balance family commitments and full-time jobs. Furthermore, several of our graduate programs are experiencing intense competition from universities now offering their programming in online formats.

In May 2015, Mason issued a request for proposals (RFP) for an online program management (OPM) partner to help us develop and support such programs at the graduate level. An RFP Advisory Committee was formed and invited to attend all presentations given by companies. Their feedback was used heavily in selecting a partner. This committee included Stanley Zoltec, Director of Online Education in the College of Science and member of the Faculty Senate; Charlene Douglas, Chair of the Faculty Senate and Associate Professor, CHHS; Daniel Garrison, Director of Online Education in VSE; and Kelly

Schrum, Associate Professor in CHSS. Luanne Norden, an experienced online faculty member from RHT in CEHD, served on the scoring committee.

Factors that were evaluated in this process fell into four key areas: Institutional Strength; Performance of Clients/Partners; Vision, Methodology, Plans; and Price and Contractual Flexibility. Eight companies submitted proposals, two of which were judged to not meet the minimum requirements. After further evaluation of the remaining companies, **Wiley Education Services** was selected as the partner that best suited the University's needs.

Throughout this process, periodic updates were provided by Provost Wu and (then) Vice Provost Michelle Marks to the Faculty Senate Executive Committee, the University Academic Initiatives Committee, and Faculty Senate.

Once a partner was selected, and during the negotiation phase, a Contract Negotiation Advisory Committee was formed. This committee received copies of the draft terms of the contract and advised the negotiation process. Past and current Faculty Senate chairs Charlene Douglas and Keith Renshaw served on this committee. Also, during this time, there were several campus presentations and town halls that were scheduled for faculty, staff and students to learn more about the proposed partnership. A Wiley learning services team presented at one of these, providing examples of their faculty support and online courses. Faculty members from departments across the University participated in these sessions. Contract negotiation and discussions with academic units took place from spring through summer, 2016. The final Master Service Agreement was signed in September 2016.

### **Program Selection Process**

The two most critical factors in selecting a Mason graduate program to be launched through the Wiley Master Agreement include: **demonstrated market opportunity** for revenue growth and **faculty who were supportive of the plan**. All program decisions to go online were made by the individual programs (and their deans' offices). Going online with Wiley is an opt-in model; programs make the decision to go online.

Market research is one of the signature services that Wiley offers, so Wiley conducted an analysis of Mason's portfolio of graduate programs to identify those with the most attractive market potential. About a dozen programs were identified, and initial exploration of program contracting under the Master Agreement began in December 2015 with the deans, program leadership and representative faculty in those programs.

Many conversations with associated faculty, program leadership, the Provost's office, the budget office and Wiley representatives occurred over the course of 2016.

By the end of 2016, Wiley and the Provost's office selected and contracted four master's degree programs and three graduate certificate programs to become the initial cohort of the Wiley partnership to be launched in 2018. These programs include:

- Master of Special Education
- Master of Health Administration
- Master of Science in Health Informatics
- Master of Business Administration

- Certificate of Autism (Education)
- Certificate in Applied Behavioral Analysis (Education)
- Certificate in Health Informatics & Analytics (Health)

*In this partnership, who does what?*

**1. Wiley Responsibilities/Services:**

- a. Marketing
- b. Market research
- c. Recruitment
- d. Enrollment coordination
- e. Student support (technical and primary point of contact)
- f. Instructional design to support faculty members/faculty development
- g. Coordinate clinical course field placement with programs as required

**2. Mason Responsibilities:**

- a. Instruction
- b. Program management
- c. Determine admission standards/admission decisions
- d. Determine tuition and fees, collect all tuition and fees, process financial aid
- e. Maintain academic records/graduation
- f. Academic advising and specialized student services
- g. Obtain state authorizations

**Overview of Services Provided by Wiley**

Wiley's bundle of services includes the following:

1. Market Research – Wiley's market research team studies the prospective student demand for each online program under consideration.
  - a. They utilize IPEDS (integrated postsecondary education data system) data on program enrollment and graduations to assess trends in the program's enrollment nationwide, the number of institutions offering the program, both online and on-campus, and the number of degrees conferred.
  - b. They study BLS (Bureau of Labor Statistics) data and projections for employment growth (or decline) in relevant sectors, attractiveness of occupations, and regional aspects of the prospective market for employment in these sectors.
  - c. They assess demand for graduates in the program by analyzing trends in job postings in the field using sources that scour internet and other job posting sites (e.g., Burning Glass).
  - d. They gather search data from Google and other sources to determine prospective students' interest based on program names and keywords that are most often searched.
  - e. They utilize reports from professional organizations and other sources to understand coming changes in policy, practices, resources and other issues that might affect future job markets.

2. Assessing Institutional Readiness – Meetings with the college/school leaders and program chairs and faculty help assess readiness to develop and deliver the required courses in an online format. Input from the program faculty is critical, and Wiley helps by providing candid assessments of the time and resource investment that will be required of faculty.
3. Marketing – Wiley’s team of brand managers, creative talent and marketing managers is equivalent to any top-drawer marketing firm in the country. They utilize leading strategies for ad placement in all digital and conventional forms. They are one of only a few companies in higher education who are deep partners with Google, meeting three times each year with the Google team to ensure they are taking advantage of all tracking tools and applying analytics to maximize their advertising investment strategies. They create many types of ads and other creative content, place them strategically across many sites and platforms, and analyze the productivity and yield of all ad campaigns to make sure ad purchases are placed in an optimal way. Wiley can offer deep pockets to invest the needed dollars to produce sufficient inquiries and leads to meet Mason’s enrollment goals.
4. Student Recruitment – Wiley’s marketing attracts prospective students with interests in Mason’s programs, but the number of inquiries is not our singular target. Wiley provides a team of full-time Mason recruiters who engage with prospective students that have requested information about a specific program. Wiley uses a proprietary, consultative approach to recruiting prospective students ensuring that the program/institution is the right fit for them based on their background, needs and interests. Wiley’s recruiter helps guide prospective students through the process of completing their application forms and compiling required documents such as transcripts, easing the burden on Mason’s Admissions Office and helping deliver complete, ready-to-review application packets. Wiley’s track record with all other schools with whom we talked has been to consistently provide qualified students to meet the school’s enrollment expectations. Note that Wiley’s responsibilities end with the recruitment process.  
***Mason sets the standards for admission and makes admission decisions.***
5. Enrollment and Retention – Once a student has been accepted by Mason’s program, Wiley provides a Student Success Coach (SSC) who remains in contact with each student for the duration of that student’s time in the program through graduation. The SSC helps ensure that the student is enrolled each term according to that student’s course schedule, directs the student to any support services at Mason as needed, serves as a coach to help the student address any circumstances of daily life that threaten that student’s prospects for success, and notifies the program whenever a student appears to be at risk in any way.
6. Technology Support – Wiley maintains a 24/7 technology help desk for all students and faculty involved in these online programs and courses.
7. Academic Services – Wiley has a team of program developers, instructional designers, multimedia producers, and other creative staff to assist faculty in preparing the online program and in designing and building the individual courses. ***Mason’s faculty control all decisions about content and delivery***, but Wiley’s team offers its understanding of successful pedagogical and technological strategies to maximize student learning. Wiley’s team can assist in more of the building tasks to relieve faculty of some of the “heavy lifting” of course building, but it is always a collaboration of their team in support of the instructor developing the course.

***Throughout the above processes, Mason retains responsibility for admission decisions as well as program direction and course content.***

## Frequently Asked Questions:

1. Will Wiley be responsible for providing after hours and weekend support for both faculty and students? If so, what's their plan for that?

*Yes – Wiley offers 24/7 technical support to students and faculty as needed.*

2. What are the student recruiting alternatives?

*Most prospective students will learn about Mason's programs through Wiley marketing efforts. All inquiries will be directed to Wiley's recruitment team who can provide prospects with a concierge service as they learn more about the suitability of the program for their needs and as they prepare their application package. Wiley's team talks with the prospective student about any and all questions they may have regarding the program in which they are interested, their preparedness for entering the program and for studying online, and the preparation of all their application materials so that they can be well-qualified for that program.*

3. How is the tuition (price) determined for in- and out-of-state online students?

*Wiley conducts extensive market analysis to help programs determine tuition levels. The analysis evaluates current in- and out-of-state tuitions charged by competing programs for both on-ground and online modalities. Generally, only one price (per credit) is determined for the online course and does not distinguish between in- and out-of-state rates. This can mean that the online price is higher than average in-state tuition for on-campus students.*

*Tuition prices will vary widely across Mason Online graduate programs because pricing depends on the market analysis, not current tuition rates. Ultimately, the decision about all tuition pricing is made by Mason and our Board of Visitors, taking account of recommendations and market analysis from Wiley.*

4. What is the plan for course design assistance? Will it be hands-on in cooperation with each professor teaching a course?

*Wiley has developed a highly skilled instructional design talent bench that can support the creation of content, exams and exercises, with clear direction from the course administrator. While typical online content creation is conducted exclusively by the Professor, with the Wiley model, an instructional designer is available to provide hands-on support to faculty members to design learning aids and content. A full set of support systems, tools and best practices will be brought to bear to enhance course quality and provide faculty with direct design support.*

5. Who will be responsible for content development?

*Ultimately it is Mason's faculty who are responsible for all course content. Wiley will provide substantial assistance in the course design and build process as noted above.*

- a. And who will own the course content (GMU or Wiley) once it has been developed?

*Regarding Mason and Wiley, Mason will own all intellectual property of course design, content and delivery. The only exceptions could be where we utilize some type of technology or asset to which Wiley already holds copyright. For example, if they have developed a simulation software tool which we decide to use, and we provide the seed data, algorithms, etc. for its use, Wiley would continue to own the simulation tool, but they do not have the rights to use any of our data with their software other than for Mason's use.*

*Current university policy ("Copyright in University Works" policy #4002) notes that, while Mason's policy is that the creator of a traditional work, which includes course materials, holds the copyright in that work, it notes an exception that the university holds copyright in a traditional work when that work constitutes a "directed work." Payment of a stipend and provision of significant resources to assist an instructor to design and build an online course is considered a "directed work." It is important for the university to hold such copyright, so that courses in a fully online program can be offered on a continuous basis and not interfere with an online student's ability to complete a course of study without disruption in sequence and timing. The Office of Digital Learning has followed a practice of faculty retaining a shared interest in a directed work by letter of agreement, recognizing that such work often is a result of that instructor's accumulated professional work, so that the instructor can also use such works in any other way that is not in conflict with the university's interests.*

- b. Who will actually build the course?

*The professor will design all courses, with extensive support from the Wiley curriculum design team.*

- c. How much input will faculty have in terms of the content of the course they're teaching and its design?

*The faculty determines all content used in the course.*

- d. Will there be some kind of master course development system?

*Each course designed by faculty with Wiley's assistance will be saved as a master copy to be duplicated for each new term and section. Designing faculty will be able to make modifications to this master copy as needed over time. The program will assign instructors to teach sections each term, and will determine the latitude that each instructor can take in adding to or modifying their course delivery.*

- e. Will creation of the course materials be contracted separately with faculty?

*Yes, the faculty will be contracted separately to create the course materials.*

- f. Will the remuneration for course creation by faculty be part of the faculty member's existing salary or will there be additional payment?

*Yes, the faculty will receive additional payments for the creation of courses.*

- g. Will existing faculty create the new courses, or will faculty be hired specifically to create courses?

*The existing faculty will create the new courses. There isn't an expectation that faculty will be hired specifically to create courses.*

- h. What would the agreement between the University and the faculty member look like?



TO:  
FROM:  
SUBJECT:  
DATE:

In addition to your underlying duties, you are assigned to the additional following duties in the [department and academic unit].

- Assignment Title: [Insert Additional Assignment Name]
- Term:
- [Stipend/Payment]
- [Teaching Load]
- Other Terms: This additional assignment is considered to be "at-will", and may be ended at any time without cause by the University.
- Reporting: You will report to the [name and/or title] for this assignment.

This assignment is in addition to your normal instructional duties.

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I accept this assignment described above. I acknowledge that I will be governed by the bylaws, policies, and rules and regulations of the University, currently in force and as amended in the future. I also acknowledge that this assignment does not create any vested employment rights. I further understand that this assignment is contingent upon appropriation and availability of funds and sufficient enrollment.

\_\_\_\_\_  
[name]

\_\_\_\_\_  
Date

- i. Please give details on the relationship between the faculty who create/design a course, faculty who teach the course and the institution.

*All faculty who create courses or teach in the program will be faculty employees (either in a full or part-time status) of the university and must hold the required credentials of the program and SACS.*

- 6. What are the alternative delivery mechanisms? Can faculty actually hold a lecture period and record it and student responses?

We anticipate that most courses will primarily use **asynchronous** course delivery, due to its flexibility for the students and to take advantage of the unique nature of time- and place-shifted student engagement. However, instructors in any course may choose to provide some **synchronous** sessions as needed for that particular course. Wiley's academic services team, along with Mason's faculty support staff, will be available to help advise faculty in such circumstances to ensure that Mason's best practices for online courses are considered. Lectures or other similar instructor-delivered content can be recorded. Wiley and Mason have access to a number of options for video recording and will provide support to faculty for any editing and preparation. On-campus video and audio recording facilities will be available as well as "on the scene" recording options.

7. Are there recording studios for creating online coursework?

*Yes, both Wiley and Mason have studios.*

8. Is Blackboard the main delivery tool or are there any alternatives?

*Most faculty who will teach in these online programs also teach on campus and use Mason's enterprise Learning Management System (LMS) Blackboard Learn. Mason has decided to use Blackboard for these online programs and courses so that faculty do not need to become proficient with multiple LMS platforms. That said, Wiley is very experienced in using many types of web-based and mobile tools, and they will be able to work with faculty to explore options.*

9. Are the "programs" being offered full programs? Or are they only a miscellaneous course or two?

*These are intended to be entire programs in which all courses can be completed by students fully online. Place-based courses such as internships, residencies and other placements can be supported as well. It may be that some programs will choose to offer online a somewhat more limited set of elective courses than might be available to a student on campus, but it is our intent that no student's learning experience will be compromised in the process. These decisions are made with faculty engagement before an agreement is reached to put a program online.*

10. Will programs be able to participate in this partnership if they decide not to offer courses in the summer semester?

- a. What happens if students demand courses in the summer semester and no faculty are available to teach them?
- b. Will department chairs be able to tell faculty that they are not allowed to teach in the summer?

*Most students who invest their time and finances to take an online program seek to complete that program in the shortest time possible. Mason's standard approach will be to offer courses throughout the year including summer to achieve these student's goals. If there are constraints on teaching in the summer, this would need to be addressed early in discussions between Mason's program faculty and leaders and with Wiley before program commitments are finalized.*

11. For programs in this partnership, is there also an admissions process for the summer terms (as there is for fall and spring)? So admissions would have an additional burden and we'd have to run additional orientations?

*The default expectation is that courses would be offered in six 8-week terms each year, with three entry points at the beginning of fall, spring and summer. This is the format is preferred by graduate students who take online programs. Since Wiley will take on a large part of the student recruitment and enrollment tasks, the burden to the university and colleges/schools should be low.*

12. Are "regular" GMU students able to enroll in these courses, or are they only for students recruited into an online program through the Mason/Wiley partnership?

*Our plan is that Mason students who are primarily taking classes on campus could also enroll in these online courses. However, if the student is receiving federal financial aid and has semester courses that don't align well with the 8-week online courses, s/he would need to consult with Mason's Financial Aid Office to evaluate any impact on her/his financial aid in that term. There are federal financial aid restrictions on how and when students can move across calendars and Mason must remain in compliance.*

13. What effect, if any, will this have on previously-created full-semester online classes?

*This partnership should have no effect on classes that are not part of programs in the partnership. Programs that join this partnership and already have online courses in that program that are designed around a standard-length semester will almost certainly want to redesign those courses. One reason would be for the students' benefit with consistent course lengths, and another would be to refresh or redesign those courses to match the consistency and optimal design determined by the program's faculty as a whole. Variations from this are possible and faculty are involved in this decision. This is discussed in an early stage of partnership program planning.*

14. Does this mean faculty have to use Wiley textbooks?

*There is no requirement in any course or program that Wiley textbooks or other resources must be used. Faculty have decision-making responsibility over this, and Wiley is agnostic as to the selection of course material publishers. They are familiar with working with nearly all major publishers of textbooks and digital course materials and resources.*

### **Program Example**

*This section provides an example of a program, showing all course offerings, etc.*

Currently Wiley is helping the George Mason School of Health and Human Services launch a new online Masters Degree in health informatics.

Of Mason's portion of the gross revenue that is generated, approximately 82% goes to the college. Individual programs establish revenue share percentages with the college before the program is

initiated, so that program faculty understand the final revenue share percentages prior to agreeing to embark on developing and launching the program.

The course structure for the program is as follows:

**Masters of Science in Health Informatics – School of Health and Human Services**

**PJ Maddox – Chair of Wiley/Mason Health Initiative**

<b>Course Number and Title</b>	
HAP 678	Introduction to the U.S. Health System
HAP 618	Computational Tools in Health Informatics
HAP 700	Introduction to Health Informatics
HAP 701	Health Data: Vocabulary and Standards
HAP 709	Health Care Databases
HAP 719	Advanced Statistics in Health Services Research
HAP 720	Health Data Integration
HAP 780	Data Mining in Health Care
HAP 725	Statistical Process Control
HAP 823	Comparative Effectiveness Analysis using Observational Data
HAP 752	Advanced Health Information Systems
HAP 789	Pre-Capstone Seminar
HAP 790	Capstone Project

**Sample Program Schedule**

**Program Schedule**

This Program Schedule is dated as of December \_\_, 2016 and entered into between George Mason University (“Institution”) and Wiley edu, LLC with offices at 851 Trafalgar Court, Maitland FL 32781 (“Wiley”) pursuant to and under that certain Master Services Agreement between the parties (“Agreement”) dated September 30, 2016. The terms and conditions of the Agreement are incorporated herein by reference. Capitalized terms not otherwise defined herein shall have the meaning set forth in the Agreement.

Degree/credential name:	
Course length:	8 weeks
Credit hour tuition/fees:	
Credits for degree/credential:	

Number of student entry points per year:	3
Number of courses to be developed:	
Term of Program Schedule:	The Term of this Program Schedule shall begin on the first date upon which students are enrolled in the Program (“Service Commencement Date”), and shall end on the earlier of: (a) ten (10) years after the Service Commencement Date; or (b) termination of the Master Services Agreement for Cause; or (c), for those Program Schedules for which the date of such Program Schedule is later than five (5) years from the Effective Date, twelve (12) years after the Effective Date of the Master Services Agreement (even if the Term of the Master Services Agreement has expired), plus, upon mutual agreement of the Parties, an additional period of two (2) years.
Planned Service Commencement Date:	
Institution Program Designee:	
Wiley Program Designee:	

Wiley Services

Wiley shall provide the following services for the Program:

- *Marketing Services*
- *Market Research Services*
- *Recruiting Services*
- *Admissions and Enrollment Coordination Services*
- *Student Support Services*
- *Technical Support Services*
- *State Authorization Services*
- *Program Development Services (including Instructional Design Services and Instructor Training Services)*

Each year shall be measured from the Service Commencement Date or designated anniversary thereof.

If Program contains courses that were previously offered by Institution for at least one academic term(s), the Parties shall define a baseline amount for such Program in the Program Schedule. For purposes of

this Program Schedule, the term "Baseline Amount" shall mean the greater of: (1) the average number of charged credit hours for the three years immediately prior to the Service Commencement Date; or (2) the total number of charged credit hours for the year immediately prior to the Service Commencement Date.

The term "Program Tuition Rate" shall mean the approved Program tuition rate charged per Program credit, in each year of operation of the Program. In each year of this Program Schedule, the Baseline Amount to be deducted from Revenue prior to calculating Wiley's share of Revenues shall equal the product of the Baseline Credits multiplied by the Program Tuition Rate. One-third of the total Baseline Amount shall be deducted each term from the amount due to Wiley. At the first meeting of the Governance Committee, the Parties shall analyze and come to resolution on how to address the impact of current and future Institution discounts and scholarships on the Baseline Amount.

Additional Terms:

1. Termination for Convenience. After the third anniversary of the Service Commencement Date of this Program Schedule, Institution shall have the option to terminate this Program Schedule for convenience. In the event Institution wishes to exercise this right to terminate:
  - a. Institution shall provide Wiley with a written notice of termination for convenience;
  - b. During the ninety (90) day period commencing upon Wiley's receipt of Institution's notice of termination, the Parties shall establish a plan to wind down the performance of their obligations pursuant to this Program Schedule;
  - c. No later than ninety (90) days following notice of termination, Institution shall pay in full the Termination Fee, which may be paid in multiple installments during the ninety (90) day period; but in the event Institution fails to pay such Termination Fee in full by such 90-day deadline, such notice of termination shall be ineffective (without any prejudice to the right of either party to later invoke any right of termination permitted by this Agreement, including termination for convenience, except that Institution shall be prohibited from serving a further notice of termination of this Program Schedule for convenience during the one year period immediately following service of a notice of termination which is deemed ineffective in accordance with this subparagraph);
  - d. During the nine (9) month period commencing upon Institution's payment in full of the Termination Fee, the Parties shall wind down performance of their obligations pursuant to the Agreement;
  - e. Upon expiration of the nine (9) month wind down period this Program Schedule shall terminate; and
  - f. The Parties shall continue to fulfill their obligations pursuant to Section 7.5 of the Agreement.
2. The Termination Fee. The Termination Fee shall equal the product of: (i) the Termination Fee Percentage; (ii) multiplied by Wiley's share of the Revenue earned during the period ending twelve months immediately prior to the date of payment of the Termination Fee; (iii) multiplied by the number of years remaining in the Term of the Program Schedule. The Termination Fee Percentage for the twelve month period

commencing on the anniversary of the Service Commencement Date set forth below shall be as specified in the following chart:

Anniversary of Service Commencement Date	Termination Fee Percentage
3	67
4	63
5	59
6	55
7	51
8	47
9	43
10	39

3. Termination for Failure to Meet Mutually Agreed Level of Performance. Annual performance levels shall be set by mutual agreement of the Strategic Governance Committee for the upcoming year of the Term. After the third anniversary of the Service Commencement Date of the Program, if the Parties have not achieved 80% of the mutually agreed level of performance for two (2) consecutive years, then for a period of ninety (90) days after the end of the two year period, either Party shall have the option to terminate this Program Schedule by providing written notice. During the six month period commencing upon the non-terminating party's receipt of such written notice, the Parties shall wind down performance of their obligations. The Program Schedule shall terminate upon completion of the six month wind down period. Section 7.5 of the Agreement shall control upon termination except that Section 7.5 shall apply for a period of eighteen months after termination instead of the twenty four (24) months stated therein.

IN WITNESS WHEREOF, the Parties hereto have caused this Program Schedule to be executed in manner and form sufficient to bind them on the date shown below their respective signatures.

**GEORGE MASON UNIVERSITY**

**WILEY EDU, LLC**

By: \_\_\_\_\_

By: \_\_\_\_\_

Jennifer W. Davis

Susan D. Falotico

Its: Senior Vice President for Administration and Finance

Its: Vice President, Central Operations

Date: \_\_\_\_\_

Date: December \_\_, 2016

By: \_\_\_\_\_

S. David Wu

Its: Provost

Date: \_\_\_\_\_