
EVPP 336 | Tackling *Wicked* Problems in Society & the Environment

Instructors:

Assoc. Prof. K. L. Akerlof (lectures);
Teaching Assistant Charles Sterling
(recitation sections)

Email: kakerlof@gmu.edu;
csterli4@gmu.edu

Office Hours:

Email to schedule; (Akerlof) Fridays,
10 am-noon or at other times by
appointment; (Sterling) Thursdays,
4:30-5:30 pm or at other times by
appointment

Class Schedule:

- **Monday lectures**, Jan. 27-May 12; 1:30 pm - 2:45 pm; Innovation Hall 132
- **Recitation sections** as assigned:
 - Wednesdays, Noon – 1:15 pm, Horizon Hall 4012
 - Thursdays, 1:30 - 2:45 pm, Innovation Hall 330
 - Thursdays, 3:00 – 4:15 pm, Innovation Hall 330

Student Support Services: [See page 16](#)

Course description and objectives

The search for scientific bases for confronting problems of social policy is bound to fail, because of the nature of these problems. They are "wicked" problems, whereas science has developed to deal with "tame" problems.

— Horst W. J. Rittel & Melvin M. Webber (1973)

In 1973, Rittel and Webber wrote a seminal paper with the enigmatic title, “Dilemmas in a general theory of planning.” In this article—which has now been cited almost 23,000 times—they introduced the concept of “wicked problems,” in which there is no definitive formulation of the problem or solution. Because these problems are characterized by complexity, uncertainty, and divergence of human values and viewpoints, they are prone to becoming mired in controversy and failures of governance. Unfortunately, many of our most pressing global social and environmental issues today—ranging from climate change and biodiversity loss to food insecurity and environmental injustice—fall into this category. To understand the nature of these problems, we must understand the systems from which they arise and their dynamics. This course introduces some of the foundational literatures on wicked problems, systems thinking, and collective governance. Over the term, students will:

1. Characterize what constitutes a wicked problem
2. Describe basic elements of systems and their dynamics

3. Identify how different human perspectives and values relate to preferences for solutions across varying scales and global contexts
4. Assess social, environmental, and economic dimensions of current problems, including equity and justice, for the purpose of making policy recommendations
5. Use research to illuminate pathways for social change

These learning outcomes address educational goals that are relevant both to Mason Impact and the Mason Core: Mason Impact + Civic Engagement and Community Learning, Global Contexts, and Just Societies. Each of their specific learning outcomes are further described below.

Mason Impact (Impact + Civic Engagement and Community Learning, CECiL)

This course takes a problem-based learning approach. During the term you will engage in two projects that will require thinking through the lens of socio-ecological systems in order to diagnose human-environment interactions at various scales. For each project, you will prepare a report/memo on the topic, analyzing possible approaches, and present it. You will be required to base your research on citations that are of sufficient quality that they could be used by a decision-maker in credibly making the claim to others. Small group discussions in your recitation sections, and invited speakers, will support you as you research and write the assignments. Through these course components, the following learning outcomes will be met:

1. [MI-O1] Understanding how to conduct research and use knowledge to address societally important socio-environmental issues;
2. [MI-O2] Exploring people's differing worldviews and ways of knowing, and being able to relate how they affect their preferences for individual and collective responses;
3. [MI-O3] Engaging in inquiry about socio-environmental challenges as "wicked problems" in a series of increasingly challenging assignments.

Global Contexts

As human societies have become increasingly interconnected, rising needs for energy, food, and natural resources are met through global supply chains with worldwide environmental impacts. These socio-ecological systems are connected across both temporal and geographic scales. In order to understand how these systems function—and assess levers of change—we must consider how interactions across local, national, transnational, and global scales may affect outcomes for people and the ecosystems on which they depend. As you conduct the three course projects, you will be prompted to think about the ways in which a globally interconnected world changes the nature of the societal challenges that we face and contemplate our own roles within it. During the term, you will:

1. [GC-O1] Identify and explain how socio-environmental interconnections across the globe can affect natural resource use and societal conditions, such as equity and environmental justice.
2. [GC-O2] Demonstrate knowledge of how global contexts can affect phenomena within communities and specific socio-environmental systems.
3. [GC-O3] Apply an understanding of the experiences, perspectives, values, and expertise, or positionality, that you bring in analyzing solutions to global socio-environmental problems, such as climate change and biodiversity loss.

Just Societies

“Wicked problems” cannot be solved by technocratic solutions alone—they require consideration of the values and perspectives of the people who are involved and/or will be impacted. Throughout the class we will discuss the conditions under which environmental injustices can arise and how to develop decision-making processes that are more likely to be inclusive and considered fair and legitimate. As you consider the dynamics of socio-ecological systems, and their actors and governance, you will:

1. [JS-O1] a) Relate how environmental justice has been defined in federal policy and by differing communities;
b) Use those terms to engage meaningfully with peers about course issues.
2. [JS-O2] Articulate obstacles to environmental justice, and strategies for addressing them, in response to socio-environmental issues at different scales of governance.

Course structure

The class is divided into lecture sessions, held on Mondays, and weekly recitation sections. The recitation sections are designed to provide students with an opportunity to participate in more interactive hands-on exercises and discussions.

Assignments and grading

You will have three large graded assignments, recitation section participation, plus weekly questions to answer on the Discussion Board in Blackboard. Together, these assignments will constitute your grade for the term. You will be given a rubric prior to each assignment that details all required components and their associated point value. Extra credit opportunities in which you can earn up to 5 percentage points will also be available.

Assignment 1: Comparison of socio-ecological case studies

The goal of this first assignment is to introduce you to the many ways that different peoples govern natural resources across the globe within the context of global environmental and societal changes, such as climate change and increasing natural resource needs. You will search Arizona State University’s global database of case studies

of socio-ecological systems (<https://seslibrary.asu.edu/case>) and select two focused on a similar natural resource, such as forests or fisheries. You will compare and contrast the different systems and forms of governance, and determine whether they support Ostrom's rules for managing the commons.

Assignment 2: Exploring human-environment interactions on Mason's Fairfax campus

As a class, we will explore how and where Mason students, faculty, and staff interact with their environment—both the things that we can see (recycling and waste) and aspects that can be less visibly apparent (air and water pollution). Even locally experienced phenomena—such as campus extreme heat, food insecurity, and plastic waste—have their roots in globally interconnected socio-ecological systems. Both in individual written assignments and working with your recitation section group, you will map the social, environmental, economic, and equity implications of an interaction on campus between people and the environment, as well as the different stakeholders who are involved and their perspectives. You will submit individual work for the project and work with a team of fellow students to write and present your assessment for the university's Facilities staff.

Assignment 3: Writing a memo on environmental policy approaches

In the final assignment, you will consider the function and governance of socio-ecological systems within the Commonwealth of Virginia. You will research a current environmental challenge and its socioeconomic, equity, and global dimensions for the purpose of making policy recommendations to an elected official. The class will meet with the representative or their staff member during a class period in which you will contribute to the discussion of the policy issue. You will also condense your argument into an elevator speech that you will deliver to your instructor and fellow students in class.

Grade distribution overview

1	Assignment #1—Comparison of socio-ecological case studies	15%
2	Assignment #2—Mason's human-environment interactions	25%
3	Assignment #3—Environmental policy memo	25%
4	Recitation section group work (participation)	20%
5	Discussion submissions in Blackboard	15%
*	[Extra credit, TBD (Field trips)]	5%

Loss of points

Please watch for emails from the instructor in regard to preparation for upcoming classes, and please attend all classes. Lack of preparation for class may incur loss of points.

Attending both the lectures and recitation sections is vital to your success in the course. One unexcused absence from lectures on Mondays is permitted. Failure to

attend more than one lecture session will result in a loss of 1 point per class period. Working group participation in the recitation sections is part of your grade (20%) and counts toward points in Assignments #2 and #3. If you have a medical—or other—reason for missing class, please provide a letter from your physician or equivalent. If you face difficulties in attending class, please let me know.

Grades

Your final letter grade will be assessed based on the total points you have accumulated through completing the assignments. Grades will not be curved.

A+	97-100	B+	87-89	C+	77-79	D	65-69
A	93-96	B	83-86	C	73-76	F	0-64
A-	90-92	B-	80-82	C-	70-72		

Course Schedule (subject to change)

****All course assignments and readings are on Blackboard**

Week	Date	Topics	Readings & Assignments <i>*See Blackboard for reading discussion questions</i>
Week 1	<i>No Monday lecture the first week;</i> Jan. 22, 23 recitation sections	<ul style="list-style-type: none"> Course overview Envisioning just, sustainable futures 	<p><i>Reading due for Wednesday/Thursday recitation sections</i></p> <p>Editors. (2020). Imagine a world without hunger, then make it happen with systems thinking. <i>Nature</i>, 577(7790), 293–294.</p> <p>Wyborn, C., Davila, F., Pereira, L., Lim, M., Alvarez, I., Henderson, G., Luers, A., Martinez Harms, M. J., Maze, K., Montana, J., Ryan, M., Sandbrook, C., Shaw, R., & Woods, E. (2020). Imagining transformative biodiversity futures. <i>Nature Sustainability</i>, 3(9), 670–672.</p>
Week 2	Jan. 27 lecture; Jan. 29, 30 recitation sections	<ul style="list-style-type: none"> Wicked problems 	<p><i>Reading due Monday:</i></p> <p>Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a general theory of planning. <i>Policy Sciences</i>, 4(2), 155–169.</p> <p>Head, B. W. (2022). <i>Wicked problems in public policy</i>. Springer.</p> <ul style="list-style-type: none"> Chapter 2: The rise of ‘wicked problems’-Uncertainty, complexity, and divergence
Week 3	Feb. 3 lecture; Feb. 5, 6 recitation sections	<ul style="list-style-type: none"> Socio-ecological systems 	<p><i>Reading due Monday:</i></p> <p>Folke, C., Biggs, R., Norström, A., Reyers, B., & Rockström, J. (2016). Social-ecological resilience and biosphere-based sustainability science. <i>Ecology and Society</i>, 21(3).</p>

			Ostrom, E., & Cox, M. (2010). Moving beyond panaceas: A multi-tiered diagnostic approach for social-ecological analysis. <i>Environmental Conservation</i> , 37(4), 451–463.
Week 4	Feb. 10 lecture; Feb. 12, 13 recitation sections	<ul style="list-style-type: none"> • Governing the commons • Scales of governance 	<p><i>Reading due Monday:</i></p> <p>Ostrom, E. (2015). Reflections on the commons. In <i>Governing the commons: The evolution of institutions for collective action</i>. Cambridge University Press.</p> <p>Ostrom, E. (2010). Polycentric systems for coping with collective action and global environmental change. <i>Global Environmental Change</i>, 20(4), 550–557.</p>
Week 5	Feb. 17 lecture; Feb. 19, 20 recitation sections	<ul style="list-style-type: none"> • Systems dynamics, Part I 	<p><i>Due Feb. 17th before class—</i></p> <p><i>Assignment 1: Comparison of socio-ecological case studies</i></p> <p><i>Reading due Monday:</i></p> <p>Meadows, D. H. (2009). <i>Thinking in systems: A primer</i> (D. Wright, Ed.). London, UK: Earthscan.</p> <p>— Chpt 1: The basics</p> <p>— Chpt. 2: A brief visit to the systems zoo</p>
Week 6	Feb. 24 lecture; Feb. 26, 27 recitation sections	<ul style="list-style-type: none"> • Systems dynamics, Part II 	<p><i>Reading due Monday:</i></p> <p>Meadows, D. H. (2009). <i>Thinking in systems: A primer</i> (D. Wright, Ed.). London, UK: Earthscan.</p> <p>— Chpt 5: System traps ... and opportunities</p> <p>— Chpt. 6: Leverage points</p>

Week 7	Mar. 3 lecture; Mar. 5, 6 recitation sections	<ul style="list-style-type: none"> • Ways of knowing • Action research 	<p><i>Reading due Monday:</i></p> <p>Brown, V. A. (2010). Collective inquiry and its wicked problems. In <i>Tackling wicked problems</i> (pp. 61–83). Routledge.</p> <p>Ison, R. (2008). Systems thinking and practice for action research. In P. Reason & H. Bradbury (Eds.), <i>The Sage handbook of action research: Participative inquiry and practice (2nd ed)</i>. SAGE Publications.</p>
Week 8	<i>Spring Break, Mar. 10-16</i>		
Week 9	Mar. 17 lecture; Mar. 19, 20 recitation sections	<ul style="list-style-type: none"> • Environmental movements • Social change 	<p><i>Due Mar. 17th before class—Assignment 2: Exploring human-environment interactions on Mason’s Fairfax campus</i></p> <p><i>Reading due Monday (no discussion questions):</i></p> <p>Rootes, C. (2007). Environmental movements. In D. A. Snow, S. A. Soule, & H. Kriesi (Eds.), <i>The Blackwell Companion to Social Movements</i> (pp. 608–640). Oxford, UK: Blackwell Publishing.</p> <p>Crutchfield, L. R. (2018). <i>How change happens: Why some social movements succeed while others don’t</i>. Newark, NJ: John Wiley & Sons.</p> <p>— Introduction: How change happens</p>
Week 10	Mar. 24 lecture; Mar. 26, 27 recitation sections	<ul style="list-style-type: none"> • Motivating social change 	<p><i>Reading due Monday:</i></p> <p>Crutchfield, L. R. (2018). <i>How change happens: Why some social movements succeed while others don’t</i>. Newark, NJ: John Wiley & Sons.</p>

			<ul style="list-style-type: none"> — Chapter 1: Turn grassroots gold — Chapter 2: Sharpen your 10/10/10/20 = 50 vision — Chapter 3: Change hearts and policy
Week 11	Mar. 31; Apr. 2, 3 recitation sections	<ul style="list-style-type: none"> • Presentations to Facilities (Monday) • Policy memo project (Recitation) 	<p><i>Due Apr. 2nd or 3rd before class—</i></p> <p>Assignment 3: Policy memo background research</p>
Week 12	Apr. 7 lecture; Apr. 9, 10 recitation sections	<ul style="list-style-type: none"> • Justice 	<p><i>Reading due Monday:</i></p> <p>Bullard, R. D. (2020). From civil rights to Black Lives Matter. In M. Mascarenhas (Ed.), <i>Lessons in environmental justice: From civil rights to Black Lives Matter and idle no more</i>. Sage.</p> <p>Gilio-Whitaker, D. (2019). <i>As long as grass grows: The Indigenous fight for environmental justice, from colonization to Standing Rock</i>. Beacon Press.</p> <ul style="list-style-type: none"> – Chapter 1: Environmental justice theory and its limitations for Indigenous peoples
Week 13	Apr. 14 lecture; Apr. 16, 17 recitation sections	<ul style="list-style-type: none"> • Systems in policy analysis and policymaking 	<p><i>Reading due Monday:</i></p> <p>Dunn, W. N. (2017). Policy analysis in the policymaking process. <i>In Public policy analysis: An integrated approach</i> (6th ed.). Routledge.</p> <p>Robertson Munro, F., & Cairney, P. (2020). A systematic review of energy systems: The role of policymaking in sustainable</p>

transitions. *Renewable and Sustainable Energy Reviews*, 119, 109598.

Week 14	Apr. 21 lecture; Apr. 23, 24 recitation sections	<ul style="list-style-type: none"> Approaches to policymaking and public management 	<p><i>Due Apr. 21st before class—Assignment 3: Writing a memo on environmental policy approaches</i></p> <p><i>Reading due Monday:</i> OECD. (2017). Chapter 1. Systems approaches in the public sector: From theory to practice. In <i>Systems approaches to public sector challenges: Working with change</i>. OECD. Verweij, M., & Thompson, M. (Eds.). (2006). The case for clumsiness. In <i>Clumsy solutions for a complex world: Governance, politics and plural perceptions</i>. Springer.</p>
Week 15	Apr. 28 lecture; Apr. 30, May 1 recitation sections	<ul style="list-style-type: none"> Socio-ecological systems of the future 	<p><i>Reading due Monday:</i> Crawford, K. (2021). <i>The atlas of AI: Power, politics, and the planetary costs of artificial intelligence</i>. Yale University Press. — Introduction (Everyone) — Chapter 1: Earth (Everyone) — Pick one or more other chapters of your choice (Chapters 2-6)</p>
Week 16	May 5 lecture	<ul style="list-style-type: none"> Course wrap-up Presentation prep 	No reading

Week 17 May 12

- **Policy memo presentations with representative** **No reading**
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Possible syllabus changes

As the instructor, I reserve the right to make changes to the syllabus. Students will be given ample notice regarding any major changes to the course plan.

Late assignments

Assignments turned in late will be penalized by deducting 5% from the total points for each day it is late.

Gender identity and pronoun use

If you wish, please share your name and gender pronouns with us and how best to address you in class and via email. You may address us as “K. L.” or “Dr./Prof. Akerlof” (she/her/hers) and “Charles” (he/him) in email and verbally. Mason provides tools to change your name and pronouns on Mason records, see <https://registrar.gmu.edu/updating-chosen-name-pronouns/>.

Course materials and student privacy

I will not be video recording the classes except in rare instances. However, the PPTs from each meeting will be available on Blackboard. All course materials posted to Blackboard or other course sites are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- Video recordings of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class
- Live video conference meetings (e.g. Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class.

Academic integrity: Use of AI text-generation tools

Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as “the student’s own work,” and so will be considered similarly to text published on paper or online or text composed or significantly edited/alterd by another person. The use of such text without proper attribution is a violation of academic integrity.

Dropping the course

You are responsible for understanding the university’s policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the [Academic Calendar](#).

Common Policies Affecting All Courses at George Mason University *(Updated August 2024)*

These four policies affect students in all courses at George Mason University.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is outlined in the university's procedures. Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work.

By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor in advance of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The Family Educational Rights and Privacy Act (FERPA) governs the disclosure of education records for eligible students and is an essential aspect of any course. Students must use their GMU email account to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, all

non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the “Complainant”) will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence. Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone confidentially, please contact one of Mason’s confidential employees in Student Support and Advocacy (SSAC), Counseling and Psychological Services (CAPS), Student Health Services (SHS), and/or the Office of the University Ombudsperson.

Student Support Services

NAME OF RESOURCE	DESCRIPTION OF RESOURCE
<u>Academic Advising</u>	<u>www.advising.gmu.edu</u>
<u>Assistive Technology Initiative</u>	<u>Aquia Building Rm. 238 703-993-4329 www.ati.gmu.edu</u> Manages the production of accessible text for Mason students with disabilities. They also ensure access to information technology and communications to the entire university community through the use of adaptive equipment and provision of technical assistance.
<u>Center for Culture, Equity, and Empowerment (formerly ODIME and LGBTQ+)</u>	<u>SUB I Room 2400 703-993-2700 www.ccee.gmu.edu</u> Leverages programs and services focused on advocacy and direct student support to strengthen equity and inclusion at George Mason University. Our advising fosters opportunities for identity development, cross-cultural engagement, and inclusive learning communities, affirming the indivisible aspects of all our identities. Our three areas: <u>Student Access and Equity (SAE)</u> , <u>Student Engagement for Racial Justice (SERJ)</u> , and <u>LGBTQ+ Resources</u> , serve as resources to those in the Mason Community who seek to meaningfully engage and interact with people with different identities and intersections to co-create an equitable campus environment.
<u>Counseling and Psychological Services</u>	<u>SUB I Room 3129 703-993-2380 www.caps.gmu.edu</u> Students can take advantage of psychological services, a variety of learning services, multicultural services, and educational programs that support students' educational goals.
<u>Disability Services</u>	<u>SUB I Room 2500 703-993-2474 www.ds.gmu.edu</u> Implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities.
<u>International Programs and Services</u>	<u>SUB I Room 4300 703-993-2970 www.oips.gmu.edu</u> Provides guidance to students and scholars studying and working at George Mason University on immigration, employment and taxation, and adjustment issues, while fostering cross-cultural understanding through programs highlighting global themes.
<u>Learning Services</u>	<u>SUB I Room 3129 703-993-2380 www.learningservices.gmu.edu</u> Provides a variety of experience based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study skills counseling, individualized programs of study, and provision of tutoring resources. Presentations on a variety of academic skill topics are available to the university community. The programs are open to all George Mason University students free of charge. Services are confidential and use of these services does not become part of the student's academic record.
<u>Mason Student Services Center</u>	<u>SUB I Room 1003 www.mssc.gmu.edu</u> Provides one-stop, integrated information and referrals regarding admissions, registrar, student accounts, and financial aid.
<u>Mathematics Tutoring Center</u>	<u>Exploratory Hall 703-993-3622</u> <u>www.science.gmu.edu/academics/departments-units/mathematical-sciences/math-tutoring</u> Offers tutoring on a walk-in basis for all George Mason University students who are enrolled in math courses up to MATH 290.

<u>Office of Academic Integrity</u>	SUB I Room 4100 703-993-6209 www.oai.gmu.edu Provides information on the honor code and resources for students and faculty.
<u>Office of Coalition Building and Diversity Education (CBDE)</u>	SUB I Room 2400 703-993-2700 www.cbde.gmu.edu Through collective and collaborative work with campus and community partners, supports, builds, and enhances the understanding of interpersonal identities to respond to systemic inequities, through engagement, advocacy, and education. CBDE aims to be a catalyst for change by creating, promoting and sustaining an inclusive and equitable campus community.
<u>Office of Compliance, Diversity and Ethics</u>	Aquia Building Room 373 703-993-8730 www.cde.gmu.edu The Office of Compliance, Diversity and Ethics provides leadership and support on matters relating to equity, diversity, access, respect and inclusiveness for all members of the George Mason University community.
<u>Office of Military Service</u>	SUB I 703-993-1316 www.military.gmu.edu Assists U.S. Military veterans, their dependents and survivors with navigating the complex benefits process. Also provides career assistance and social opportunities for military and veteran students.
<u>Safe Zone</u>	SUB I Room 2200 703-993-2702 www.lgbtq.gmu.edu/safe-zone/ Creates a safer, more welcoming and inclusive campus environment to strengthen community and encourage networking among faculty, staff, and students toward the goal of supporting the well-being of LGBTQ people.
<u>Student Conduct</u>	SUB I Room 4100 703-993-6209 www.studentconduct.gmu.edu Provides information about university policies, the student conduct process, and resources for faculty related to addressing student behaviors of concerns and other disruptive behaviors.
<u>Student Health Services</u>	SUB I Room 2300 703-993-2831 www.shs.gmu.edu Provides high quality health care, counseling, education, and prevention services in support of student learning and retention.
<u>Student Success Coaching</u>	SUB 1 Room 3600 (703) 993-2470 https://coaching.gmu.edu/ The Success Coaching team helps students identify resources to enhance their Patriot experiences, and develop and implement personal, career, and academic goals. Success coaching helps students transition to college, make the most of their student experience, and work through their own definition of success while at Mason within our nine focus areas.
<u>Student Support and Advocacy Center</u>	SUB I Room 3200 703-993-3686 www.ssac.gmu.edu Provides comprehensive services for students in an effort to foster the safety and well-being of the Mason community. SSAC services include assisting students who are encountering barriers to their academic success or personal growth, interpersonal violence prevention, alcohol and drug education, health promotion/healthy relationships, student crisis intervention, and connecting students with appropriate campus and off-campus resources.
<u>University Career Services</u>	SUB I Room 3400 703-993-2370 www.careers.gmu.edu Provides information on career choices, internships and employment, and graduate and professional school.
<u>UNIV Courses and Programs</u>	www.transitions.gmu.edu Serves as a resource and development center for undergraduates, providing courses, programs, and services to facilitate students' personal and academic success.
<u>University Life</u>	Merten Hall Room 5200 703-993-8760 www.ulife.gmu.edu Enhances students' in- and out-of-class experiences, in addition to facilitating interactions among faculty, staff, and other students. These

	resources help students achieve academically, stay healthy, get involved with campus life, find jobs, and identify resources to enrich their learning.
<u>University Writing Center</u>	Johnson Ctr Room 227E 703-993-1200 www.writingcenter.gmu.edu Offers free individual writing consultations for students, who choose between meeting a tutor on Zoom or submitting a draft for the tutor's written feedback. Also offers online writing guides on specific genres of writing, citation style, and other topics. Additionally, the Writing Center provides assistance to faculty who are interested in holding in-class writing workshops, developing effective writing assignments, or evaluating students' writing.
