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COMMITTEE ON THE JUDICIARY,
U.S. HOUSE OF REPRESENTATIVES,
WASHINGTON, D.C.

DEPOSITION OF: NAORU KOIZUMI, PH.D.

Monday, October 20, 2025

Washington, D.C.

The deposition in the above matter was held in room 2237, Rayburn House Office Building,
commencing at 9:59 a.m.

Appearances:

For the COMMITTEE ON THE JUDICIARY:

██████████ SENIOR COUNSEL

██████████ PROFESSIONAL STAFF MEMBER

██████████ DEPUTY CHIEF COUNSEL FOR CONSTITUTION

██████████ MINORITY SPECIAL COUNSEL FOR INVESTIGATIONS AND SENIOR ADVISOR

██████████ MINORITY CHIEF COUNSEL AND SENIOR ADVISOR

For NAORU KOIZUMI, PH.D.:

HILARY LOCICERO

LLOYD LIU

BLL, LLP

██████████ We'll go on the record, please.

1 Good morning. This is the deposition of Dr. Naoru Koizumi, associate dean of research and
2 grants in the Schar School of Policy and Government at George Mason University.

3 Chairman Jordan has requested this deposition as part of the committee's oversight of
4 George Mason University's compliance with civil rights laws and executive orders.

5 On October 15th, 2025, the House Judiciary Committee issued a subpoena for Dr. Koizumi to
6 appear at a deposition today, October 20th.

7 I will mark the October 15th, 2025 subpoena as exhibit number 1.

8 [Koizumi Exhibit No. 1.

9 was marked for identification.]

10 [REDACTED] On October 15th, 2025, the committee noticed today's deposition.

11 I will mark the October 15th notice as exhibit No. 2.

12 [Koizumi Exhibit No. 2.

13 was marked for identification.]

14 [REDACTED] Would the witness please state your name for the record?

15 The Witness. Naoru Koizumi.

16 [REDACTED] Could counsel please state your name for the record?

17 Mr. Liu. Lloyd Liu on behalf of Dr. Koizumi.

18 Ms. LoCicero. Hilary LoCicero, also on behalf of Dr. Koizumi.

19 [REDACTED] My name is [REDACTED] and I am with Chairman Jordan's staff.

20 I'll now have everyone else from the committee who is here at the table introduce themselves
21 as well.

22 [REDACTED] [REDACTED] Chairman Jordan's staff.

23 [REDACTED] Chairman Jordan's staff.

24 [REDACTED] Chairman Jordan's staff.

25 [REDACTED] [REDACTED] Ranking Member Raskin's staff.

1 [REDACTED] I will now review the ground rules and guidelines that we will follow during
2 today's deposition.

3 The committee will conduct today's deposition in accordance with the House's regulation for
4 the use of deposition authority. This regulation has been presented to you as part of service for the
5 subpoena.

6 Our questioning will proceed in rounds. The majority will ask questions first for 1 hour, and
7 then the minority will have an opportunity to ask questions for an equal period of time if they
8 choose. There will be two staff counsel per side asking the questions.

9 To the extent members have questions for the witness, they will be propounded during their
10 side's respective rounds.

11 The clock will stop if the witness needs to confer with counsel, when counsel for the witness
12 is speaking, and when members are speaking during the opposite side's rounds.

13 We will alternate back and forth until there are no more questions and the deposition is over.

14 We ordinarily take a short break at the end of each hour, but if you would like to take a break
15 apart from that, please just let us know.

16 As you can see, there's an official court reporter taking down everything we say to make a
17 written record, so we ask you give verbal responses to all questions.

18 Do you understand?

19 The Witness. Yes.

20 [REDACTED] So the court reporter can take down a clear record, please try and speak
21 clearly so the court reporter can understand and the other people at the end of the table can hear
22 you.

23 It is important that we do not talk over another or interrupt each other if we can help it, and
24 that goes for everybody present at today's deposition.

25 We want you to answer our questions in a complete and truthful manner. If you do not

1 understand one of our questions or need clarification about what we are seeking, please just let us
2 know.

3 If you do not know the answer to a question or do not remember, please let us know what
4 you do know and remember. It is okay to tell us if you learned information from someone else.
5 Just indicate how you came to know the information. If there are things you do not know or cannot
6 remember, just say so, and please inform us who, to the best of your knowledge, might be able to
7 provide a more complete answer to the question.

8 By law you are required to answer questions from Congress truthfully. Do you understand
9 that?

10 The Witness. Yes.

11 [REDACTED] This also applies to questions posed by congressional staff in a deposition.
12 Do you understand this?

13 The Witness. Yes.

14 [REDACTED] Witnesses that knowingly provide false testimony could be subject to criminal
15 prosecution for perjury. This includes, for example, stating that you do not recall or remember
16 something when, in fact, you do. Do you understand this?

17 The Witness. Yes.

18 [REDACTED] Furthermore, you cannot tell half-truths or exclude information necessary to
19 make statements accurate. You're required to provide all information that would make your
20 response truthful. A deliberate failure to disclose information can constitute a false statement.
21 Do you understand this?

22 The Witness. Yes.

23 [REDACTED] Is there any reason that you are unable to provide truthful answers to today's
24 questions?

25 The Witness. No.

1 [REDACTED] The Federal Rules of Evidence, Criminal, and Civil Procedure are not applicable
2 for today's deposition. Under the House deposition regulation, a witness' attorney may not instruct
3 a witness to refuse to answer a question except to preserve a privilege. The House recognizes
4 constitutionally-based privileges and not necessarily those privileges derived from common law.

5 Finally, I will make note for the members and staff here today that the content of what we
6 discuss here today is confidential under the House deposition regulations. Under the rules, the
7 chairman and ranking minority member shall consult before any release of testimony, transcripts,
8 including portions thereof. This means it is a violation of House and committee rules to disclose
9 content of the deposition prior to its official release.

10 For this reason, the marked exhibits that we will use today will remain with the court reporter
11 so that they can go in the official transcript, and any copies of those exhibits will be returned to us
12 when we wrap up.

13 Before we begin the first round of questions, I will afford the minority and the witness and
14 counsel for the witness the opportunity to offer any preliminary remarks.

15 [REDACTED] I just want to say thank you for being here, and would let you know that this
16 is being recorded. So I just wanted to make you aware of that. I think the majority said that, but
17 thank you for being here today.

18 Mr. Liu. And no remarks from our end.

19 [REDACTED] The court reporter will now swear the witness in.

20 The Reporter. Please raise your right hand.

21 Do you solemnly swear or affirm the testimony you are about to give in this deposition shall
22 be the truth, the whole truth, and nothing but the truth.

23 The Witness. Yes.

24 [REDACTED] The clock now reads 10:04. We will start the first hour of questioning.

25 EXAMINATION

1 BY [REDACTED]

2 Q Could you please state your full name again?

3 A Yes. Naoru Koizumi.

4 Q And where do you currently work?

5 A I work for George Mason University.

6 Q And what is your job title at George Mason?

7 A I'm a professor and associate dean of research for the Schar School of Policy and
8 Government in GMU.

9 Q And starting with college, can you briefly summarize your educational background?

10 A I have a Ph.D. from University of Pennsylvania in regional science, is my degree. My
11 second Ph.D. is in environmental medicine from Hyogo College of Medicine in Japan.

12 Q And starting with your first post-doctoral appointment, what is your professional
13 background?

14 A My post-doc was done in systems and engineering department of University of
15 Pennsylvania. And during that time, I was working on medical monitoring, medical systems
16 monitoring, funded by National Institutes of Health.

17 Q And then you went to George Mason University?

18 A Yes. After that, I had a visiting professor position at GMU. And 1 year after that, I
19 applied for tenure position, and I got a tenure position in 2005, I think.

20 Q And since 2005, you've been working at GMU?

21 A Yes. It's been -- 20th year is this year.

22 Q And when did you start working as the associate dean of research and grants at GMU?

23 A I think it's about 5 to 7 -- 5 to 7 years ago. I don't exactly remember. Sorry.

24 Q No. So can you kind of discuss your main responsibilities as associate dean?

25 A Yes. As the associate dean of research, I oversee all the proposals, submissions for

1 grants and contracts, and also I oversee administration together with director of finance.

2 Q Do you currently teach still or are you just --

3 A I teach once a year.

4 Q Okay.

5 A So one semester I teach.

6 Q In your current role, who do you report to?

7 A I report to senior associate dean of Schar School.

8 Q And I know you mentioned some of your responsibilities. And in these responsibilities,
9 what entities do you most interact with at George Mason?

10 A Within the school or -- what entity?

11 Q Within GMU, are there any offices you work with particularly more than others as
12 associate dean?

13 A I work mainly within the school for daily proposal issues, and I also interact with
14 vice president of research office in the central administration.

15 Q And so when you say "school," you mean the Schar School?

16 A Schar School, yes.

17 Q And then the position you just mentioned, that's a central GMU position?

18 A My associate dean of research position is for Schar School.

19 Q Yes.

20 A And I represent Schar School at the central meetings --

21 Q Okay.

22 A -- including VPR meetings, the meetings led by vice president of research.

23 Q "VPR" is vice president of research?

24 A Yes.

25 Q Okay. Do you ever work with the Office of Access, Compliance, and Community?

1 A No.

2 Q Are you aware of what that office is?

3 A No.

4 Q Okay. Do you ever work with the Diversity, Equity, and Inclusion Office?

5 A No.

6 Q And have you ever worked directly with GMU's president, Dr. Washington?

7 A No.

8 Q Have you ever served on a faculty search committee?

9 A Yes.

10 Q Can you briefly explain what a faculty search committee is?

11 A Faculty search committee is usually comprised of about 8 or 10 committee members.

12 So there are two types of committee. One is within the school. So within the Schar School, I
13 represented faculty search, so hiring new faculty members within the school. Occasionally we
14 represent Schar School to sub on the committee for university central level positions -- central
15 administrative positions.

16 Q So I understand, there's two types of search committees.

17 A Uh-huh.

18 Q One is Schar faculty search committees?

19 A Correct.

20 Q The other is central -- can you say that again -- central admin --

21 A Central leadership administrative positions.

22 Q And what are the roles and responsibilities of the committee members?

23 A Committee members select finalists from the candidates. We meet -- it depends on
24 the faculty, the committee, but we usually meet regularly for 3 months to decide who are the most
25 qualified candidates.

1 Q And is that process the same for the Schar faculty searches and the central admin
2 leadership searches?

3 A Yes.

4 Q If you could estimate, how many times have you served on a faculty search committee?

5 A Within the Schar School, I probably had three or four committees -- search committees.
6 For the central, I only sat down on one search committee so far.

7 Q Could you give the approximate dates, maybe just the year, of those search committees,
8 if you remember?

9 A Yes. For the Schar School or for the central?

10 Q We'll start with Schar School.

11 A Schar School --

12 Q If you can.

13 A -- I don't remember.

14 Q No problem.

15 More than 5 years ago? Less than 5 years ago?

16 A More than 5 years ago for the Schar School. Last one was the post-grant administrator
17 for Schar School. That was before COVID, so must be 5 years -- more than -- about 5 years ago.

18 Q Okay. And then what about the one --

19 A Central?

20 Q -- central admin committee you served on?

21 A Central admin committee was October -- September, October range in 2020 -- yeah,
22 2020 -- through February '21.

23 Q Okay.

24 A About that range.

25 Q So all search committees are typically that timeframe, about?

1 A For the VPR position --

2 Q Uh-huh.

3 A -- it was about 5, 6, months, starting in October or September 2020.

4 Q Okay. And that's typical of all search committees, they last 5 to 6 months?

5 A No. That was longer than --

6 Q Okay.

7 A Yeah. I think that was the longest, because it's -- if it's a faculty, it's less than -- it's
8 usually 3 months.

9 Q Okay.

10 A VPR was longer, yes.

11 Q Okay. And since you've obviously served on numerous committees, it looks like,
12 especially faculty search committees, to the extent you're able, can you generally walk me through
13 the hiring process? You know, how is -- we'll start with a faculty member.

14 A Uh-huh.

15 Q How does a faculty member become employed at GMU? What's the first step?

16 A First step is -- from the search committee time or after search is completed?

17 Q Well, first, are you aware of the steps before the search committee timeframe when it
18 comes to hiring?

19 A So dean and the school members, we usually discuss which are the areas in most
20 demand --

21 Q Okay.

22 A -- who we lost, what kind of subjects we need to teach, who is missing. So we discuss,
23 and then eventually dean and then chairs sometimes together determines who -- what kind of
24 background we need to focus on.

25 Q And then once that need is established, what happens next?

1 A And then we advertise the positions and committee is formed, and committee is usually
2 in charge of advertising the position. And then we start receiving CVs and statement from each
3 candidates. And then committee sits down and assess the CVs and statement, and then we usually
4 rank them. And then we have consensus of who should be on the final list. On the final list, we
5 are not allowed to rank them. We just recommend several most qualified candidates to the dean.

6 If it's within the Schar School positions, we recommend the final list to the dean. If it's the
7 central, then the final recommendations goes to the provost and president.

8 Q You mentioned before the final list is developed, you said you can -- you do rank. And
9 what are you ranking? How do you rank the candidates?

10 A Based on the criteria we have, so experience and what we are looking for. For
11 example, sometimes we are looking for some specific AI or quantum, for example, then that's going
12 to be part of the criteria. So it depends on what specifically we are looking for for that position.

13 Q And then on the final list, there are no rankings?

14 A No ranking.

15 Q How many individuals are on a final list? Is it just one?

16 A No. It usually 4 to 5.

17 Q Two to five?

18 A Four to five --

19 Q Oh, 4 to 5.

20 A Four or five, sometimes three -- somewhere between 3 and 5.

21 Q Okay.

22 A Yeah.

23 Q And for -- let's start with the -- for the Schar searches, you said those go to the dean?

24 A Yes.

25 Q And the dean would make the ultimate determination?

1 A Yes.

2 Q And then for central admin leadership, that goes to the provost or president?

3 A Provost and president.

4 Q First the provost?

5 A And then president.

6 Q And then the president.

7 A Yeah, that's my understanding.

8 Q Okay. Is there ever a time where -- start with the Schar School. Has the dean ever
9 failed to select anyone on that list?

10 A Yes.

11 Q Could you -- in what circumstances does that happen?

12 A The candidate decided not to take the offer.

13 Q Okay.

14 A Yeah. That's a typical one.

15 Q And what about the -- I guess you only have experience with one, but --

16 A Uh-huh. Central, yeah, there was one person who decided not to come, not to take
17 the position, so -- but, yeah, in that particular one, the person selected by the central leadership
18 people accepted the offer, so --

19 Q I think just to -- we're going to focus in on, to the extent you can remember, just to get
20 the process even more ironed out, the latest -- you said the Schar faculty search committee, the one
21 you most recently remember, was pre-COVID, right? That was the most recent you served on?

22 A I think so, yes.

23 Q Yeah. So was it --

24 A It was before the VPR search --

25 Q Okay.

1 A -- in my recollection, but I'm not totally sure.

2 Q Was Dr. Washington president during this search?

3 A No. Well, he might have been, but he wasn't involved in that search at all.

4 Q Okay. So, I guess, let's focus on that search first, to the extent you remember. How
5 large was the search committee, approximately how large?

6 A Post --

7 Q Uh-huh, the --

8 A -- post-administrator?

9 Q The pre-COVID.

10 A Pre-COVID one?

11 Q Yes.

12 A So that was administrator position. So it's not a faculty position. It was
13 administrator, meaning that's someone who processes the proposals and paid for the consultants,
14 that position. So that was pretty small. That was 3 committee members.

15 Q Okay. And this is for the Schar School, though, right?

16 A That was for the Schar School.

17 Q Okay. Okay. And are there any requirements to serve on a search committee? Do
18 you have to meet any specific requirements?

19 A I think it needs to be -- for faculty position, it has to be faculty.

20 Q Okay.

21 A For the administrator position, it has to be a mix of faculty member and administrator,
22 so --

23 Q Are you required to take any training to --

24 A Yes.

25 Q What kind of training?

1 A HR training about confidentiality, for example, and then how -- what kind of questions
2 are allowed to ask, how -- how we select the candidates. Those are the trainings contents.

3 Q Okay. Can you talk about how to -- when you say how to select a candidate, just the
4 process of search committee is --

5 A Uh-huh, yes.

6 Q -- the training? Is there any training from the, I guess, the DEI office, provide any
7 training?

8 A Yes, there is a DEI component in the training.

9 Q And what's that component -- what's that training component?

10 A The -- it's more about the principle that we are not allowed to discriminate anyone from
11 specific background.

12 Q Uh-huh.

13 A Yes.

14 Q Okay. And that's just like online training?

15 A Yes, it's online training, correct, yeah.

16 Q One thing I want to ask about is, you mentioned consensus -- faculty. What does that
17 mean? What does faculty consensus mean, just from our understanding?

18 A Everybody agrees with the final list, the candidates on the final list. Everybody
19 is -- accepts those are the candidates to be forwarded to the president's office -- provost and
20 president's office.

21 Q Or the dean's office if it's the Schar?

22 A Or the dean's office, yes.

23 Q Okay. So just everybody on the committee has to agree on the final list --

24 A That's correct.

25 Q -- that's concerned? Okay.

1 For the Schar faculty search committees, those internal search committees to Schar, does the
2 committee ever interact with the DEI office at all or is it just the training you get?

3 A Just the training we get; however, we have to get the clearance from the HR office. So
4 we have HR director in the Schar School. So we have this final list, and then we present, this is what
5 we have. And then HR director communicate with the central HR office and then see if that's -- that
6 profile is -- profile of the candidates acceptable.

7 Q So, I guess, what is -- so what does that mean? What are they looking for in the final
8 list?

9 A Diverse enough. I don't know exactly what they are looking for, but HR office usually
10 determine we have the candidates that represents diversity.

11 Q Has HR ever, I guess, denied a finalist because of the lack of diversity?

12 A Not for the Schar School.

13 Q Not for the Schar School. What about for the --

14 A Not for the committees that I sat down --

15 Q On the --

16 A -- in Schar School.

17 Q Okay. I guess that leads me to the next question. What about for the central
18 administrative position?

19 A For the central position, I'm not clear when and who communicated with HR, so I don't
20 know. Because in the Schar School --

21 Q Oh, okay.

22 A -- it's smaller. And if I'm the committee member or committee chair, I'm the one who
23 is submitting the document to my school's HR director. So I know the process.

24 At the central level, it's larger, and the chair of the committee is from a different school. So I
25 don't know what chair communicated with HR and when. We just hear the directions and guidance

1 from the chair or the company we hire.

2 Because the search committee for VPR, vice president of research, is a big search. So we
3 had a company, Russell Reynold, to perform and administer the search. So there were
4 representatives from Russell Reynold company and then chair from the other school -- engineering
5 school -- and there were about 7 or 8 committee members from different schools. I was the only
6 one from Schar School.

7 Q Okay.

8 A So communication, the depths of communication we had during the meeting and
9 committee search time was not as dense as the one I had in Schar School.

10 Q Okay. So on a search committee, then, only the chair of the search committee is the
11 individual that talks to HR, it sounds like, to get that list approved?

12 A In the Schar School, yes, that's usually the case.

13 Q Okay.

14 A Although committee members often know.

15 Q Uh-huh.

16 A At the central, committee members definitely don't talk to HR. I think for the central
17 search, I believe chair is the only person who communicate with provost, president, and HR
18 representatives.

19 Q Who was the committee chair for the VP of research search?

20 A Ken Ball, B-a-I-I. Kenneth Ball, who is the dean of engineering school.

21 Q Okay. Before we kind of go into that search a little bit more, I just have kind of some
22 background questions, and I will lay a little foundation.

23 Are you familiar with what's called the Anti-Racism and Inclusive Excellence, or ARIE,
24 Task Force?

25 A I have heard about, yes.

1 Q And to your understanding, what is the task force? What have you heard about it?

2 A So to promote diversity and equity and inclusion in the university through teaching and
3 hiring -- or I don't exactly remember, but there was several mechanisms to promote DEI in the
4 university.

5 Q And do you know who developed the task force?

6 A I believe President Washington.

7 Q And you just mentioned that kind of several areas where the task force talks through.

8 Did you say it was -- had a wide range of -- it was a wide task force, it was a wide initiative. It
9 touched a lot of things, it sounds like?

10 A Yes.

11 Q Did Dr. Washington ever discuss with the faculty the ARIE Task Force?

12 A Yes. I think there was some townhalls to discuss that, but there was separate
13 meetings probably between president and the deans, because they meet regularly -- provost, dean,
14 and the president, they meet. So probably there was some discussions about DEI there.

15 Q Did you tune in to the townhalls?

16 A No.

17 Q Don't blame you. There's a lot of meetings I'm sure you have every day.

18 To your knowledge, did Dr. Washington ever consult with GMU faculty about the need for an
19 anti-racism initiative?

20 A Yes. So there were seminars of -- anti-racism seminars provided by the DEI office there
21 in the central administration.

22 Q And is that after the task force is already operating?

23 A I don't know.

24 Q Did you attend those seminars?

25 A No.

1 Q Okay. Are you familiar with Dr. Washington's, it was a July 2020 email to the GMU
2 campus community, describing the ARIE Task Force?

3 A I -- I read them, so -- but I don't remember.

4 Q Okay. I think we're going to --

5 A I might remember, but I don't know.

6 Q Okay. I'm going to introduce exhibit 3. It will be Dr. Washington's July 2020 email to
7 the campus community about ARIE.

8 [Koizumi Exhibit No. 3?

9 was marked for identification.]

10 BY [REDACTED]

11 Q Let me give you a moment to look over that. Just tell me when you're ready.

12 A Yes, I read.

13 Q So do you remember this email?

14 A Yes.

15 Q I'm going to turn your attention to page 4. It has the heading "University Policies" --

16 A Yes.

17 Q -- and kind of outlines a number of actions the ARIE Task Force would undertake. One
18 is implicit bias training. It states, "Mason will establish an Inclusive Excellence Certificate Program
19 that certifies that the schools and colleges have completed Implicit Bias Training and have
20 established Inclusive Excellence Plans."

21 A Uh-huh.

22 Q Did you ever have to take this training that's referenced?

23 A Yes. If it's a Title IX -- Title VIII, that's the DEI -- I think, yes, I took online --

24 Q You took --

25 A -- trainings.

1 Q Okay.

2 A Yes.

3 Q It was online training, you said?

4 A Yes. There were also central administrators coming to faculty meeting -- yes, actually,
5 there was an in-person meeting -- training too.

6 Q Okay. And who -- was that the central DEI office --

7 A Yes.

8 Q -- came in? And what was that training on?

9 A About DEI.

10 Q DEI?

11 A Yes.

12 Q Can you summarize the topics addressed or --

13 A Well, it's usual --

14 Q Is it broad?

15 A It's broad. No one should be discriminating against race and sex.

16 Q Okay.

17 A Yes.

18 Q It also mentioned inclusive excellence plans. Do you know what an exclusive
19 excellence plan is?

20 A I have heard about that plan. Each unit had to develop a DEI plan, but I was not
21 involved in developing the plan. It was led by central administration, so provost and president.
22 We as deans of each unit. So in my school, dean and senior associate dean, whom I report to, those
23 two were the main people who developed this DEI plan with the provost office back then.

24 Q And when you say "unit," is that just school?

25 A Yes.

1 Q Okay. And you said -- I just want to go back to that. You just said --

2 A School or colleges.

3 Q Yeah, school or college.

4 But you just mentioned that the president and provost had a hand in developing these
5 inclusive excellence plans with the unit deans?

6 A That's my understanding. And maybe DEI office was also involved.

7 Q But you were never -- you were not involved in the process?

8 A No. That's my -- my -- I oversee research and grants and contracts, so that's not my
9 job.

10 Q Did you ever have discussions with any colleagues who were involved in the inclusive
11 excellence planning process?

12 A We had a DEI committee in our school which was developed under President
13 Washington. So they had some presentation sometimes, and they were the liaisons between
14 Schar School and DEI office.

15 Q And you would talk with them about the inclusive excellence planning, or, no, you just
16 heard about that?

17 A Other than presentation, we didn't specifically talk about anything particular.

18 Q What was the presentation, do you remember?

19 A Presentation was about DEI, the same DEI. We should -- yes. Oh, and then about
20 definition of DEI, so meaning that, for example, Asians are not underrepresented community. So
21 the definition wasn't clear back then.

22 So minority includes Asians, but underrepresented minority does not include Asians. Those
23 type of information DEI committee deliver to the faculty members.

24 Q The -- sorry, can you remind me -- the DEI committee was a Schar School committee --

25 A Yeah.

1 Q -- that worked with central --

2 A The central DEI.

3 Q -- DEI?

4 A Yes.

5 Q And together they presented these topics to you?

6 A Yes.

7 Q When they were focused on definitions, specifically the definition of "diversity" --

8 A Yes.

9 Q -- did the definition of "diversity" ever include something other than race?

10 A It might be. I think sex was also mentioned, but it was more race.

11 Q Did they ever mention diversity of thought?

12 A Cultural background, yes. So cultural background in a way, how the different
13 environment that we grew up. So, yes.

14 Q Cultural background?

15 A Cultural. Upbringings, yes. So, yeah, I think sex was also part of that. But there was
16 more discussion on race.

17 Q Race was the primary focus of the -- of the conversation?

18 A It appeared that way, yes.

19 Q Looking back at this policy, we have, on page 4 -- not the policy, I'm sorry -- on the
20 email, exhibit 3, on page 4, mentions equity advisors. Says, "Equity Advisors in every academic
21 department." And it says, "Equity Advisors participate in faculty recruiting by approving search
22 committee shortlists and strategies and raising awareness of best practices."

23 A Uh-huh.

24 Q Did you ever interact with equity advisors?

25 A So I think this equity advisor is DEI person, DEI committee in the school.

1 Q Okay.

2 A So --

3 Q So the equity advisors are the people that presented to you about diversity?

4 A Right.

5 Q Okay. And it says approving -- it references "approving search committee shortlists."

6 A Yes. I think we actually invited or presented finalists to the committee chair in my
7 school -- first, [REDACTED] second time, [REDACTED] -- so we showed -- yeah, that's right. So we did present the
8 finalists to them.

9 Q And are they the people that looked to see if the finalists were diverse enough?

10 A That's correct.

11 Q Okay.

12 A But also HR -- HR director too.

13 Q The central HR director?

14 A No.

15 Q No. Sorry.

16 A For Schar School, Schar DEI -- Schar HR person. For the Schar search committees, the
17 Schar DEI person and then HR director in Schar School. They both check diversity component of the
18 final list candidates before it goes to the dean.

19 Q Okay.

20 A Yeah.

21 Q The equity advisor was one of those entities? I'm sorry. I think I'm just getting
22 confused.

23 A Equity -- equity DEI person.

24 Q Okay. So when you say the DEI person, that is the equity advisor?

25 A I think so.

1 Q Okay. Okay. I just wanted to make sure.

2 A I think so.

3 Q Okay.

4 A Because there was only one DEI person, DEI adviser, I guess, adviser --

5 Q Okay.

6 A -- in each school.

7 Q And who was that individual for Schar?

8 A So initially [REDACTED] -- [REDACTED] He's Indian. I don't know how --

9 Q Do you know how to spell, by any chance?

10 A [REDACTED]

11 Q As in?

12 A [REDACTED]

13 Q Okay. Thank you.

14 A And then -- and then it became [REDACTED] [REDACTED] so, [REDACTED]

15 [REDACTED]

16 Q And were they faculty members or were they --

17 A Yeah, they are faculty members.

18 Q Okay. Faculty members. Okay.

19 A So they were the liaison to the central DEI office --

20 Q Okay.

21 A -- led by Shannia, Shannia. I don't know how to spell.

22 Q Ms. Artis? Shannia Artis?

23 A Yes.

24 Q And these DEI people you referenced which are -- you think they were the equity

25 advisors --

1 A Uh-huh.

2 Q -- that was after the -- these positions existed following the ARIE announcement or did
3 they also exist before Dr. Washington's ARIE announcement?

4 A I don't remember --

5 Q Okay.

6 A -- but definitely under President Washington.

7 Q They -- okay.

8 A Yes.

9 Q Now, turning to the central administrative search committee you served on, you said it
10 was September/October 2020 to February 2021, right?

11 A Yes.

12 Q And this email was sent out July 2020. So that search committee was following --

13 A Uh-huh.

14 Q -- this announcement, right?

15 A Yes.

16 Q And what was -- I know you said it already, but please remind me, what was the position
17 that was being -- the search was being conducted for?

18 A Vice president of research, which is the number one position for the research in the
19 whole university.

20 Q So it's a senior-level position?

21 A Oh, yes, yes.

22 Q You said number -- the top researcher in the university?

23 A The top researcher representative of the university.

24 Q How many people served on this search committee, do you know?

25 Mr. Liu. [REDACTED], if I may. To the extent that the inquiry is trending into a specific search, I

1 just want to note for the record that, as you'll hear from testimony potentially, members of the
2 search committee execute confidentiality agreements. However, of course, Dr. Koizumi is here
3 today pursuant to subpoena and prepared and ready to testify in response to that.

4 [REDACTED] Thank you.

5 Mr. Liu. Sorry.

6 The Witness. Yes, yes. Thank you.

7 BY [REDACTED]

8 Q For that search committee -- we're going to kind of get into specifics now on
9 that -- approximately how many people were on that search committee?

10 A Approximately 10, including the chair, representative or representatives from each unit,
11 each school or colleges, and then one person from the company Russell Reynold.

12 Q And the chair you mentioned was --

13 A Ken Ball.

14 Q -- dean of engineering?

15 A Yes.

16 Q Okay. And so you were the only Schar representative there?

17 A Yes.

18 Q Regarding this specific search committee, were there specific requirements to be on the
19 search committee? Did you need more training?

20 A We had our usual training. It's possible that I had additional training, but I don't
21 remember. Dean selected the committee members from each school. In my case, Mark Rozell,
22 my dean, selected -- sent me to the committee.

23 Q Okay. And you said the typical training, so that was your typical HR training and DEI
24 was a component?

25 A Correct.

1 Q Regarding the applicants to the position, there's an applicant pool, right?

2 A Yes.

3 Q Do you have awareness into the applicant pool as a search committee member?

4 A Yes.

5 Q Does the applicant pool have to be certified as diverse?

6 A Applicant pools, you mean the people who send their CVs and statements?

7 Q Yes.

8 A Everybody can send. So it doesn't have to be. We have to make sure that all our
9 advertisement were put in diverse areas, but --

10 Q Okay.

11 A -- I wasn't in charge of that.

12 Q You're not in charge of the -- you're most -- once the applicants come in --

13 A Correct.

14 Q -- that's when you start in the process?

15 A Yes, yes.

16 Q Could you talk about, again, the factors that you look at? For this specific search, what
17 were the factors you were looking at to select your finalists? What did you rank, I guess?

18 A Yes. So experience in university leadership, also in Federal agency or Federal positions.
19 And then I think we were originally looking for, what we were interested in, someone who had some
20 bio health background, because we have a big center -- big institute on bio health at that point. So,
21 yes, those were criteria that we were looking for.

22 Q And how many finalists do you -- or, no, let's take a step back.

23 You rank the candidates, right?

24 A How many applicants? We had about 60 applicants.

25 Q Okay. Sixty applicants. And from those 60 applicants, you would then rank them?

1 A That's correct.

2 Q But when you select the finalists, they're not ranked, it's just a list?

3 A Correct.

4 Q Okay.

5 A And that's a new policy too. Not ranking was a new policy. Before, we were ranking.

6 Q When did that policy start?

7 A About 5 years ago.

8 Q Who instituted that policy?

9 A I'm not sure.

10 Q Was there an explanation on why the finalists would no longer be ranked?

11 A I don't know.

12 Q Okay. When you were ranking the applicants --

13 A Uh-huh.

14 Q -- was applicant diversity ever a factor in the rankings?

15 A Initially, no.

16 Q Initially, no. Did it ever become -- was it ever discussed then?

17 A Yes.

18 Q At what point in the process was applicant diversity discussed?

19 A So we -- we had 60 applications, and then I don't remember why, but there was list A
20 and list B. List B contained about 20 applicants, which I think clearly were not qualified for whatever
21 the reason. So we didn't consider list B. We focused on list A.

22 On list A, there were about 40 applicants. And then we all scored list A candidates. So
23 each -- 10 of us -- about 10 of us, each committee member ranked -- scored each candidate with a
24 score ranging between 1 and 5, 1 being the most qualified and 5 least qualified.

25 And then the Russell Reynold person calculated the mean of each of the 40 -- about 40

1 candidates. And then we were told to focus on all the candidates whose mean score was lower
2 than certain point, so better than others.

3 Q Okay.

4 A So there were about 20 to 25 candidates whose mean score was above -- lower than
5 that number threshold.

6 Q And were -- oh, sorry. Keep going. I didn't want to interrupt you.

7 A Yeah. So our purpose was to select candidates to be interviewed from the candidates
8 whose score was lower than that threshold, and we were aiming around 15 candidates to invite for
9 the interviews.

10 Q Following the interviews, then what happened?

11 A Following the interviews, we selected the finalist.

12 Q Just one finalist?

13 A Five.

14 Q Okay. So I'm going to kind of summarize that, and you tell me if I have it right.

15 You developed two lists. There's list A and list B. List B, you kind of did not look at initially,
16 right? You kind of focused on list A.

17 A I don't think we looked at at all.

18 Q Okay. So in looking at list A, there's approximately 40 candidates.

19 A Yes.

20 Q You then ranked them.

21 A Yes.

22 Q From there, you developed a list of 20 to 25.

23 A Yes.

24 Q Who you interviewed.

25 A Yes -- no.

1 Q No.

2 A From the 20, 25, we selected the people to interview.

3 Q Selected. And it was approximately 15?

4 A Yes.

5 Q And then interviewed them.

6 A Yes.

7 Q And then after the interview process, you did another ranking and you selected five to
8 be finalists?

9 A At that point, we didn't rank them --

10 Q Okay.

11 A -- but the 15 we interviewed, we selected, okay, these five we recommend.

12 Q And those five you recommended to, it would be the provost and the president?

13 A Correct. Without ranking.

14 Q Without ranking.

15 A Correct.

16 Q Do you remember the list of five, who the five finalists were?

17 A I don't remember exactly, but --

18 Q Okay. When you gave the list to the provost, what happened then?

19 A I think provost -- actually, I don't know. My guess is provost, president, maybe HR
20 people, they all get together and then -- I think provost and HR probably meet and discuss, and
21 then -- and then go to President Washington, and then final decisions actually, I think, come from
22 Dr. Washington.

23 Q Who was ultimately hired for the position of --

24 A The current VPR.

25 Q The current VPR. And who is that?

1 A Dr. Andre Marshall.

2 Q Dr. Andre Marshall?

3 A Yeah.

4 Q Was he one of the five finalists you put up?

5 A Yes.

6 Q Is he, in your opinion, the most qualified candidate?

7 A It depends on how you define "qualified." We were -- each committee member had
8 their own preference. So in order to increase the diversity, yes, he was the best person to. And
9 then he had NSF background. He was -- the discussion we had was this: There were other
10 candidates who had more experience in university leadership. Dr. Marshall did not have leadership
11 experience in academic environment. He, however, had experience in National Science Foundation
12 as a program director. So his background was less conventional, less traditional candidate, less
13 experienced. But we discussed that that might bring new perspectives to the school, choosing -- by
14 choosing someone untraditional background, that might bring new perspective to the university.
15 That's how we phrased in the recommendation.

1 [10:58 a.m.]

2 BY [REDACTED]

3 Q And that was -- that's the consensus, correct?

4 A Yes.

5 Q During your discussions when making that final list, did Dr. Washington ever talk to --

6 A No.

7 Q -- the search committee?

8 A No.

9 Q Did the provost ever talk to the search committee?

10 A No.

11 Q Did anyone from the central administration talk to the search committee?

12 A I think all the central administration will probably communicate with the chair but not
13 with the committee member.

14 Q With the -- okay. So there would --

15 A The chair is the engineering school dean, so he's the only person who communicate
16 directly with the president and the provost, in my understanding.

17 Q Did you ever hear of -- do you know if the president or provost talked to the chair
18 regarding Dr. Andre Marshall?

19 A I think there was some diversity discussion.

20 Q Can you kind of go into further detail about that discussion? Do you know?

21 A So we ranked them, and then the initial set of -- the initial set of candidates to be invited
22 to the interview did not include Dr. Marshall. So we looked at the candidate list, and then we were
23 encouraged to bring in minority candidates. And then we had minority candidates, South Asian
24 male individuals, but we had the discussion that South Asian males is not an underrepresented
25 minority, so we were guided to include underrepresented minority.

1 And then we looked at Dr. Andre Marshall's -- and then he was a I-Corps director, which has
2 translational industry connections, which was one of the criteria that we were looking for -- industry
3 connections. So that's why we included Dr. Marshall to the set from which we identify
4 interviewees.

5 Does that make sense?

6 Q A little bit. I'm going to kind of have some followup questions.

7 First, I guess, Dr. Marshall is a -- is -- what you said -- he's an underrepresented minority?

8 A Yes.

9 Q And you said he was not initially on the list of candidates you wanted to interview? Or,
10 not you but, I should say, the committee -- that the committee wanted to interview. He was not on
11 that initial list?

12 A No, he was not in the initial list. So he -- so -- okay. So there was a list B. List
13 B -- forget about list B.

14 Q Okay.

15 A List A, there are candidates who -- whose score was higher than threshold, lower than
16 threshold. So these people we focused on to select people to be interviewed.

17 Q Okay. And the lower is better, right?

18 A Lower, the better.

19 Q Where did Dr. Marshall fall on that list?

20 A Here.

21 Q So he had a -- he was above the median score?

22 A Above the threshold score.

23 Q Okay. And then --

24 A Threshold was 2.6.

25 Q He was above that. He was above 2.6. Do you remember approximately -- I guess,

1 do you remember his exact score?

2 A 2.9.

3 Q 2.9. And who encouraged you to -- I guess, how did he go -- how did he get on the
4 interview list?

5 A I try to remember, but I don't remember. I don't remember how we -- how we started
6 talking about underrepresented minority. I do not remember.

7 Q Okay.

8 [REDACTED] Just about a -- and I'll give --

9 [REDACTED] You can finish as long as we're --

10 [REDACTED] Okay.

11 BY [REDACTED]

12 Q There were, kind of, two steps. There was the first step of you were looking at the
13 initial list of people to be interviewed, and you said you were encouraged to include additional
14 diversity candidates.

15 A Correct.

16 Q But you don't recall who was providing that encouragement?

17 A So I don't remember. Usually -- usually the chair. But we also have this HR. So it's
18 possible that HR looked at the list and then told the chair. That's one possibility.

19 Q Uh-huh.

20 A Another possibility, maybe chair talked to the provost or president. That's another
21 possibility. But I don't know what's happening beyond the chair.

22 Q So, as at least communicated to you as a committee member, this encouragement was
23 coming from outside of the committee?

24 A So I don't remember. It's -- it's possible -- it's possible that our committee said, "Hey,
25 we don't have any underrepresented minority on this list. Should we" -- that's another possibility,

1 but I just don't remember.

2 Q Uh-huh. And then a diverse candidate was added, but that candidate was from -- or,
3 was not from an underrepresented -- is not an underrepresented minority.

4 A Right. We were encouraged to have underrepresented minority.

5 Q Uh-huh. And, similarly, you don't recall where that encouragement came from, or
6 that --

7 A I don't remember.

8 Q Okay.

9 A But -- so there was -- here and here, the list A, lower than 2.6, higher than 2.6, we
10 initially focused on lower than 2.6. But we were also told, if there isn't any good candidate here, we
11 should bring these people in here too. So we weren't violating any initial procedure by bringing the
12 second-list person to the first list.

13 Q So the diverse candidate, the South Asian male, I think you said --

14 A The South Asian person was here.

15 Mr. Liu. Let him finish the question.

16 BY [REDACTED]

17 Q So I guess, for clarity's sake, for the record, when you say "was here," was under the 2.6
18 mean?

19 A Yes.

20 Q Besides Dr. Marshall, was there anyone else added to the list of interviewees who was
21 above the mean?

22 A I don't think so. I don't remember, but I don't think so.

23 [REDACTED] Can we go off the record, please?

24 [Recess.]

25 [REDACTED] We'll go back on the record at 11:18 a.m. eastern time.

EXAMINATION

BY [REDACTED]

Q Dr. Koizumi, just to reintroduce myself, I'm [REDACTED] I'm with the minority, with Ranking Member Raskin. So I'll have an hour -- or I may not go an hour, but I have an hour, as well, now to ask you questions, kind of like what the majority just did.

Thank you earlier for describing your background a little bit. I would love it, though -- can you just help me understand, like, what is your academic discipline if you had to summarize it for us?

A Academic training?

Q Or training or -- like, what do you do for George Mason? Like, what is your academic --

A Background.

Q -- background where you do research and teach at George Mason University?

A Yes. I'm a statistician by training. So --

Q Okay.

A So my -- I usually apply statistics and other quantitative techniques to examine chronic disease, particularly end-stage renal and liver diseases, and organ transplants.

Q Okay. So that's why there's that tie with the systems engineering that you mentioned? Because you're applying it qualitatively with statistics. Is --

A Yes.

Q -- that right?

A Yes.

Q So I'm a systems engineer by training --

A Oh.

Q -- and I made the evil jump to law. I don't know why. But --

A Oh, wow.

Q -- yeah. So I actually studied systems engineering at George Mason, so that's why I

1 was like, "Oh, I see it now." So I was just curious.

2 A Oh, okay. Yes. Yes.

3 Q Sorry. Just had to throw that in there.

4 A I work a lot with systems engineering people.

5 Q You probably know all my old professors then.

6 A Yes. Yes.

7 Q I won't say any other names because this is a record for Congress, but we can talk about
8 that off the record.

9 A Yes.

10 Q Can you tell us a little bit more about your research? I know you focus a lot on
11 research. So, I guess, can you just describe for us, what's your research focus?

12 A Yes. So I work with transplant centers.

13 Q Okay.

14 A I have worked with GW, Toledo transplant center, and AMC, Albany Medical Center,
15 VCU.

16 So one of my focuses is actually to reduce disparity in access to organ transplants. My first
17 NIH-funded project was to provide equal access to liver transplants across all geography in the
18 United States.

19 Q When was that research conducted? Was that recent or --

20 A No. Long time ago.

21 Q Oh, long time ago?

22 A Long time ago. 2000 to 2005 or that range. So, yeah. But I do work in the access to
23 transplants a lot, particularly live donor transplants.

24 Q Why is access to transplants important? And this is an obvious question, but I'm just
25 curious.

1 A Because it's so much better than dialysis.

2 Q Uh-huh. And has your research found that certain communities have less access to
3 transplants than others?

4 A Yes. Southern States, we know, have less access. California -- sorry -- more access, I
5 meant, than California, New York. It's less, it's harder. Waiting time for transplant is longer in
6 general.

7 Q Longer in California and New York?

8 A Yeah. New York I'm not sure, but California for sure.

9 Q And can you tell us about, like, the research in general? So I don't know much about
10 research. Like, how do you take on a research project? How do you get the funding for it? How
11 do you get the approvals? How does that work?

12 A So we -- "we" means I or transplant center physicians and I together -- discuss
13 interesting ideas. And then we jointly -- "Oh, this may be good for NIH or National Science
14 Foundation," NSF or NIH, and then we apply for grants.

15 Q Okay.

16 A So, yeah. Currently, we have one donor swapping project from NSF and also organ
17 trafficking project also from NSF.

18 Q How does -- like, what is the grant -- what is it for? Like, just for someone who doesn't
19 know anything about research, what does the grant do?

20 A We do research, so we hire students. So we've got students who can gather data and
21 do programming. Faculty ourselves sometimes don't have time to do all of the tasks required to do
22 the research. So, with the funding, we can hire students or post-docs and then hire sometimes
23 research coordinator at transplant centers so we can do the research that way.

24 Q So it helps with the cost to be able to do the project that you're trying to set out to do.
25 Is that fair to say?

1 A Yes.

2 Q Would you be able to do the research without this funding from NSF or NIH or some
3 other places you've listed? Like, is it possible for you to do the research in your past but for that
4 grant?

5 A We can do, yes, but it takes longer.

6 Q Would you be able to do as many research projects without that funding?

7 A No, not at all.

8 Q If you had to give me an estimate over the last -- I believe you said 20 years you've been
9 doing this work at George Mason. Is that correct?

10 A Yes.

11 Q How many research projects have you taken on over the past 20 years, if you had --

12 A The funded ones?

13 Q Yeah, the funded ones.

14 A About five.

15 Q About five?

16 A Yes. Five or six. Yes.

17 Q And do you think it's important for the Federal Government to provide funds for
18 academic research?

19 A Yes.

20 Q Why?

21 A Because I believe that -- for example, some of the work I do is immunosuppressive
22 medications, which immunosuppressive medications work better for what kind of patients. That
23 way, by finding the science, the evidence, we can prolong kidney, amount of recipients who receive
24 transplants.

25 Q For you personally, do you believe that your research has provided a positive, you know,

1 health impact on our society, without being too humble?

2 A I'm not sure.

3 Q In general, do you believe NSF-funded grants for research provides a positive benefit
4 for, you know, our country and our society?

5 A Yes.

6 Q I want to pivot a little bit. I know the majority spent a lot of time asking you about
7 search committees and equity advisors, and we got a little bit in the details about the VP of research
8 at George Mason University, that specific search. Do you recall those questions last hour?

9 Yes? Is that a "yes"?

10 A Yes.

11 Q Okay. Yeah. So -- sorry. We have to be weird on the record. We have to say
12 everything out loud.

13 A I see.

14 Q So no worries. That's why I was asking for a verbal response.

15 So I'm going to introduce two exhibits. It's going to be exhibits 4 and 5, I believe is what
16 we're on.

17 Exhibit 4 is going to be a bill from March 18th of 2021.

18 I'll give these to you. These are all the ONE Virginia Plan laws, which are Virginia State laws.

19 [Koizumi Exhibit No. 4.

20 was marked for identification.]

21 BY [REDACTED]

22 Q And exhibit 5 is going to be a bill dated April 8th, 2024, which is a version of the ONE
23 Virginia Plan that was amended in April of 2024.

24 [Koizumi Exhibit No. 5.

25 was marked for identification.]

- 1 BY [REDACTED]
- 2 Q And I'll give you a second just to read over this, but I'm going to direct you to a few
- 3 specific sections.
- 4 A Yes.
- 5 Q Okay.
- 6 Okay. So let's -- this is, like, a -- taking a step back away from the laws, do you agree that it's
- 7 important for universities to follow the law?
- 8 A Yes.
- 9 Q Federal law? They should follow Federal law, correct?
- 10 A Yes.
- 11 Q And they should follow State law as well?
- 12 A Yes.
- 13 Q Look, you've worked at George Mason, my alma mater, for 20 years. Do you think it's
- 14 important for George Mason to follow Virginia Commonwealth law, State law?
- 15 A Yes.
- 16 Q So let's talk about a few laws that apply to George Mason. And I know you're not a
- 17 lawyer, right, so I'll direct you to very specific points within the law. And I just want to get your
- 18 thoughts on it. Is that okay?
- 19 A Yes.
- 20 Q All right. So let's start with the 2021 version of this bill, the ONE Virginia Plan.
- 21 First of all, are you familiar with the ONE Virginia Plan? And --
- 22 A No.
- 23 Q -- if you're not, that's okay.
- 24 A No.
- 25 Q No. Okay. So let's go down to section B. And I'm going to read out loud part of this

1 law.

2 So in section B it says, "The heads of state agencies shall establish and maintain a
3 comprehensive diversity, equity, and inclusion strategic plan in coordination with the Governor's
4 Director of Diversity, Equity, and Inclusion."

5 "The plan shall integrate the diversity, equity, and inclusion goals into the agency's mission,
6 operations, programs, and infrastructure to enhance equitable opportunities for the populations
7 served by the agency and to foster an increasingly diverse, equitable, and inclusive workplace
8 environment."

9 Do you see where I just read that from?

10 A Yes.

11 Q So, like, what do you think that means -- that section that I just read, what do you think
12 that means about diversity, equity, and inclusion as it applies to Virginia State agencies?

13 A What does it mean?

14 Q And I can narrow -- let's narrow it to the part that says -- let's start with the part that
15 says, "The heads of state agencies shall establish and maintain a comprehensive diversity, equity, and
16 inclusion strategic plan."

17 A Uh-huh.

18 Q As it applies to George Mason, what does that mean?

19 A The activities done by George Mason needs to provide -- or, activities does not prevent
20 any specific background people from getting opportunities.

21 Q Okay. Thank you. So, under Virginia law, it looks like the head of George Mason
22 University is legally required to establish and maintain these comprehensive diversity, equity, and
23 inclusion plans. Is that fair to say?

24 A Yes.

25 Q Okay.

1 So let's go down a little bit, where it says -- and I'm going to read out loud again -- "The plan
2 shall include best practices that (i) proactively address potential barriers to equal employment
3 opportunities pursuant to federal and state equal employment opportunity laws; (ii) foster pay
4 equity pursuant to federal and state equal pay laws; (iii) promote diversity and equity in hiring,
5 promotion, retention, succession planning, and agency leadership opportunities; and (iv) promote
6 employee engagement and inclusivity in the workplace."

7 Do you see where I just read that from?

8 A Yes.

9 Q Focusing on the lowercase (iii), right, "promote diversity and equity in hiring, promotion,
10 retention, succession planning, and agency leadership opportunities," what do you interpret that
11 legal requirement to include?

12 A Regard with the race and sex and additional cultural backgrounds, everybody needs to
13 have the same opportunities in hiring, promotion, retention, and other planning.

14 Q So this law actually specifically says the agency should promote diversity in hiring and
15 promotion and retention. Is that correct?

16 A Yes.

17 Q And George Mason is required to proactively develop best practices to promote
18 diversity in hiring. Is that correct as well?

19 A Yes.

20 Q The final passage I want to touch on, it's this paragraph right below this. It says, "Each
21 agency shall establish an infrastructure to effectively support ongoing progress and accountability in
22 achieving diversity, equity, and inclusion goals in coordination with the Governor's Director of
23 Diversity, Equity, and Inclusion."

24 So, here -- and please tell me if you believe this to be true -- it looks like the head of George
25 Mason should actually establish an infrastructure to best support diversity within its agency. Is that

1 correct?

2 A Yes.

3 Q So that's the 2021 version of the law, okay?

4 A Uh-huh.

5 Q And, as you see, it was approved on March 18th of 2021. It was signed into law by
6 Governor Northam.

7 Let's turn to exhibit 4, which is going to be the 2024 version of this law.

8 A Uh-huh.

9 Q Do you recall who was Governor of Virginia in 2024? You may not, but do you recall
10 who was Governor in 2024?

11 A Youngkin? Yes.

12 Q Governor Youngkin, yes. That was who was Governor. It's not a trick question, I
13 promise. He's still the Governor of Virginia as well.

14 A Yes.

15 Q So, looking at this bill, it's a lot of the same language. The italicized parts are going to
16 be parts that were added, and there are some parts that are struck through that were removed from
17 the bill.

18 So I'll give you a chance to look through it again, the same provisions we just went over. But
19 my first question is going to be: So, under the current law, which is from April of 2024, George
20 Mason is still required to establish and maintain a comprehensive diversity, equity, and inclusion
21 strategic plan. And please let me know if you agree with that.

22 A Yes.

23 Q Okay.

24 Under the current law, George Mason is required to integrate the diversity, equity, and
25 inclusion goals into George Mason's mission, operations, programs, and infrastructure still. Is that

1 correct?

2 A Yes.

3 Q Under the current law, George Mason is required to develop and promote best practices
4 to facilitate institutional diversity. Is that correct?

5 A Yes.

6 Q And under the current law, Mason is required to report on progress towards meeting
7 diversity, equity, and inclusion goals. Is that correct?

8 A Uh-huh. Yes.

9 Q So, to be crystal-clear, these statutory requirements are still in full force from
10 2021 -- they're still in full force here today in 2024. Is that correct?

11 A Yes.

12 Q Okay. Thank you for that.

13 You can put those to the side. I just wanted to ask you a few questions about that.

14 A Uh-huh.

15 Q I want to turn a little bit to your hiring process at George Mason. Can you tell me
16 about your process for being brought on to the faculty at George Mason?

17 A I was a visiting professor from 2004 -- or maybe '03 and '04?

18 Q Uh-huh.

19 A And then I applied for a tenure-track position in 2004 and then was hired by George
20 Mason in 2005.

21 Q So you were hired about the year before I started, so that's pretty cool.

22 So how did you get the visiting professor job? What was that process like? We'll start
23 there, and then we'll go to the tenure promotion.

24 A So my -- one of the dissertation committee members knew Schar School's founding dean
25 and also the person who was closely working with the founding dean. And then I met them through

1 my committee member at one of the conferences. And then I was introducing that I can teach this
2 and that, and then they said, "Why don't you teach lectures?"

3 Q Gotcha. So it seems like you -- and please correct me if I'm wrong. It seems like you
4 got the visiting professor job mainly through your interactions after writing your dissertation?

5 A Yes.

6 Q Okay. And you were invited to come teach lectures through the Schar School at
7 George Mason?

8 A Two courses, yes.

9 Q Two courses?

10 A At nighttime.

11 Q At nighttime.

12 A Yes. Because nobody wants to teach nighttime, so the younger junior people tend to
13 teach 7:20 to 10:00 p.m.

14 Q As someone who took many 7:20 to 10:00 p.m. classes, we appreciate you. It's a
15 tough student population as well. Normally pretty tired.

16 A Yes.

17 Q So what was the search committee process like for going from visiting professor to
18 tenure-track professor?

19 A So this is a normal process with candidates' CV and statement, and then they select
20 several candidates to have a presentation, and then they make a final selection.

21 Q Was it a search committee that was doing your review --

22 A Yes.

23 Q -- for tenure-track professor?

24 A Yes.

25 Q Okay. And so I just want to break it down a little bit. It sounds like you were a

1 visiting professor. Did you submit your CV and materials to be considered by the search
2 committee?

3 A Yes.

4 Q How did you even know that the tenure-track position was open?

5 A Well, that was on all the announcements, but I also knew because I was there.

6 Q Okay. But it was publicly advertised?

7 A Yes.

8 Q And then you submitted your materials?

9 A Yes.

10 Q Okay. And then what was the next step after you submitted your materials?

11 A I presented my dissertation and then -- yeah -- met with committee members.

12 Q So you presented your dissertation. Was that to the actual committee?

13 A Yes, committee and additional -- all faculties then.

14 Q Gotcha. And then, it sounds like, after you presented your dissertation, you had a
15 separate -- was it an interview with the search committee?

16 A Yes.

17 Q Okay. So it was two steps -- present your dissertation and then an interview with the
18 search committee as well?

19 A Yes.

20 Q After your search committee interview, were there any other steps before you were
21 made an offer to be a tenure-track professor?

22 A No. After that, I don't know what happened.

23 Q Okay. You just got the good news?

24 A Yes.

25 Q Okay. And do you recall how the search committee made their decision to extend your

1 offer to --

2 A I don't think we are supposed to know that. Yeah.

3 Q Do you know what the criteria was for you being promoted from visiting professor to
4 tenure-track professor?

5 A It's a long 20 years ago, so I don't remember.

6 Q Yeah.

7 A They were looking for someone who can teach statistics, and that was me -- and
8 quantitative. So that's one criteria I had a -- yeah --

9 Q Gotcha.

10 A -- good background on. Yes.

11 Q Most of those statistics folks were in the Volgenau School, weren't they?

12 A I did teach engineers at Penn, but --

13 Q Was diversity ever discussed in your interviews for the hiring process?

14 A No. But I was interviewee.

15 Q Right.

16 A So I don't know what kind of discussion they had in the committee.

17 Q Gotcha.

18 And just to be clear, back in 2005, '06, when you were going through this process,

19 Dr. Washington was not president of George Mason, correct?

20 A No.

21 Q And he was not involved at all in interviewing --

22 A Correct.

23 Q -- you or hiring you?

24 A Right.

25 Q Do you recall the topics that were brought up to you during your interview? It sounds

1 like statistics. Was that the main issue that was brought up during your interview process?

2 A I think they were also interested in my research, particularly what kind of funding that
3 you are interested in applying -- yeah. So my grants portfolio they were interested in.

4 Q And why were they interested in your grants portfolio?

5 A Because school was interested in growing in terms of research funding.

6 Q Why would a school -- now that you've been in this seat for about 20 years, why would a
7 school be interested in growing in grants for research funding?

8 A I think recognition in research. Because when I joined, we were not Research 1. And
9 then we -- I believe the university was trying to be an R1 university.

10 Q What's a Research 1 university?

11 A Research 1 university is -- uh --

12 Q It's not a trick question. Just to make sure it's clear if anybody who's not familiar with
13 the term reads it --

14 A I have to google.

15 Q Okay. You don't have to, like --

16 A It's a recognized research university.

17 Q Gotcha.

18 A And that comes with recognition for research and contributing to science.

19 Q Right.

20 A Yeah.

21 Q Would you loosely characterize it as a honor to be considered a Research 1 university?

22 A Yeah. Yes.

23 Q Okay. Do you know when George Mason became a Research 1 university,
24 approximately?

25 A Seven years ago? Seven, 8 years ago?

1 Q Okay. Is George Mason still considered a Research 1 University?

2 A Yes. Yes.

3 Q Okay. So it sounds like, 2018-2019 range, George Mason became a Research 1
4 university, and today, in 2025, George Mason is still a Research 1 university?

5 A Yes.

6 Q Who is the current -- we were just talking about him -- VP of research? It was talked
7 about in the majority's hour. Who was that individual again?

8 A Dr. Andre Marshall?

9 Q Dr. Marshall, yes.

10 A Yes.

11 Q So George Mason is still a Research 1 university under Dr. Marshall. Is that correct?

12 A Yes.

13 Q The standing has not fallen at all?

14 A Not that I know of.

15 Q Thank you. Okay.

16 A But with this funding -- we lost a lot of funding this year, so I'm not sure if we can
17 continue.

18 Q Why did you lose a lot of funding this year?

19 A Because of a Federal funding cut.

20 Q About how much funding has George Mason lost this year?

21 A I'm not sure.

22 Q Is it considerable, in your opinion?

23 A I don't know how to define "considerable."

24 Q Has it impacted your day-to-day or have you noticed it impacting anybody's day-to-day,
25 the amount of research funding that George Mason has lost?

1 A There were some funding that I was expecting to fund my student -- it wasn't my grant,
2 but I was hoping to support some Ph.D. students from that grant, and we did not receive that grant.

3 Q And what would that research have gone towards with those students that you didn't
4 receive the grant for? What research would they have been doing if you would've received that
5 grant?

6 A That was one of the senior grant, which was about modeling of illicit supply chains.

7 Q What is -- what kind of supply chain? I'm sorry.

8 A Illicit supply chains.

9 Q What is that? Can you describe what that is?

10 A So trafficking, for example. And then that was not my grant --

11 Q Okay.

12 A -- but my colleague's who -- we together fund a Ph.D. student. She lost that grant.

13 Q And when you say "trafficking," do you mean, like, human trafficking?

14 A Yes.

15 Q And now this --

16 A Human trafficking and drug trafficking.

17 Q And it sounds like one of your colleagues was set to do research on -- what was the
18 research going to be on, if you know, about this human and drug trafficking?

19 A So the modeling of human trafficking and drug trafficking -- I think it might be more on
20 drug trafficking. I'm not totally sure because it's not my grant. But modeling that, and then how
21 we can intervene trafficking activities.

22 Q Is your colleague still conducting this research even without the grant for researchers?

23 A Yes, but --

24 Q Okay.

25 A -- slower, because we lost one student.

1 [Discussion off the record.]

2 [REDACTED] By the way, I'll just let my colleague introduce herself on the record.

3 [REDACTED] Hi. I'm [REDACTED] and I'm with Mr. Raskin's staff.

4 BY [REDACTED]

5 Q I lost my train of thought. Except, I was lost because we weren't doing cool modeling
6 like this when I was in school. We were doing, like, UPS packages mostly, not drug trafficking.

7 So let's move on to the faculty hiring -- not faculty -- the hiring process that you've been
8 involved with. Here today, you discussed it with the majority. I believe the first was, I want to say,
9 the Schar School --

10 A Uh-huh.

11 Q -- right? And then the second one was the one for the VP of research? Is --

12 A Yes.

13 Q -- that correct?

14 A Yes.

15 Q So let's start with the Schar School hiring. Have you been on faculty hiring for the
16 Schar School as well?

17 A Yes.

18 Q Can you describe -- and I know you did it with the majority, but just so I have it
19 clear -- just a very high-level overview of what that process is like when you're hiring a faculty
20 member for the Schar School?

21 A So we advertise, and we receive CVs and statements. And then committee members
22 sit down -- we individually review and then sit down to discuss who we are most interested in
23 inviting.

24 Q Gotcha. Now, going back a little bit with the search committee, how do you get placed
25 on a search committee within the Schar School?

1 A That's usually dean's decisions.

2 Q So the dean appoints, it sounds like, individuals to the search committee?

3 A Uh-huh, based on the background. So if we are hiring, let's say, health and
4 quantitative, then we have quantitative and health people, for example.

5 Q Right. People who would be specialists and understand --

6 A Yes.

7 Q -- someone's credentials. Is that fair to say?

8 A Correct. Yes.

9 Q And then you advertise it. It sounds like you adver- -- where do you advertise
10 typically? Do you try to do broad advertising or more targeted advertising, in your experience?

11 A Broad.

12 Q Broad. Why broad?

13 A Because we want to get as many candidates as possible.

14 Q When you say "as many candidates as possible," would that be the same thing as saying
15 a diverse group of --

16 A Yeah.

17 Q -- candidates?

18 A Both. Both. In number and also diverse.

19 Q Okay. And then it sounds like you collect CVs and statements to consider for the
20 positions. Is that correct?

21 A Yes.

22 Q And earlier you said you kind of analyze these CVs and statements, and you do almost,
23 like, a rating, almost like your own modeling, right?

24 A Yes.

25 Q Is that correct?

1 A Yes.

2 Q And then do you have interviews with these individuals once you narrow them down in
3 some way?

4 A For faculty positions, we discuss, rank them, and then we select who to -- we identify
5 the candidates to be interviewed. And then, from the interviewees, we select people to come
6 visit --

7 Q Okay.

8 A -- and make presentations.

9 Q And who do these people, once they're narrowed down, who do they make
10 presentations to?

11 A All faculty members.

12 Q All faculty members.

13 A Yes.

14 Q And then after the candidates make presentations to all faculty members, what's the
15 next step then?

16 A Well, presentations and also they meet with search committee members, dean and
17 other leadership people, and then also people who do research that are similar to the candidates.

18 Q Right.

19 A So that's the final --

20 Q So they're meeting with almost everybody that they might be working with --

21 A Correct.

22 Q -- on the day-to-day. Is that fair to say?

23 A Yes.

24 Q Do they meet with the HR team or the DEI equity advisor folks at all --

25 A I don't --

1 Q -- that you're aware of?

2 A I don't think so.

3 Q Okay.

4 So, then, after the narrow group of candidates comes in and presents and meets with
5 everyone, what's the next step after that?

6 A We make a list of finalists. And then, without ranking, we forward that list to the dean.

7 Q So it could be, like, a list of three people. Are they ranked one, two, three? Is that
8 correct?

9 A Without ranking.

10 Q Oh, result (sic) ranking. So there's no --

11 A No ranking.

12 Q -- no ranking. And then you forward those three or four names to the dean?

13 A Correct.

14 Q And then the dean is ultimately who makes the decision of who to make an offer to
15 first?

16 A Correct.

17 Q Okay.

18 Would you say that this whole process that you just described to me within the Schar School
19 for faculty hiring, is it an independent process, in your opinion?

20 And when I say "independent," I mean, are you all guiding your own process and making
21 these decisions on your own without, you know, for example, Dr. Washington telling you what to do?

22 A Oh. Central administration's -- oh. Well, I don't know. I --

23 Q Have you ever felt the need to interview certain candidates because the central
24 administration has told you so, on faculty hiring at the Schar School?

25 A I'm not sure. I -- let me think.

1 I heard -- at the committee level, I don't think we were directly encouraged by the president
2 to select any -- any specific candidates.

3 Q Okay.

4 A At the dean's decision level, dean and President Washington discuss.

5 Q Have you ever sat on those discussions between --

6 A No.

7 Q -- your dean and Dr. Washington on hiring decisions?

8 A No.

9 Q Are you aware of what they might've discussed during hiring decisions?

10 A I -- I heard that there were certain candidates encouraged to meet with the president,
11 for example.

12 Q You've heard -- who did you hear that from?

13 A My dean.

14 Q Your dean told you that?

15 A It might have been senior associate dean.

16 Q And what did they tell you about who was encouraged to meet with Dr. Washington?

17 A I think the only thing I know is they met, the candidate and president met.

18 Q And was this candidate hired ultimately?

19 A No. He declined.

20 Q The candidate declined.

21 A Yes.

22 Q Okay. That does not sound like the same as Dr. Washington not extending the offer.
23 Is that correct to say?

24 A I think Dr. Washington wanted him to come.

25 Q Okay.

1 A So was our dean.

2 Q Okay.

3 A But this individual decided not to join George Mason University.

4 Q Do you know why this individual decided not to join George Mason University?

5 A I think he might have had a better offer from somewhere else. He was from Florida, so
6 maybe he didn't want to move to Washington, D.C. I don't know the -- I heard about the reason,
7 but I don't remember specifically why.

8 Q Would you say that Dr. Washington is primarily responsible for hiring faculty within the
9 Schar School?

10 A No.

11 Q Who is primarily responsible for hiring faculty within the Schar School?

12 A I think mostly the dean.

13 Q Okay. Do you recall Dr. Washington reviewing candidates' CVs when making hiring
14 decisions at the Schar School?

15 A No.

16 Q Do you recall Dr. Washington ever vetoing a candidate that was selected by you all at
17 the Schar School to hire?

18 A Not that I remember. No.

19 Q Okay. Do you recall Dr. Washington ever rejecting a faculty hire that you
20 recommended at the Schar School?

21 A I don't think so. No.

22 Q Okay.

23 All right. Now let's transition to the VP of research search that you went over with the
24 majority.

25 A Uh-huh.

1 Q So that was a different process than the Schar School --

2 A Correct.

3 Q -- process, correct?

4 A Yes.

5 Q And that process, the head of the committee was actually the dean of the engineering
6 school? Is that correct?

7 A Correct.

8 Q And there were about 10 committee members from across the university that was on
9 this search committee --

10 A Yes.

11 Q -- for the VP of research?

12 A Yes.

13 Q And each committee member was appointed by their own unit's --

14 A Dean.

15 Q -- dean --

16 A Yes.

17 Q -- to serve on this committee. Is that correct?

18 A That's correct. But there were some additional central administration people too.

19 But I don't know who select the --

20 Q Okay.

21 A Probably provost.

22 Q Okay.

23 So can you again go over, very high level, the process that you all used for this committee? I
24 believe you said it was advertising, collecting CVs again, giving out a mean score of some sort --

25 A Yes.

1 Q -- interviews, and then forwarding those candidates off to the provost. Is that correct?

2 A Yes.

3 Q Can you just provide a summary of that process, just to make sure we have it clear of
4 what that process was, for hiring the VP or making an offer to hire the VP of research?

5 A It's exactly what you --

6 Q Ah.

7 A -- just said. Perfect.

8 Q You know what? I will take that as my win for the day.

9 And then it sounds like, too, there was two lists, though, right? There was an A list and a B
10 list. Is that correct?

11 A Yes.

12 Q And the B list were candidates who weren't going to be considered at all. Is that
13 correct?

14 A That's my recollection.

15 Q Okay. And approximately how many people were on the A list that were going to be
16 considered?

17 A Forty, about 40.

18 Q About 40 people. And out of that 40, I believe there was a number that was assigned;
19 it was 2.6. And if your number was below 2.6, then those were the individuals you consider for
20 interviews. Is that correct?

21 A Correct.

22 Q And out of that group of under 2.6, how many did you initially put on the list for
23 interviews?

24 A We were initially talking to interview about 14 or 15.

25 Q Fourteen or 15 of those folks. And then eventually, it sounds like, you added at least

1 one other person that was not under the 2.6 threshold for the interview list?

2 A Correct.

3 Q Can you tell me why you added that one individual for the interview list that was not
4 under that 2.6 threshold?

5 A Because there was a discussion to have diversity in the -- in the list -- on the list.

6 Q And what do you remember about this discussion to have diversity on the list of
7 interviewees?

8 A What do I remember?

9 Q Who started this conversation?

10 A So I have been trying to remember that, but I don't remember. Honestly, I don't
11 remember.

12 Q All right. So it's possible it could've been someone else on the committee who brought
13 this up?

14 A It's possible --

15 Q Right.

16 A -- yes. But usually we don't have that -- so I don't remember, but I remember my
17 perception of, "Oh, I see, I have to think about diversity."

18 Q Uh-huh.

19 A I think all the committee members felt at that time, "Okay, the initial list didn't have
20 enough diversity."

21 Q Uh-huh.

22 A So, because of that perception, I feel that the guidance came from outside the
23 committee members. But I'm not sure.

24 Q When you added the additional individual into the interview list, did you consider that
25 individual unqualified for an interview?

1 A So we liked him --

2 Q Uh-huh.

3 A -- at the interview. So, once he was moved to the lower-than-2.6 list, we interviewed
4 them all online.

5 Q Okay.

6 A And then we liked them -- we liked him. And then what we discussed is, even though
7 he is an untraditional candidate, he might bring in a new perspective to the university.

8 Q So I'm going to ask it again: Did you consider him to be unqualified?

9 A Did I consider him unqualified?

10 Q Uh-huh. For the position that he was interviewing for.

11 A No. I was just surprised that we went for unconventional.

12 Q And when you say "unconventional," why did you -- I believe you talked about his
13 background at NSF, but I want to hear it in your words. Why was he unconventional?

14 A Because normally -- this is a very high position, vice president of research, so usually
15 someone who has experience in academic leadership. So it doesn't have to be dean, but a chair of
16 department experience. Those experience is normally desired.

17 Q Uh-huh.

18 A And then he did not have that experience.

19 Q And did you all discuss that, it sounds like, lack of academic --

20 A Yes.

21 Q -- leadership experience in the interview? Did you all discuss that?

22 A Yes, we did discuss that.

23 Q And what did the search committee -- I guess, what conclusion did you come to about
24 that lack of experience?

25 A So -- exactly. He's unconventional, but he might be able to bring new perspective to

1 the school, to the university.

2 Q And what type of new perspectives did the selection committee kind of discuss that this
3 individual could've brought to the university?

4 A Because if you spend long time in academic, there are certain things that you feel that,
5 "Okay, we cannot do this, we cannot do that," but his experience is not tainted by that preexisting --

6 Q Uh-huh.

7 A -- conditions.

8 Q Right.

9 A Yes.

10 Q Did his experience at NSF play any role into his hiring?

11 A Yeah. So he had I-Corps. I-Corps is a -- NSF I-Corps funds industry and -- encourages
12 industry and academic collaborations.

13 Q Gotcha. And why is that important? Why is I-Corps important?

14 A Because George Mason, it was considered a good thing to encourage more partnership
15 with industries. So that was considered positive.

16 Q Was this a goal, to have more partnership with industry? Was that one of the larger
17 strategic goals of George Mason's research initiatives?

18 A One of the --

19 Q Right.

20 A Yes. One of the priorities, yes.

21 Q And, ultimately, after this interview, it sounds like the selection committee advanced
22 this individual as well as a few others to be considered --

23 A Correct.

24 Q -- as finalists for the role of VP of research?

25 A Yes.

1 Q How many people would advance as finalists for the --

2 A Five.

3 Q Five. So out of the -- how many did you interview? Was it 14? Fifteen?

4 A Uh-huh.

5 Q So you interviewed 15 people? Is that correct?

6 A That's my recollection.

7 Q Your recollection. And then the selection committee, as a consensus --

8 A Uh-huh.

9 Q -- advanced five finalists, including this individual who has an unconventional
10 background. Is that --

11 A Correct.

12 Q Okay. And then do you know who made the hiring decision out of the five finalists for
13 this VP of research position?

14 A So it usually goes from the chair to the provost, then provost to the president.

15 Q So your last, I guess, firsthand experience with this was once it got -- the finalists were
16 sent up to the provost? Is that kind of when your role ended?

17 A Yeah, yeah. Once -- yeah -- it left the chair --

18 Q Right.

19 A -- we are done.

20 Q So are you -- I guess the question I'm asking is, are you aware, then, of how the provost
21 selected this individual out of the five finalists that you advanced?

22 A I don't know.

23 Q You don't know. Right.

24 A And there was no ranking. So there must have been a discussion in provost, maybe HR
25 too, also president. I don't know what kind of discussions that took place.

1 Q And out of the five finalists that the selection committee advanced to the provost for
2 consideration, would you say -- is it your testimony that all five the selection committee felt were
3 qualified candidates to be the VP of research for George Mason University?

4 A We had that consensus.

5 Q Okay. So that's a yes, that the selection committee thought that all five finalists were
6 qualified to be VP of research at George Mason University?

7 A Yeah.

8 Q Okay.

9 We'll go off the record. Thank you so much.

10 [Recess.]

1 [12:15 p.m.]

2 BY [REDACTED]

3 Q Can you in general just briefly discuss, when a search committee begins its process, does
4 the search committee outline procedures it's going to follow? Like, I guess to rephrase, is there a
5 written plan that the search committee follows during the search?

6 A Yeah. There is an HR policy.

7 Q It's an HR -- it's a policy, so it's the same for every search?

8 A Yes. Yes, and it's quite detailed questions you ask, how many questions each
9 candidate receive and --

10 Q Does the HR policy specify how the cand- -- does the HR policy specify what type of
11 candidates are needed to be interviewed?

12 A Yes. Because there is a minimum requirement. For example, faculty position you
13 have to have a Ph.D.

14 Q I guess, for the vice president of research position --

15 A Yes.

16 Q -- you stated previously that you don't remember how, but it came up that the interview
17 list needed diversity, right?

18 A Yes. Was the requirement explicit in the -- that's your question?

19 Q That was about to be my question, yes.

20 A I don't think it was explicit.

21 Q Was it --

22 A It was implicit.

23 Q How so? Can you explain that?

24 A I think it was a general culture than that whole university wanted to establish diversity,
25 equity, inclusion, so it's almost we had a cultural shift overall. And then there was a discussion in

1 the beginning that also we have to have diverse candidates. I don't remember who said that, but it
2 could have been the company person or the chair, I don't remember, but I think there was sort of a
3 general perception that we have to have diverse candidates, including women, because we had one
4 woman candidate, and we discussed that's a good thing to have a female candidate in there.

5 Q And you mentioned just now it was implicit, one of the things implicit was based on a
6 culture shift?

7 A Yes.

8 Q Can you talk about that culture shift? What did you mean by that?

9 A Because there was a DEI committee established in each unit and there was a lot of
10 seminars -- maybe not a lot. I don't know how many, but there were some on time basis seminars,
11 and there were -- not only GMU, but there were more grants available for DEI at that point. So it
12 was just a whole culture shift.

13 Q And you think that culture shift, do you think that began when Dr. Washington became
14 president of GMU?

15 A Within GMU, yes, but also that whole societal shift happened during COVID.

16 Q When you talked about the -- you said it may have been mentioned at the beginning
17 about needing diverse candidates. Was that part of the DEI training the search committee
18 members went through?

19 A I don't remember, unfortunately.

20 Q Was it ever discussed needing -- not only the interview list needing diversity, was it ever
21 discussed having the finalist list needing diversity?

22 A I think there was a discussion on that, yes.

23 Q To the extent you can recall, can you describe that discussion or how that came about?

24 A I think discussion was something about having female. We had a very nice NIH female
25 director, and then having her meets the -- contributes to the diversity of the final list.

1 Q Anything regarding underrepresented minority candidates?

2 A Yeah. That was.

3 Q That also?

4 A Yes.

5 Q Okay. To the extent you -- I think you can recall -- you said there was five finalists?

6 A Uh-huh.

7 Q I know you said you couldn't really remember their names. Can you give a breakdown
8 of the finalists when it comes to diversity? How diverse was it? You know, how many men,
9 female?

10 A Yes. There were one Middle Eastern person, but we discussed a Middle Eastern's
11 technically White that we discussed.

12 Q I'm sorry, can you repeat that?

13 A Technically White. Middle Eastern descent people are technically White.

14 Q Okay.

15 A We had another White male and then one female, and then I think one south Asian
16 male and then one African-American male.

17 Q And you mentioned -- I think you mentioned, at GMU south Asian male isn't considered
18 an underrepresented minority?

19 A No. South Asians are minority. They are not underrepresented minority.

20 Q This might be obvious, but what is the definition of "underrepresented minority," just
21 for my knowledge?

22 A So I believe either Hispanic descent or African Americans.

23 Q And who comes up with this definition of underrepresented minority?

24 A I don't know who came up with, but that was, I think, discussed several times in faculty
25 meetings and maybe some other meetings, and then that was the DEI officer's definition.

1 Q Did you say that -- sorry, maybe you didn't. Do you know who ran the DEI office?

2 A At the central level?

3 Q At the central level.

4 A Sharnnia Artis?

5 Q Yes.

6 A Yes.

7 Q Thank you.

8 Okay. So Sharnnia Artist ran the DEI office central level?

9 A That's my understanding, yes.

10 Q And that is the entity that came up with that definition?

11 A I don't know. I think so.

12 Q You think so?

13 A Yes.

14 Q And so would the Middle Eastern man that he -- he would not meet the definition of
15 underrepresented minority?

16 A Right.

17 Q Because technically, you said, that's White?

18 A Racially, they are White. Caucasian. I'm not sure if that's correct, but that's what we
19 understood in the committee.

20 Q And that also came from the DEI office?

21 A DEI, yes.

22 BY [REDACTED]

23 Q To clarify, Middle Eastern is not underrepresented minority. It's also not a minority.

24 A That's my understanding.

25 Q And then you mentioned that people of Asian descent, it falls within the minority

1 category but not the underrepresented.

2 A Correct.

3 Q Are there any other ethnic or racial groups that fall within the minority category but not
4 the underrepresented minority category?

5 A So south Asian, Southeast Asian. I think that's it. What else? Hispanic, African
6 American, Asian, White, female.

7 [REDACTED] Was female considered underrepresented minority or minority?

8 The Witness. I think female's minority, but not underrepresented minority.

9 [REDACTED] Okay.

10 The Witness. In my understanding.

11 BY [REDACTED]

12 Q Besides the hiring process through the search committee, are there other instances
13 where the distinction between minority and underrepresented minority were relevant?

14 A Committees.

15 Q What do you mean by that?

16 A So committees -- hiring committees, search committees, and all the committees are
17 tenure and promotion. We have thought of committees -- committees need to have a diversity.

18 Q The makeup of the committees have to --

19 A Correct, yes.

20 Q And the makeup has to meet a certain threshold for minorities or for underrepresented
21 minorities?

22 A Underrepresented minority.

23 Q And what is the threshold, if you will?

24 A I don't think there was any explicit threshold, but when we are -- when we are forming
25 committee, we wanted to have -- ideally wanted to have one underrepresented minority person

1 there. I think -- yeah.

2 Q And then the categories you were discussing earlier, for example, people of Asian
3 descent are minorities but not underrepresented minorities. That would apply also for committee
4 makeup?

5 A Yes.

6 Q Has that always been the case for as long as you've been at George Mason?

7 A No. I think that was -- became more prevalent around COVID time under President
8 Washington, yes.

9 Q And is that both the effort to have underrepresented minorities on the committee
10 makeup?

11 A Yes.

12 Q And prior to COVID, was there a distinction between minority and underrepresented
13 minorities?

14 A I didn't know that.

15 [REDACTED] And you were on search committees prior to COVID, right?

16 The Witness. Yes.

17 BY [REDACTED]

18 Q In the development of the definition for underrepresented minorities, do you know if
19 faculty were consulted?

20 A In making the definition?

21 Q Yes.

22 A No.

23 Q During the last 5 years at George Mason, has there been any effort from leadership of
24 the university to reassess what constitutes an underrepresented minority?

25 A For the last 5 years? You mean before 5 years and last 5 years --

1 Q Within the last 5 years.

2 A Within the last years -- 5 years, no.

3 Q I'm just trying to get a sense, is it your sense that these definitions are set in stone or is
4 there an effort to reassess what constitutes underrepresented?

5 A So, initially, we were not totally clear what's underrepresented minority and minority,
6 so it was sort of a gradual shift. And there was some sort of educational period that DEI committee
7 was formed, and then DEI office came and presented, and then there was this anti-racism seminars.
8 So all of those activities together disseminated what underrepresented and minority are.

9 BY [REDACTED]

10 Q Before we shift gears, related to the search committee piece, can you briefly reiterate
11 what the search committee assesses when just looking at CVs and making that ranking?

12 A So academically, the shift experience, how long, where, and then good to have a Federal
13 agency experience, at which level and where, and then research also. There was a discussion how
14 important their own research is, and then there was a discussion we specifically had that they should
15 have their own research. Because some people, once they become administrators, they are
16 administrators, but we were looking for someone who are active in research also. So that. And
17 then the other person had a center directorship, research center, they had a research center. What
18 else? Also, we prefer to have someone who had a diverse experience, meaning that not in one
19 institution for many years, like me; we prefer to have multiple universities, Federal agencies, so
20 diverse background. I think those are the, from the top of my head, factors that we measured.

21 Q Did Dr. Marshall have research experience?

22 A Not too much, compared to other finalists.

23 Q And the position was for a research position, right?

24 A Yes.

25 Q And it was a very high level research position.

1 A Yes.

2 Q And Dr. Marshall, you said he had less experience than other finalists.

3 A Correct.

4 Q Okay. So out of those five finalists, he had less experience than some?

5 A Right.

6 Q Okay.

7 A Yeah. But the research experience -- research, like, active research is not required,
8 because we had to discuss it, how important that is.

9 [REDACTED] Going to shift gears a little bit.

10 BY [REDACTED]

11 Q When the search committee is meeting, you walked us through each of the steps.

12 Starting at like one of the very first ones, there's lineup A and lineup B, B being discarded. And
13 you've got a list of names and there's an effort to rank them. Does the search committee write
14 down its rankings?

15 A Yes. Each member.

16 Q Each member?

17 A Yes.

18 Q And then when there's an effort, then, to score --

19 A Yes.

20 Q -- each of those candidates and they get a number and you have recalled different
21 candidates numbers and what the meaning was --

22 A Correct.

23 Q -- are, like, the scores, are those all written down?

24 A Yes.

25 Q And those written materials, do you know where they go at the conclusion of the search

1 process?

2 A Where they go?

3 Q Yeah. Do you know if anyone retains them?

4 A So the company.

5 Q The company?

6 A Yeah. Russell Reynold, Reynold Russell. Russell Reynolds, I think. That's the
7 professional search company for academic institutions.

8 Q And in addition to the scores, is there anyone at the search committee who's taking
9 notes or taking minutes of each meeting?

10 A I think -- I'm not sure, but if there was someone who was taking notes, that's assistant
11 to the dean -- to the dean of engineering, the committee chair.

12 Q And do you know who the assistant was for the search for the head of research?

13 A [REDACTED] I think she's still the assistant of the engineering school dean.

14 Q And when finalists are prepared for the provost or for the president, is it just the list of
15 five names or does the search committee --

16 A Five names and a short description. So name, description, name, description, for five
17 of those.

18 Q And I'm sorry if this is too semantic, but does the description just describe who the
19 candidate is or is there any sort of recommendation added to the description of what the search
20 committee --

21 A No recommendation. Just a description of each candidate.

22 Q If a similar position were to open up in the future, would you have any ability to go back
23 and review previous records of candidates who were -- that you previously considered and thought
24 might be good fits for a future position?

25 A I don't think we can retain the documents, but we occasionally remember -- so there

1 was one position and we interviewed, and this particular person that we liked didn't get selected for
2 whatever the reason, but we -- or some committee members felt that this person might be very well
3 suited for the other position, we might go back to that person and encourage the person to apply for
4 this new position. That, I have seen.

5 Q Do you remember the name of the representative of the company that was part of the
6 search --

7 A First name was [REDACTED] I don't remember the last name. [REDACTED]
8 Something with [REDACTED]

9 [REDACTED] Do you remember when -- sorry to jump -- we're jumping all over. Jumping
10 back to the search committee for the VP of research. When you did the interview ranking, do you
11 remember who was the number -- who had the -- ultimately who had the lowest score? So actually
12 the highest score? When you did the median ranking, what was the lowest score?

13 The Witness. Among the final 5 or 14 --

14 [REDACTED] Let's start with the 14.

15 The Witness. Fourteen was, I believe, [REDACTED] Oh, the lowest?
16 Lowest I know. [REDACTED] He is the Middle Eastern background candidate
17 that we discussed that he's technically not a minority. He was an internal candidate. He was
18 ranked number one in the 14 and 5 also, the last finalist five. But again, the five people didn't have
19 ranking when we to the provost and president.

20 [REDACTED] Okay.

21 BY [REDACTED]

22 Q Do you remember what -- was it [REDACTED]?

23 A [REDACTED]

24 Q Do you recall what made him a strong candidate?

25 A He was in UConn leadership position and then also he had an industry pharmaceutical

1 company executive position, and then he was additional, I think, college leadership position, and
2 then he was program director in NIH, and then he was program director at NSF also. So he had an
3 industry academic leadership and agency all experience.

4 Q You mentioned that one of the finalists you think was a south Asian male?

5 A Yes.

6 Q Was that the same south Asian male that was added after further consideration to the
7 interview list?

8 A No. No. There was no south Asian added later. That south Asian candidate was
9 there from the beginning.

10 Q Maybe I was misremembering the testimony. So you split A and B.

11 A Correct.

12 Q You review A.

13 A Yeah.

14 Q You look at the top --

15 A Yes.

16 Q -- best scores, and you have roughly 14 to 15 interview candidates.

17 A Within that top.

18 Q Yeah.

19 A Yes.

20 Q And then there was encouragement, don't recall exactly from where, to have a diverse
21 candidate, and there was consideration of a south Asian male.

22 A No.

23 Q That's incorrect? He was already --

24 A He was already there.

25 Q And then, so there was a set of 14 or 15 candidates, including the south Asian male.

1 A Uh-huh.

2 Q And then the discussion was but there's not diversity in the sense of underrepresented
3 minorities. Is that what led to the encouragement to expand the search a bit?

4 A Yes.

5 Q Okay.

6 A We were searching from -- so B, so let's call it A-1, the lower score better candidates,
7 A-1, A-2. There was only -- in my recollection, there was only one person who moved from A to A-1.
8 We were guided to select 14, 15 candidates from A-1. A-1 didn't have underrepresented minority
9 group, so we went back to A-2 to add Dr. Marshall to A-1.

10 [REDACTED] Can we go off the record, please?

11 [Recess.]

12 [REDACTED] Okay. We can go back on the record at 12:46 p.m. Eastern time.

13 BY [REDACTED]

14 Q Thank you again for being here, Dr. Koizumi. I'm just going to ask you a few questions
15 here.

16 Has Dr. Washington ever directed you to discriminate based on the -- based on someone's
17 race in making an employment decision at George Mason University?

18 A No.

19 Q Has Dr. Washington ever directed you to discriminate based on race when making a
20 hiring decision on the selection committee you served on?

21 A No, because I don't talk to President Washington directly.

22 Q Right.

23 A I only talked once.

24 Q Has Dr. Washington ever directed you or anyone that you know to discriminate based
25 on race when making a promotion decision at George Mason University?

1 A No.

2 Q Has Dr. Washington ever directed you or anyone that you know to discriminate based
3 on race in any circumstance that you're aware of at George Mason University?

4 A No.

5 Q Has Dr. Washington ever directed you to discriminate based on sex since you've been at
6 George Mason University?

7 A No.

8 Q Has Dr. Washington ever directed you or someone that you know to discriminate based
9 on religion since you've been at George Mason University?

10 A No.

11 Q Has Dr. Washington ever directed you or someone that you know to discriminate based
12 on national origin since you've been at George Mason University?

13 A No.

14 Q Has Dr. Washington ever directed you or anyone that you know to discriminate based
15 on any other protected characterization or characteristics since you've been at George Mason
16 University?

17 A No.

18 Q Has the DEI office ever directed you to discriminate based on race --

19 A No.

20 Q -- since you've been at George Mason University?

21 A No.

22 Q Has the DEI office ever encouraged you to discriminate based on race since you've been
23 at George Mason University?

24 A No. By the way --

25 Q Yes.

1 A -- the list you mentioned, religions and other, that's -- everything's in the DEI training.
2 Now I remember.

3 Q All that -- can you elaborate a little bit on that, on the training that you remember
4 about?

5 A Religion, country of origin, sex, orientation, and race.

6 Q The DEI trainings were advising you and teaching you not to discriminate?

7 A Not to discriminate, yes, all of those. I forgot. I didn't remember or I didn't -- yes.
8 Mentioning it, but yes.

9 Q In going back to those townhalls that were discussed at the beginning, I believe you said
10 you didn't go to the townhalls after Dr. Washington joined George Mason. Is that correct?

11 A No, I did not.

12 Q So these townhalls weren't mandatory for you as a tenured professor to attend, were
13 they?

14 A No. I should have, probably.

15 Q That's neither here nor there. I think the point is you weren't required to attend, were
16 you?

17 A Correct.

18 Q Are you aware of other members of the faculty who did not attend these townhalls?

19 A Oh, yeah.

20 Q Okay. So it was a come if you want to come learn more about Dr. Washington's
21 initiatives?

22 A Yes.

23 Q Okay. We'll go off the record there. Thank you.

24 [Whereupon, at 12:53 p.m., the deposition was adjourned.]

Certificate of Deponent/Interviewee

I have read the foregoing ____ pages, which contain the correct transcript of the answers made by me to the questions therein recorded.

Witness Name

Date

Deposition Transcript Errata Form

Deponent	Natoru Koizumi
Date of Deposition	10/20/25
Date of Review	11/4/25
Name of Reviewer	Lloyd Liu
Signature of Reviewer	

Page	Line	Suggested Correction
28	20	List B contained about 20 [<u>applicants</u>]