

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

MINUTES OF THE REGULAR FACULTY SENATE MEETING
HELD ON DECEMBER 9, 2016
AT 1957 E STREET NW, STATE ROOM

Present: President Knapp, Provost Maltzman, Registrar Amundson, and Parliamentarian Charnovitz; Dean Goldman; Executive Committee Chair Garris; Professors Agnew, Briscoe, Cline, Cordes, Corry, Costello, Cottrol, Galston, Griesshammer, Griffin, Harrington, Hopkins, Khoury, Kohn, Markus, McDonnell, McHugh, Newcomer, Packer, Parsons, Price, Pulcini, Rice, Roddis, Rohrbeck, Sidawy, Watkins, Wilmarth, Wilson, and Wirtz.

Absent: Deans Akman, Brigety, Dolling, Eskandarian, Feuer, Jeffries, Livingstone, Morant, and Vinson; Professors Downes, Hawley, Jacobson, Lewis, Perry, Pintz, Rehman, Sarkar, and Zeman.

CALL TO ORDER

The meeting was called to order at 2:12 p.m.

APPROVAL OF THE MINUTES

The minutes of the November 11, 2016, Faculty Senate meeting were approved unanimously without comment.

REPORT: FIRST-YEAR CLASS AND RETENTION (Vice Provost for Enrollment Management & Retention Laurie Koehler and Executive Director of Enrollment & Retention Oliver Street)

Vice Provost Koehler introduced her co-presenter, Executive Director of Enrollment Retention Oliver Street, who joined GW in August from West Virginia University, where he served as Associate Registrar for Academic Services as well as Assistant Dean for the Reed College of Media. His professional history includes directing the honors program at Stony Brook as well as working in academic advising and admissions at Georgetown, his alma mater. She noted that she would provide a brief update on the first-year class that arrived in August and would then ask Mr. Street to share data related to graduation rates and attrition as well as some information about the work in progress across campus to strengthen the likelihood of students' success at GW.

Ms. Koehler noted in her presentation (attached) that GW saw an unprecedented 29% increase in first-year applications to the five main campus undergraduate schools this year. A decline in yield was anticipated, but the admit rate still declined from 46.4% to 40.3%. She noted that given the strategic decision to work on attracting the top students in the country, a drop in yield is to be expected due to the competition for strong students, over half of whom report applying to ten or more colleges.

She then turned to the data on the undergraduate population by race, ethnicity, and international status. There was a significant jump in GW's enrollment of African-American students in this year's

first-year class. However, this follows some years of decline, and the overall undergraduate number is now only slightly ahead of the 2013 percentage; there is still work to be done in this area. The two populations trending more significantly are international and Hispanic students; this is an expected shift given demographic trends happening across the country. The latest Western Interstate Commission for Higher Education (WICHE) “Knocking on the College Door” report indicates that the number of high school students will plateau for the next decade and then increase a bit before dropping dramatically. Within that population, demographic changes are already happening: the number of white students is declining, while Hispanic and Asian Pacific Island student numbers will be growing. These are important data points to consider as GW considers its recruitment strategies.

Ms. Koehler spoke next about the academic quality of the incoming class. The ACRK is GW’s academic rating (on a one to seven scale, with one being the strongest) that represents a conglomeration of several quantifiable academic factors, including rigor of curriculum, academic unweighted GPA, test scores for students submitting them, and high school quality, among others. GW is admitting students who are academically capable of succeeding here. The students in the one and two bands are those GW is competing for with the best schools in the country, and these numbers are growing. Looking at a few of the metrics going into the ACRK, GPA increased slightly this year, and test scores remained stable.

She noted that the real measure of success is not who comes to GW but rather who leaves with a degree and the quality of their experience here. After examining a lot of data and determining that GW was not where it wanted to be, strategic priorities were reset to address retention issues. Funding was reallocated within the division to create a team focused solely on retention. Staff member Lindsay Peck was the first team member, followed by Mr. Street’s hire. A junior level staff member and a couple of graduate students will be hired to complete the team. This team is charged with taking the point of looking at GW’s retention issues and systematically and analytically bringing the right people together to foster collaboration across departments, faculty, and staff to develop solutions in partnership with others at the university.

Ms. Koehler then introduced Mr. Street to speak about retention efforts underway at GW. Mr. Street noted that, since 2002, GW’s 6- and 4-year graduation rates have been relatively consistent. The Fall 2009 and Fall 2010 cohorts have the highest graduation rates GW has seen in recent history, but a decline is anticipated for the Fall 2011 cohort. The discount rate is positively correlated with the highest graduation rates; part of the work the retention team will do is related to how GW can leverage its discount rate to improve graduation rates across the university. Nationally, GW is performing fairly well as compared to other institutions when looking at expected graduation rates. However, GW is underperforming relative to its traditional market basket schools.

The other side of the graduation rate conversation relates to attrition, or the number of students leaving GW. Attrition at GW is not confined to the first year but rather takes place throughout a student’s career. The number of students leaving between their sophomore and junior years is relatively unique and is something Mr. Street’s office is examining closely in order to evaluate some strategies that will help retain students throughout their academic career. Attrition is also not confined to any one specific college or school but is really a university-wide issue. Students who leave GW are defined in three categories: transfer-outs (students subsequently enrolled at another institution), dropouts (students not enrolled anywhere), and stop-outs (students registered for continuous enrollment or a leave of absence). The majority of students leaving GW are transferring out, and these are students across the ACRK ranking scale and across the financial need scale. The

highest raw number of students leaving don't apply or qualify for need-based financial aid, but the highest *percentage* of students leaving are those in the middle of the pool on financial need; this is driving a close look at financial aid strategies to ensure that students can meet GW's cost of attendance.

For the Fall 2015 cohort, almost all of the top eight universities to which students transferred are public institutions. This particular cohort saw students transfer out to a total of 94 institutions, suggesting a complexity and variety of issues at play for students who do not remain at GW. This data is combined further with a plethora of individual student factors or characteristics that contribute to their ability to remain at GW. Some of these factors are related to experiences that students have while enrolled at the university; these are areas where GW can directly and positively influence retention. Other factors are less able to be manipulated—for example, we know that the retention rate is slightly lower for students from California because of a distance factor, but that would not translate to GW deciding to stop admitting students from California.

A student survey conducted in Spring 2016 with all first-year students to add student voices to the mix of data yielded a 64% response rate. The areas that were the most closely tied to whether a student had a negative perception or experience with the university were engagement (both in and out of the classroom), the financial aid package received (and students' perception of the adequacy of that package), and students' perception of the return on investment or the value proposition of a GW education.

Mr. Street highlighted a few strategies and initiatives that have either already been implemented or are being put in place now. From an admissions perspective, GW has placed greater focus on the quality of students in the early decision pool, admitting stronger students early. From a financial aid perspective, GW is using a more strategic approach to awarding merit aid in order to increase the profile of students who are at GW as well as reducing the amount of unmet need that a student has for a targeted population, ensuring that an increasingly diverse student population is able to meet the cost of attendance. In addition, the financial registration hold process has been modified, increasing the threshold from \$500 to \$1000. Programs are also being put in place to increase cultural affinity, or the sense of community a student feels on campus.

Academic support strategies are also in place, including a Summer Academy to help both incoming and continuing students take a “catch-up” course or get ahead on a curricular requirement before the term begins. Mr. Street noted the efforts of the Economics Department, which designed a new course to help supplement instruction for those students not adequately prepared for success in the introductory Econ course. The retention office is also working with each college and school to develop individual action plans for students who may not perform well during their first semester. Students attaining less than a 2.0 GPA will receive direct assistance to develop specific plans geared at success in their next semester.

Professor McHugh asked about student engagement in the classroom and whether any student feedback has indicated students feel lost in large classes. Ms. Koehler noted that there is not direct feedback on this but that further inquiries can be made into existing data to look at this important research point.

Professor Kohn inquired about the diversity of GW's class compared to the market basket schools. Ms. Koehler responded that this is an area GW is paying attention to this year; the university is not quite where it wants to be within the market basket.

Professor Packer asked whether senior survey data are being used to see whether there are elements there that might fit into new efforts at retention. He also asked whether the office's focus is primarily on students who are not academically successful. Mr. Street responded that the senior survey data has been read but that it is more removed from the actual experience than the Connection survey. Senior survey data asks students to look back over their whole undergraduate career; this can have a diluting effect on the strength of a student's experience. Speaking to the student quality question, Mr. Street noted that his office is focusing on students across the academic performance spectrum; in particular, students transferring out tend to be strong students.

Professor Cline wondered if GW has data on students lost to other schools for athletic reasons, noting a recent student who transferred out for more playing time. Mr. Street responded that his office is implementing a survey for all students who leave GW; this will capture more specific information about the reason(s) the student is leaving. Data is already available on student athletes, as the Athletic Department has to sign off on a transfer.

Professor Newcomer asked whether there has been an assessment of which majors are experiencing the highest attrition and, if so, whether this has been communicated to the relevant deans and department chairs. She also asked whether there is a strategy for the recruitment and care of students who transfer into GW. Finally, she asked how GW compares with its market basket schools in terms of transfer-out numbers. Mr. Street responded that data on majors is difficult as students in the first and second year are, in arts and sciences, all in the same general program and then change majors frequently. The issue is not confined to any single school or college, but deans do receive data on how their attrition rates compare to those of the other GW schools. There isn't good data for comparing GW's attrition rates to those of the market basket schools as there isn't a public data set, and each school defines their attrition groups slightly differently. In looking at graduation rates, which are public information, we can extrapolate that GW's attrition is higher than many of its market basket schools.

Ms. Koehler noted that approximately 400 students transfer into GW each year (fall and spring combined). She reported that her office has been working in collaboration with the registrar's team, the admissions office, and financial aid to do a better job of ensuring a more seamless process for students so that strong transfer students can be secured earlier in the process.

Professor Price asked how international students tend to stay or leave more and whether the retention office has broken this population out in its analyses. Mr. Street noted that when international students return to their home countries, GW doesn't receive information about those students' next endeavors. (Data on transfer-outs is from the National Student Clearinghouse.) He noted that his office is examining international students who transfer out, and they are not significantly more likely to leave GW than domestic students.

Professor Roddis thanked Ms. Koehler and Mr. Street for the work they are doing; she noted that the undergraduate population she works with at GW is improving all the time and is very inspiring. She noted that, as a faculty member, she finds it difficult to obtain data about the university. As an example, she noted that the Institutional Research page provides information that is much older and

doesn't provide specifics on undergraduate enrollment by department. She expressed her hope that the current efforts with the dashboard would mean better data availability for faculty. She also noted that, in advising students who eventually leave GW, she has noted that many students who leave report that GW doesn't have the major they want. These students arrive at the university with unfocused ideas about what they can and can't do at GW.

Ms. Koehler noted that the admissions team does a very nice job where possible with regard to not admitting students who apply but want to study something GW doesn't offer. With that said, student interests change as they proceed through their undergraduate careers, and a legitimate reason to transfer out is that a student has discovered an academic passion their current institution can't fulfill. She also noted that the retention dashboard is being developed with GW's Business Intelligence group. She agreed that her division needs to do a better job of making sure that schools have in hand the kind of information they will find useful. These efforts are increasing with the addition of Mr. Street's team and their work with individual schools and departments.

Provost Maltzman noted that curricular flexibility is extremely important. He noted that undergraduates frequently feel that they are too pegged to the existing program structure. One of the things he hopes deans will work on is developing new options and degrees that are responsive to student demand. Ms. Koehler reinforced this point, noting that survey data indicates that students are indeed looking for interdisciplinary program options.

Professor Parsons asked about the change in the texture of GW students in the last year or two in the sense that the statistics indicate stronger students are being admitted—and yet, the fairly primitive algebra requirement in Economics was proving challenging for an increasing number of entering students. He wondered whether high school math education is declining in quality or whether something else is occurring. Ms. Koehler noted that a requirement was implemented 3-4 years ago that required incoming engineering students to have taken calculus in high school. The natural curricular consequence of this is that a student who takes calculus in the junior or senior year of high school will not have had algebra since seventh or eighth grade. The sheer amount of time between the course and the requirement to use those skills anew would warrant a remediation course for many students.

Professor Wirtz asked about the impact of the cap and whether a simpler way to retain a student population would be to look at quality in terms of academic achievement and diversity of the pool. Due to the cap, he wondered if the critical issue is really the quality of the incoming students as compared to the quality of the students who are leaving the institution. Ms. Koehler responded that an admitted student is a student she wants to see graduate from GW, wherever they fall on the academic quality spectrum; GW should be able to provide the kind of academic challenge and supportive environment and level of engagement that students need to be successful here. The cap influences admit decisions in that, should retention and graduation rates increase, the size of the admitted cohort will necessarily have to change to accommodate the cap. Professor Wirtz suggested that, if students leaving GW are those the university doesn't feel as positive about retaining, perhaps the focus should be shifted away from graduating more students who are initially admitted and are not the best fit for the institution.

Professor Cottrol expressed his concern over the calculus requirement noted earlier and how it might adversely impact students from poorer areas where this course is not available. He asked whether GW has a way of helping admitted students with remedial instruction so that they might go

into engineering and science even if calculus wasn't part of their high school background. Ms. Koehler noted that this is an issue that needs investigation; even after implementing the calculus requirement, a number of students are still not succeeding in their engineering program, suggesting that other factors are at work.

Professor Cordes asked whether the statistical aid model for improving yield has actually done so. Ms. Koehler responded that the undergraduate level includes an equity factor that is not in play at the graduate level; specifically, more merit is awarded to students who are stronger high school students. On the front, however, GW is trying to close the need gap and increase yield by adjusting awards to students with more demonstrated need.

REPORT: SENATE COMMITTEE ON FISCAL PLANNING AND BUDGETING REPORT ON THE UNIVERSITY BUDGET (Committee Chair Joe Cordes)

Professor Cordes distributed his report (attached) and gave an overview of the university's finances for the fiscal year ending in June 2016, some trends in operating performance, borrowing and debt, and some budgetary and financial challenges currently facing the university.

A summer of the university's balance sheet indicates that, relative to the prior fiscal year, assets as well as liabilities increased, with net worth remaining stable. Professor Cordes provided a breakdown of the university's assets (see the attached presentation) and then explained some of the data in the university's year-end financial statements. He noted that revenue grew 3.7% in fiscal year (FY) 2016, while expenses decreased 0.4%. This decrease in expenses reflects campus-wide efforts at reducing costs and resulted, technically, in an operating surplus in FY2016. However, line items brought into operating from debt service, capital expenditures, and the endowment resulted in the use of reserves to balance the university's sources and used. The use of reserves was much smaller than it has been in prior years, which is a positive development.

Professor Cordes described trends in performance over time, noting that the university has had negative operating margins for several years now. Last year, this reversed to a positive operating margin of \$30million. This change is due in part to stronger enrollments and lower expenditures. The latter needs to be viewed with some caution as some reduced expenditures are not true reductions but rather expenses that were delayed and will be incurred later. This turnaround is important for two key reasons: 1) bond rating agencies consider operating surpluses or deficits in their reports, and 2) operating surpluses reduce the need to draw funds from the reserves, something the Board of Trustees has been concerned about in recent years.

Endowment worth at the end of FY2016 is slightly lower than the prior year due to lower earnings and a lower gift number. The payout was slightly higher but within expected trends. Professor Cordes next reviewed the university's debt numbers, noting that the university has rather substantial bond issues. At least a portion of this is used to retire debt, which is the university's most sizable liability.

The current budget is on track with projections, indicating revenue growth of 8% and expense growth of 4.3%. Again this year, the university budget is projecting a cash operating surplus, and the expectation is that further progress will be made this year toward replenishing the reserves that were spent in prior deficit years.

Professor Cordes pointed out that in July 2016 the university put out another \$250million bond issue, \$200million of which was used to re-fund the 2009 issue. The rating agencies continue to affirm GW's bond ratings with a stable outlook. The outlook component is important as it reflects the likelihood that strong ratings will be maintained. The agencies characterize GW's financial profile as strong with modest operating profitability. They also make note of capital spending occurring on campus, which is not inherently a bad thing but does require debt to finance; this in turn puts pressure on the amount of borrowing and debt service taken on by the university.

Professor Cordes concluded his presentation by describing the current budget and finance issues and challenges facing the university. The new budget model and the five-year budgeting plan is now in full operation and is working well. Tuition revenue and the constraints on it from graduate enrollments, the enrollment cap, and discounting will continue to be a critical point. Additional issues include the cost of debt service and the impact of changing interest rates, the cost of health care and other fringe benefits (including a possible DC paid family leave implementation), additional operating expense reductions, new sources of revenue (through fundraising and the Pennsylvania Avenue property), and the effects of the Trump administration.

Professor Wilmarth asked for an explanation of the reasons for the 40% drop in the capital budget revenue and the significant increase on the expense side of the capital budget (which was evidently due in part to rising debt service costs on the University's long-term debt), resulting in an \$80million overall deficit in the capital budget. Professor Cordes noted that some of this scenario is due to weaker investment results. Deputy Vice President & Treasurer Ann McCorvey spoke to the increase in capital budget expenses resulting from debt service, noting that debt service would not continue to grow but would rather flatten out as the university refinances its long-term debt at lower interest rates.

Professor Griesshammer expressed his concern that refinancing debt is not a viable path given that rates are increasing. Professor Cordes noted that refinancing is a decision made when the climate for doing so is favorable and that the university is also paying off debt ahead of the maturity date. Professor Griesshammer pointed out the debt line (2012 A Series, fixed at 1.87%), which, if refinanced, would incur a much higher interest rate. Ms. McCorvey clarified that the university already has the cash on hand to pay this debt and has no plans to refinance that debt.

Professor Newcomer inquired about the Corcoran's impact on the university budget and whether detailed information is available about tuition revenues from the school. Provost Maltzman responded that the Corcoran is being carefully monitored, with expenses being managed to match the revenue. The university is also managing the capital expenses to the available cash on hand. President Knapp added that the cash being used to renovate the Corcoran comes from the Corcoran endowment, which was given to GW to sell in order to obtain funding to renovate the building. One of the reasons for this arrangement was that the Corcoran could not, due to accreditation requirements, use proceeds from sales for anything beyond the purchase of additional art. This limitation ultimately led to the Corcoran's failure as a museum, with the school and the building ending up with the university. Professor Cordes further noted that his committee would have a session devoted to the Corcoran's financial situation and would provide a report on that session at a future date.

Noting her concern over student loan debt loads, Professor Costello asked whether the 7.4% increase in university funded scholarships included tuition discounts as well and, if so, if the funds

are broken down to the undergraduate vs. graduate levels. Provost Maltzman noted that “foregone tuition” is its own line item; additional assistance in the form of financial aid and stipends are similarly reflected separately. The current document does not break this out by undergraduate and graduate students, but the university does track this.

President Knapp noted that a big challenge facing the university is that more student aid comes directly from tuition than is the case with GW’s competitor institutions. This is due to the fact that GW has less endowment undergirding student aid than other institutions, resulting in the need to use more operating revenues for this purpose. The amount of aid has increased over time, as well, as wealth and income has stabilized or declined.

Professor Rohrbeck asked how GW’s endowment compares with those of the market basket schools. President Knapp responded that GW is close to the bottom of the market basket group. Professor Cordes noted that a useful metric is the “endowment per student” number. The absolute amount of the endowment does put GW among the top 30-40 universities in the country; the ranking changes quite a bit, however, when the full endowment is divided by the number of students at the university.

Professor Wilmarth asked two questions: 1) why gifts to the endowment fell so substantially in 2016, and 2) whether revenues from the Pennsylvania Avenue property development will be returned, at least in part, to the academic budget. President Knapp stated that all the revenue will come back to the academic budget. A similar development in the past led to the university being able to build the Science and Engineering Hall without borrowing more money than would otherwise have been required. He noted that a new president and Board would be seated when the Pennsylvania Avenue revenues begin to be generated but anticipated that the same process would happen. Professor Cordes noted that revenues could be directed to the endowment, as well, with endowment payout used in turn for academic priorities.

In response to Professor Wilmarth’s first question, President Knapp noted that gifts often arrive in large chunks as opposed to a steady stream. The sale of the Textile Museum property the year prior to the current report and the transfer of endowment funds connected to the Corcoran School of Art in the same year led to a higher number than usual, making a “normal” year look like a drop.

Professor Griesshammer asked what discussions Fiscal Planning & Budgeting has had with the administration regarding the scope, impact, and details of the annual 5% budget cuts. Professor Cordes noted that discussion was limited more to the scope and impact, the latter of which will depend on how savings from cuts will be used. He noted that this would be a good topic for discussion in the new calendar year. Professor Griesshammer encouraged the committee to undertake these discussions to avoid decisions being made that would impact the academic mission without consultation with the faculty. He reiterated that it is time to use a lancet for cuts, rather than a more blunt and thus less accurate instrument, like a hatchet. He noted in particular the details behind the 5% cut implemented in the Division of IT (DIT) and the need for faculty to be part of the decisionmaking process. Provost Maltzman agreed that the Fiscal Planning & Budgeting Committee is a very good place to have these consultative discussions; he further noted that the retention efforts underway at GW are made possible by the budget cuts that in turn permit central funding reallocations for strategic initiatives.

INTRODUCTION OF RESOLUTIONS

None.

GENERAL BUSINESS

- I. Nominations for election of new members to Senate Standing Committees:
Professor Wirtz nominated Oliver Street to the Educational Policy Committee. The nomination was unanimously approved.
- II. Reports of Senate Standing Committees:
None.
- III. Report of the Executive Committee: Professor C.A. Garris, Chair:
Please see the attached report of the Executive Committee presented by Professor Garris.
- IV. Provost's Remarks:
Provost Maltzman addressed a few items:
 1. Following Professor Griesshammer's concerns over DIT cuts that would result in the elimination of faculty web pages without a transition plan for affected faculty, the Provost spoke with DIT about a transition plan. DIT has contracted with Amazon web services to move the old academic web pages in their current form to this service. Thus, faculty who, for various reasons, can't move pages to the new web system will be able to transition their existing sites to this hosting service. DIT is currently seeking students who can help with this migration, and many faculty members have already migrated their sites.
 2. The Provost asked that senators remind colleagues about the importance of submitting grades on time at the end of the semester in order for students to stay on track with their satisfactory academic performance.
 3. Last week, the resident advisors (RAs) petitioned to be represented by SEIU 500, the union representing GW's part-time faculty members. The Provost noted that he very much values the RAs and their contributions. He did, however, express a number of concerns about having students in the educational program represented in a collective bargaining agreement. One concern pertains to having a third party involved in this relationship and protecting the privacy of GW students. Shortly after filing, the SEIU 500 subpoenaed GW for the disciplinary records of all the RAs in the program. The university objected to that request, and the union fortunately withdrew its subpoena. The Provost noted that he plans to meet with the RAs in the coming weeks regarding this issue.
- V. Chair's Remarks:
President Knapp noted that he held a roundtable discussion recently with students who are interested in entrepreneurship and was struck by the diversity of the group of students who came together to discuss this issue. The group included international students and students from a wide range of backgrounds and majors; they were not

limited to the traditional entrepreneurship fields of business and engineering. Some projects were geared toward solving social problems, while others were more traditional business enterprise endeavors. The students were very informed on some of the obstacles to their endeavors at the university and presented suggestions for facilitating their work. The students expressed their appreciation for the Tompkins Hall basement space, now available as entrepreneurial work space. These students bring a lot of energy and ingenuity to the university, and it is striking that GW is attracting this type of student.

The GW Cancer Center ribbon-cutting was held this past Wednesday, December 7th. The Center is located on the 8th floor of the Science and Engineering Hall and boasts an extraordinary suite of laboratories. Dr. Eduardo Sotomayor has been recruited from the Moffitt Center in Florida to lead the GW Cancer Center and is rapidly building a team that will have a powerful focus on the interaction of approaches to cancer treatment. The Center was made possible by an impressive joint investment of the School of Medicine and Health Sciences, the Milken Institute School of Public Health, the School of Engineering and Applied Science, the GW Hospital, the Children's National Medical Health System, and other university departments.

President Knapp recalled for the Senate that the Science and Engineering Hall was built to be a hub for interdisciplinary collaboration. The building was designed with a lot of open spaces that can be used flexibly and where faculty and students can gather. The 7th and 8th floors were initially constructed without a firm plan for what programs would occupy the space. Both floors are now occupied, with the GW Cancer Center on the 8th floor and Milken Institute School of Public Health laboratories occupying the 7th floor.

Finally, President Knapp read the statement released by the university today, entitled "George Washington University's Principles of Support for Undocumented Students." The statement arose from student town hall discussions held after the election as well as from a national conversation on this issue. The President noted that a lot of advice, work, and thought went into developing the statement, which reads:

"The George Washington University is committed to the health and safety of all our students. In November, President Steven Knapp joined more than 180 college and university presidents across the country to show support of the Deferred Action for Childhood Arrivals (DACA) program. He also urged GW students and all members of our community to continue to respect our differences, maintain civility and celebrate our diversity. In that spirit, the university reaffirms its commitment to support our undocumented students, safeguard student records, and provide legal services when appropriate. We will protect the civil rights of our undocumented students following the principles outlined below.

"One, the university will continue to provide information on how to apply to GW and request financial aid as an undocumented person. The university has not and will not require that admitted students provide proof of citizenship or that current students disclose if they are undocumented. Two, the university will assist its

undocumented students through the GW Law School's immigration law clinic. Three, confidential student records regarding immigration status of undocumented students will not be released without a warrant, subpoena, or other court order, unless authorized by the student. Four, students will not be questioned, held or arrested by the George Washington University Police Department on the basis of immigration status alone. And, five, university police officers will not participate in joint immigration enforcement efforts with other law enforcement officials unless required by law. The university's commitment to our undocumented students is inseparable from our commitment to the safety and success of all GW students.”

BRIEF STATEMENTS AND QUESTIONS

Professor Price provided copies of a petition (attached) circulating GW’s campus that asks GW to consider sanctuary status for undocumented community members and maintain its position for diversity and inclusion. Several of these points have now been addressed in the university statement released today. The petition, which currently has over 400 signatures, will be presented to the President on Monday. She noted that this is an issue about which the faculty, staff, and students care greatly.

Professor Griesshammer noted that German history carries a lesson that silence for fear of repercussions is not an option. Many tier-one universities are considering similar resolutions. That provides strength in numbers. We should speak up despite the fear of retaliation. Immigration issues extend beyond the humanitarian to the fiscal, as well, as the admission of fewer international students will have a huge, negative impact on the budget. International students should be made to feel welcome here, and the petition currently circulating sends clear signals to students worldwide that they are welcome at GW.

Professor Roddis noted her rejection of the decision-making policy that led GW to a policy that does not admit students with her background. Specifically, she noted that calculus was not available at her high school and that this lack of a course offering would have kept her from being admitted to GW.

Professor Cline inquired about the “professor watch list” of left-leaning professors that is currently circulating. He asked whether GW has any support in place in the event a GW professor appears on the list. President Knapp noted that the university would in no way infringe upon the academic freedom of a faculty member because they were identified as having a certain set of opinions. Beyond this, the university would extend its security protections to all of its community members. He expressed his hope that any GW community member feeling threatened would make that concern known immediately so that the situation could be pursued with all appropriate policing channels.

Professor Agnew suggested that a statement be drafted affirming GW’s commitment to academic freedom regardless of political leaning. Professor Garris noted that he would ask Professor Wilmarth of the Professional Ethics and Academic Freedom Committee to address this.

President Knapp noted that he is concerned about the erosion of the authority of evidence and evidence-based reasoning for its effect on both the democracy as a whole and on universities and their academic missions. He noted that it is not consistent with GW’s mission to accept the notion

that fake news is news or that post-truth is truth. He plans to continue having discussions on these points and recalled a meeting last week with the Knight Foundation on the concern about the phenomenon of fake news and its dangerous effects.

ADJOURNMENT

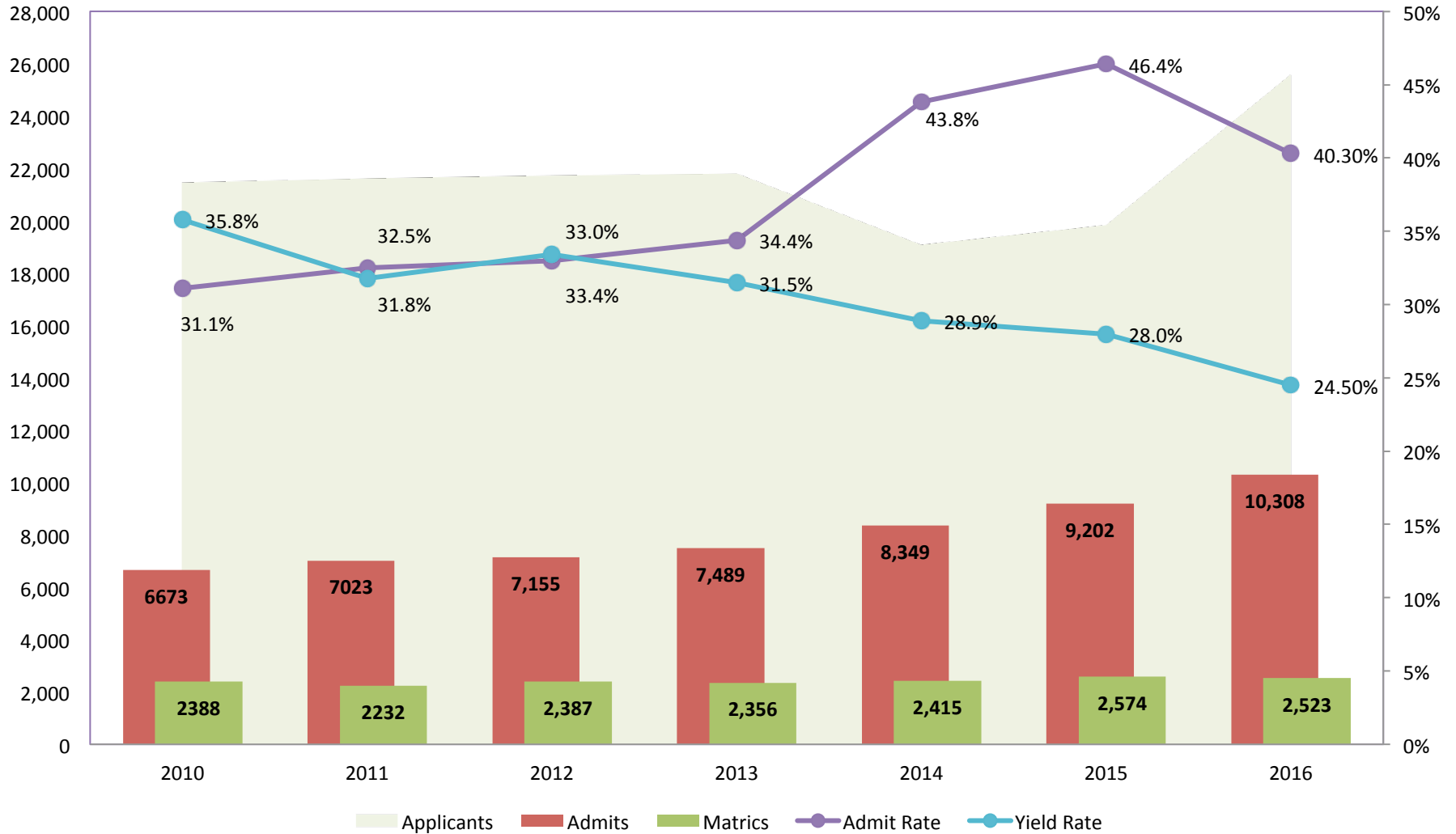
The meeting was adjourned at 4:17 pm.

ENROLLMENT AND RETENTION UPDATE

FACULTY SENATE MEETING
OFFICE OF THE PROVOST

12/9/2016

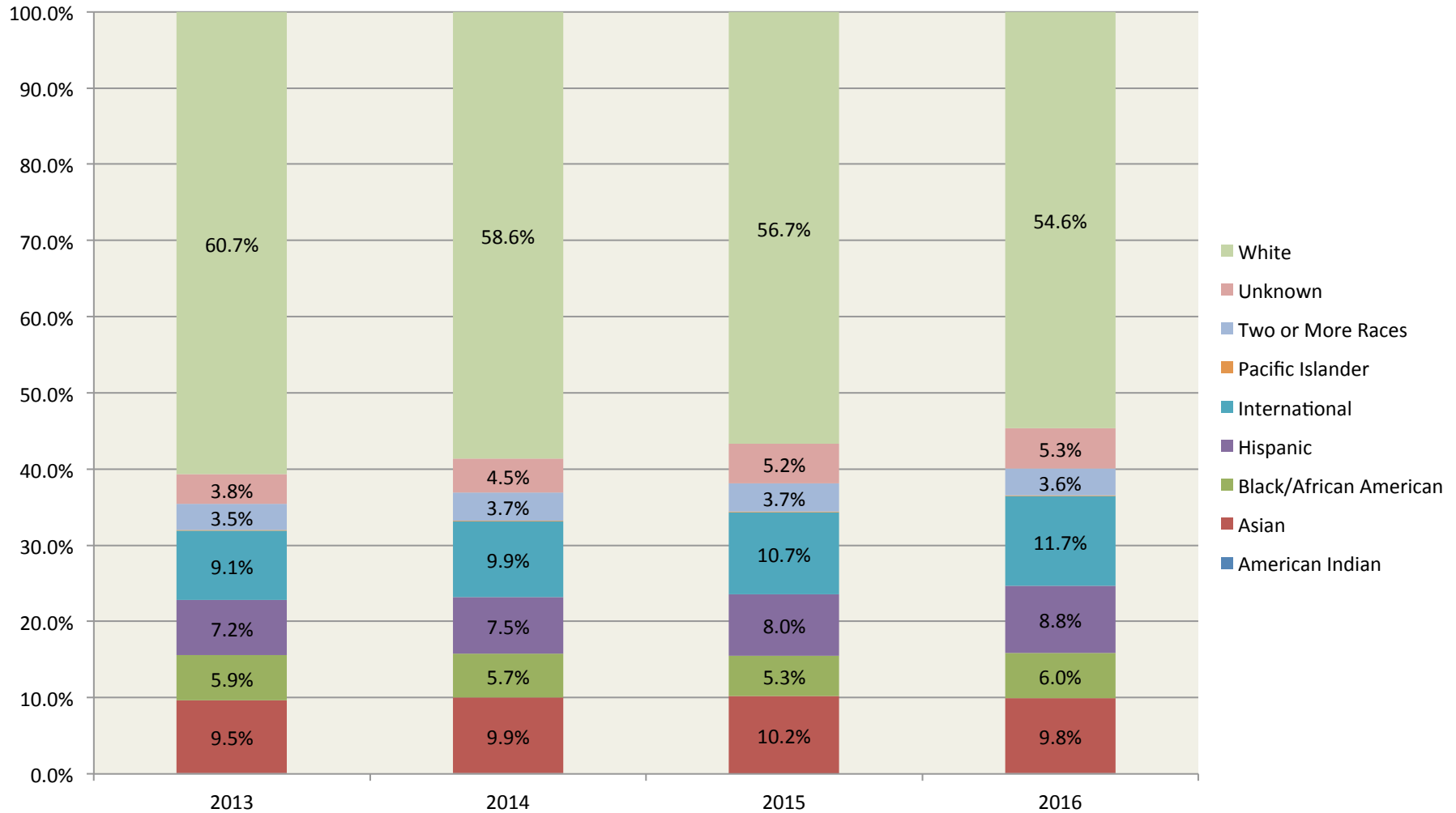
2010-2016 ENROLLMENT SUMMARY



SOURCE: GW OFFICE OF ENROLLMENT MANAGEMENT AND RETENTION

STUDENT ENROLLMENT BY RACE/ETHNICITY

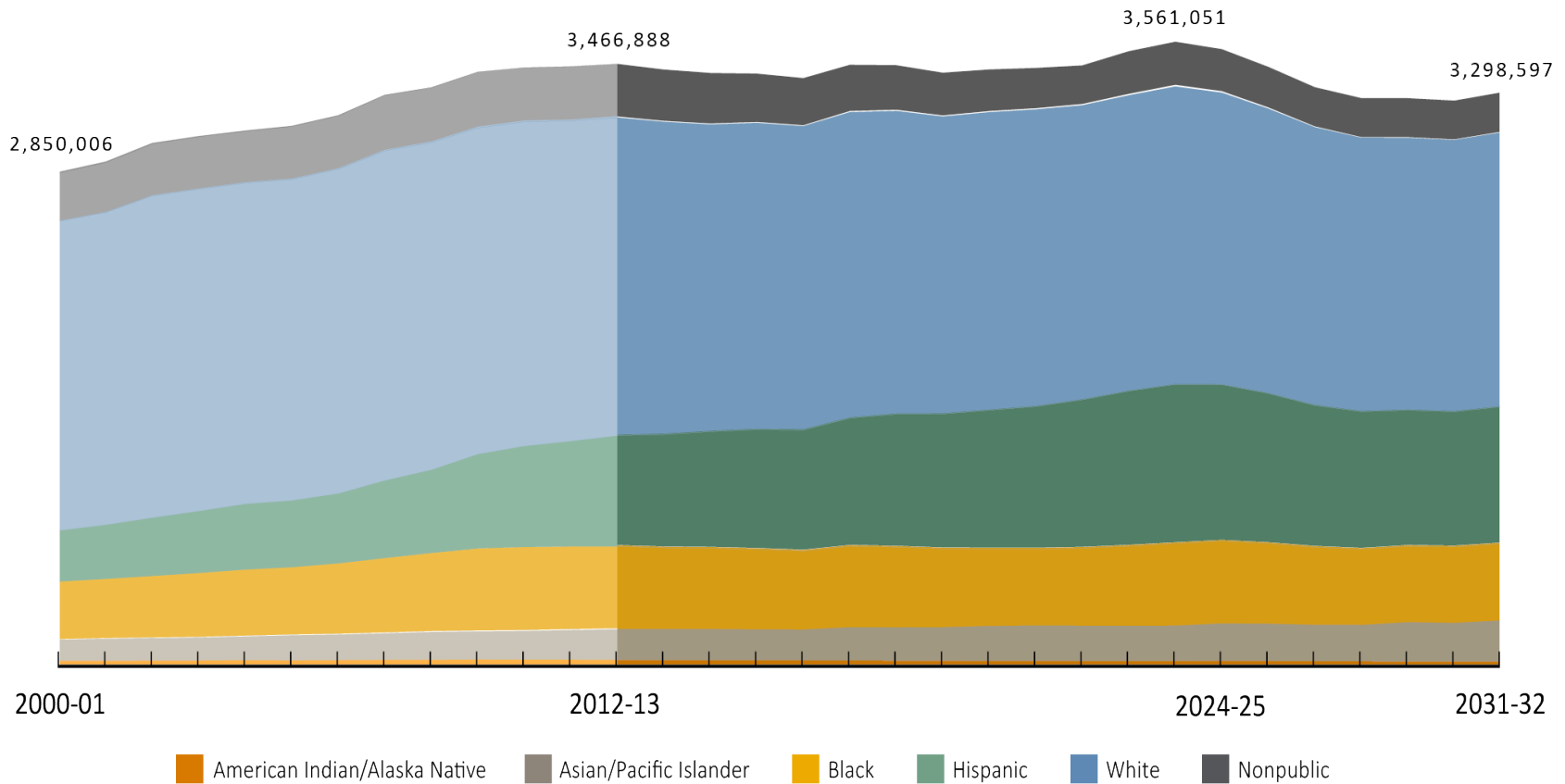
TOTAL UNDERGRADUATE POPULATION



Source: Institutional Research Enrollment Dashboard

The racial/ethnic mix of high school graduates in the United States will continue to shift significantly toward a more diverse population of graduates

TOTAL U.S. PUBLIC AND PRIVATE HIGH SCHOOL GRADUATES, BY RACE/ETHNICITY, SCHOOL YEARS 2000-01 TO 2012-13 (ACTUAL) THROUGH 2013-14 TO 2031-32 (PROJECTED)



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door, 9th Edition: Projections of High School Graduates*, 2016

ACADEMIC RANK: 2013-2016 COHORTS

ACADEMIC RANK CATEGORIES

ACRK	2013		2014		2015		2016	
	NEW STUDENTS	PERCENT	NEW STUDENTS	PERCENT	NEW STUDENTS	PERCENT	NEW STUDENTS	PERCENT
1	205	8.7%	202	8.4%	269	10.5%	361	14.3%
2	232	9.9%	273	11.3%	309	12.0%	382	15.1%
3	259	11.0%	258	10.7%	365	14.2%	298	11.8%
4	284	12.1%	301	12.5%	340	13.2%	295	11.7%
5	347	14.7%	368	15.2%	354	13.8%	296	11.7%
6	405	17.2%	414	17.1%	395	15.3%	336	13.3%
7	623	26.5%	599	24.8%	542	21.1%	555	22.0%

SOURCE: GW OFFICE OF INSTITUTIONAL RESEARCH, GW OFFICE OF ENROLLMENT MANAGEMENT AND RETENTION

HIGH SCHOOL ACADEMIC INDICATORS

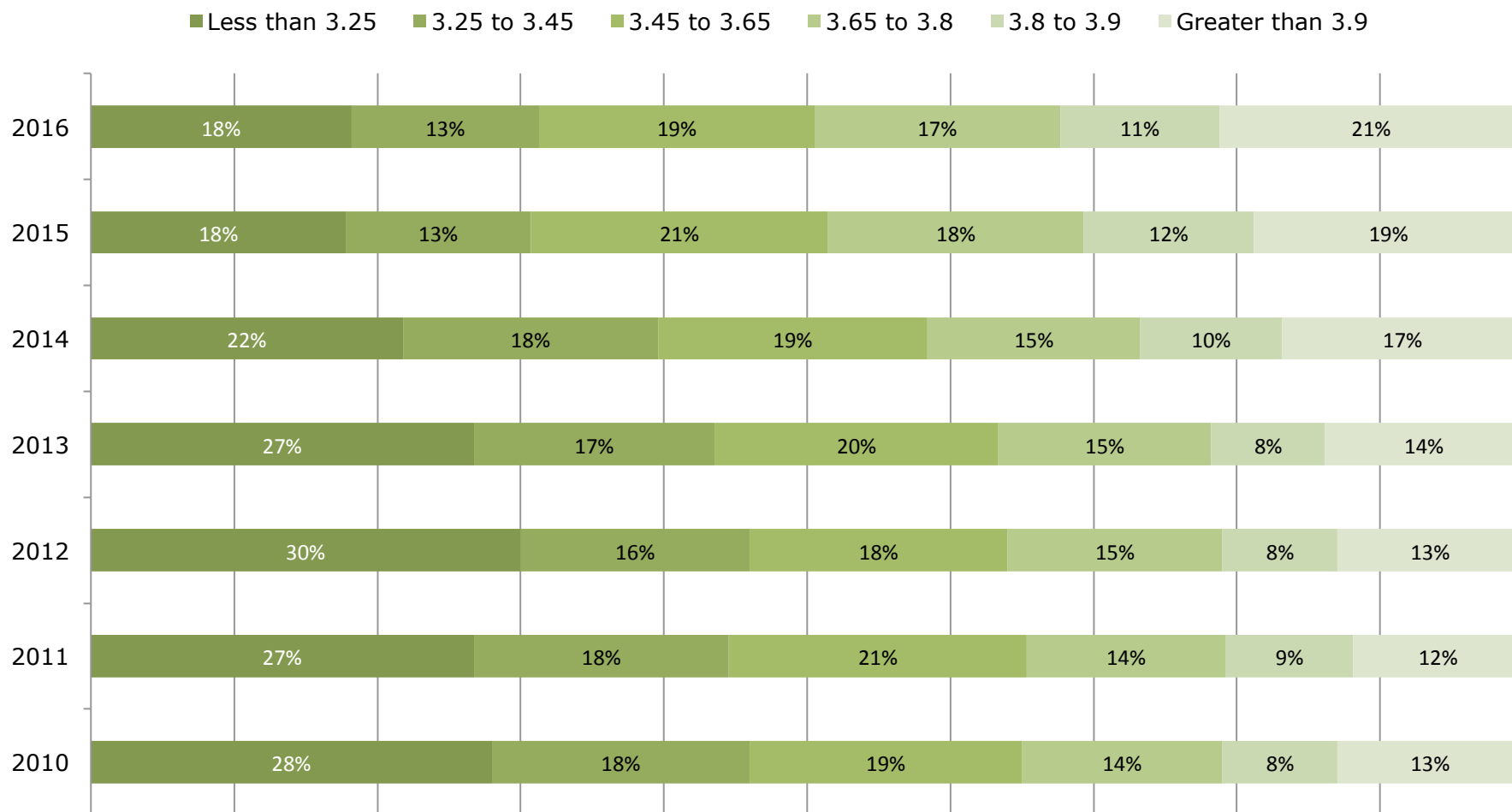
FIRST YEAR STUDENTS: 2014-2016

	2014	2015	2016
Median GPA	3.56	3.64	3.66
Median ACT Composite	29	29	30*
Middle 50% ACT	27-31	27-31	27-32*
Median SAT Composite	1300	1290	1300*
Middle 50%	1230-1370	1210-1370	1210-1370*

*Test scores for 2016 represent all students for whom we have a test score, including students who applied test-optional and submitted scores post-enrollment. Percentage of first-year class with scores in system is 82%.

Source: HCRC Census 2014, Census 2015, and Census 2016

DISTRIBUTION OF FRESHMAN MATRICULANTS BY HIGH SCHOOL GPA



Source: Census 2010, Census 2011, Census 2012, Census 2013, Census 2014, Census 2015, and Census 2016

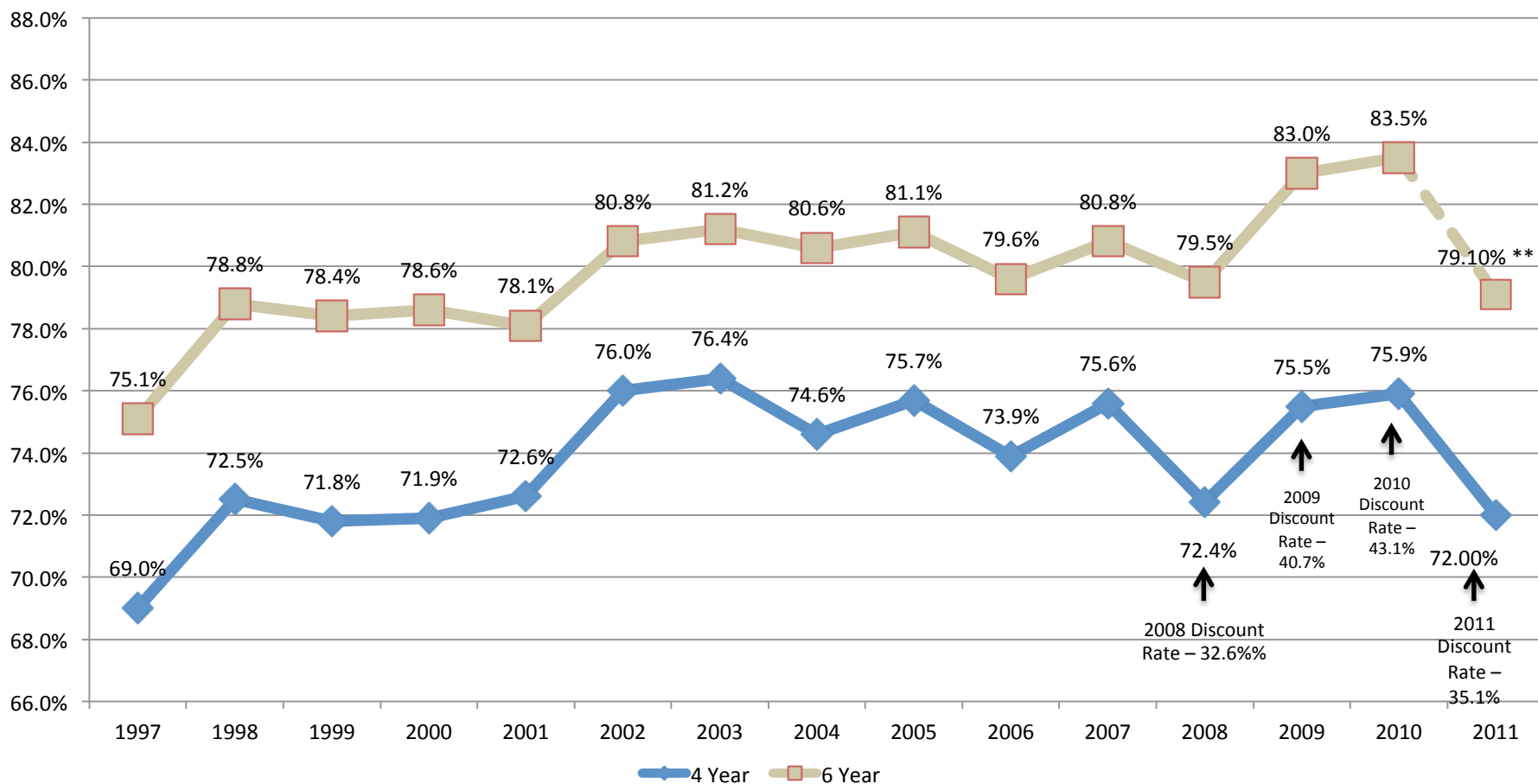
RETENTION AND GRADUATION

- ▶ Complex challenges; no silver bullets or quick fixes
- ▶ Must incorporate assessment of tactics and strategies
- ▶ Requires university-wide commitment , collaboration, and ongoing communication

The GW Enrollment Retention Office believes that enhancing the holistic student experience is vital to improving retention and graduation rates. To this end, our commitment is to provide **strategy, research, and advocacy** that focus on student success.

RETENTION AND GRADUATION

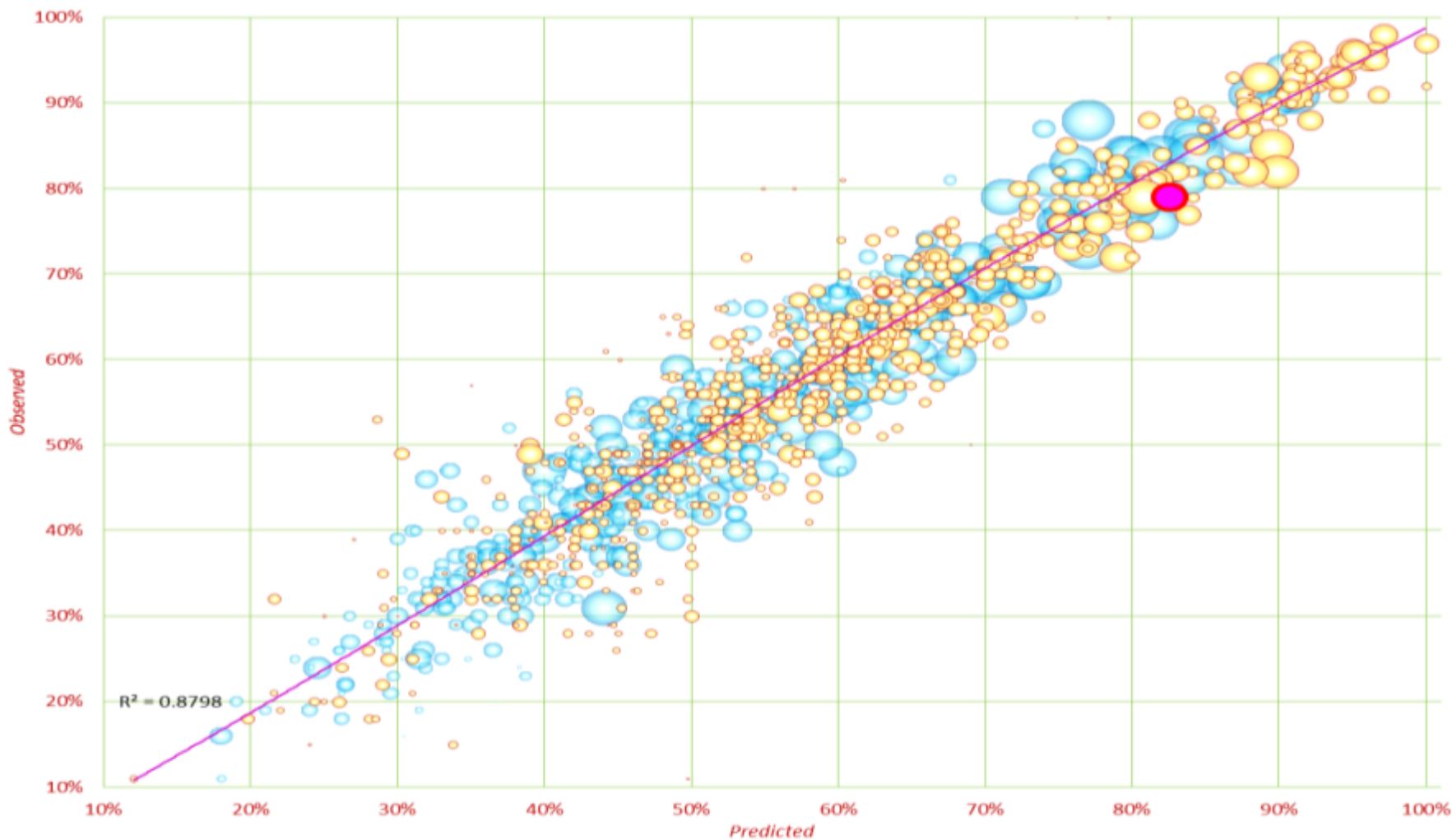
FOUR- AND SIX-YEAR GRADUATION RATES: 1997-2011 COHORTS



Source: Institutional Research Enrollment Dashboard

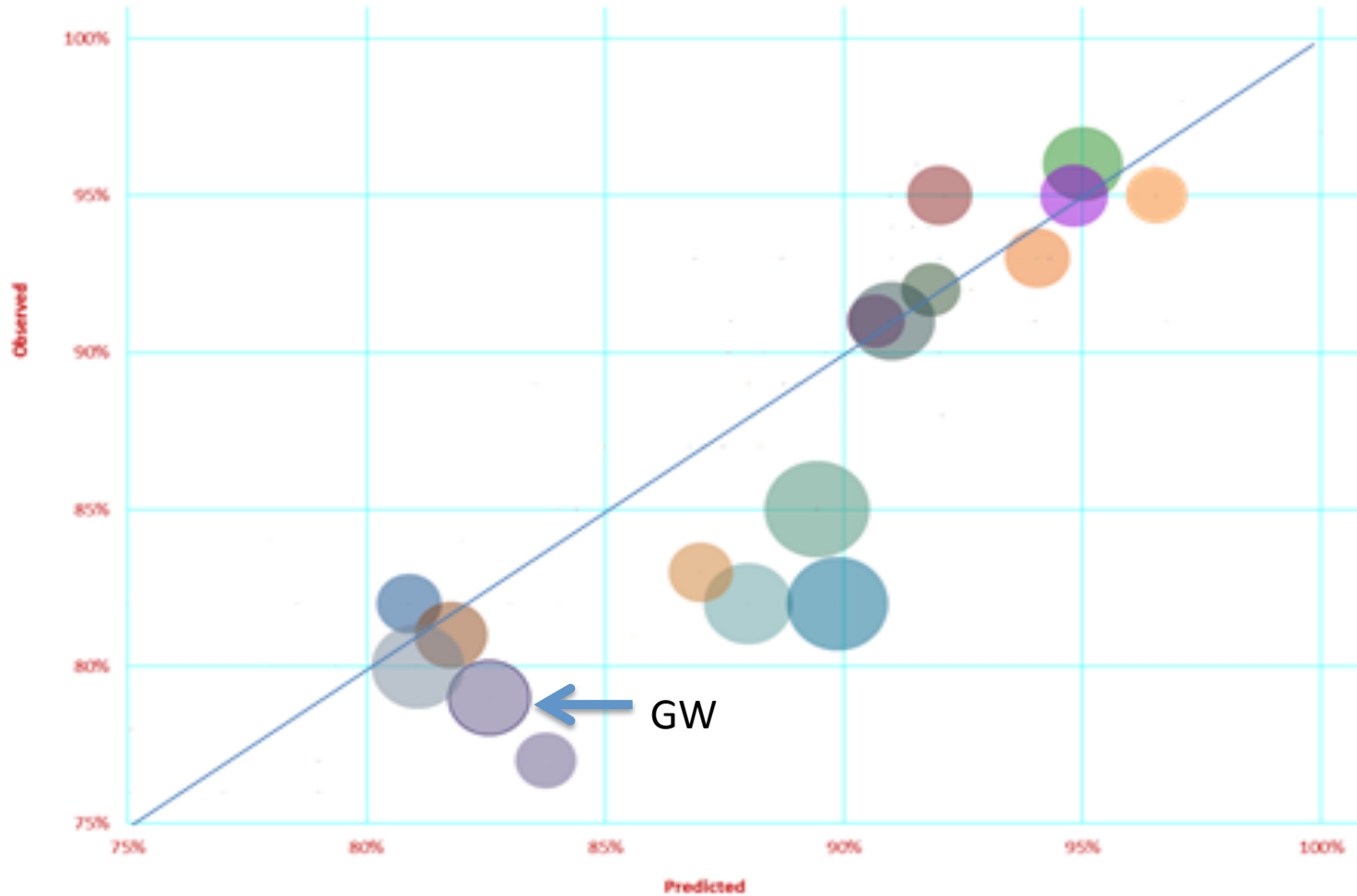
** IR Projected Graduation Rate

OBSERVED VS PREDICTED 6-YEAR GRAD RATE: 2008 COHORT



Source: Human Capital Research Corporation, IPEDS Data

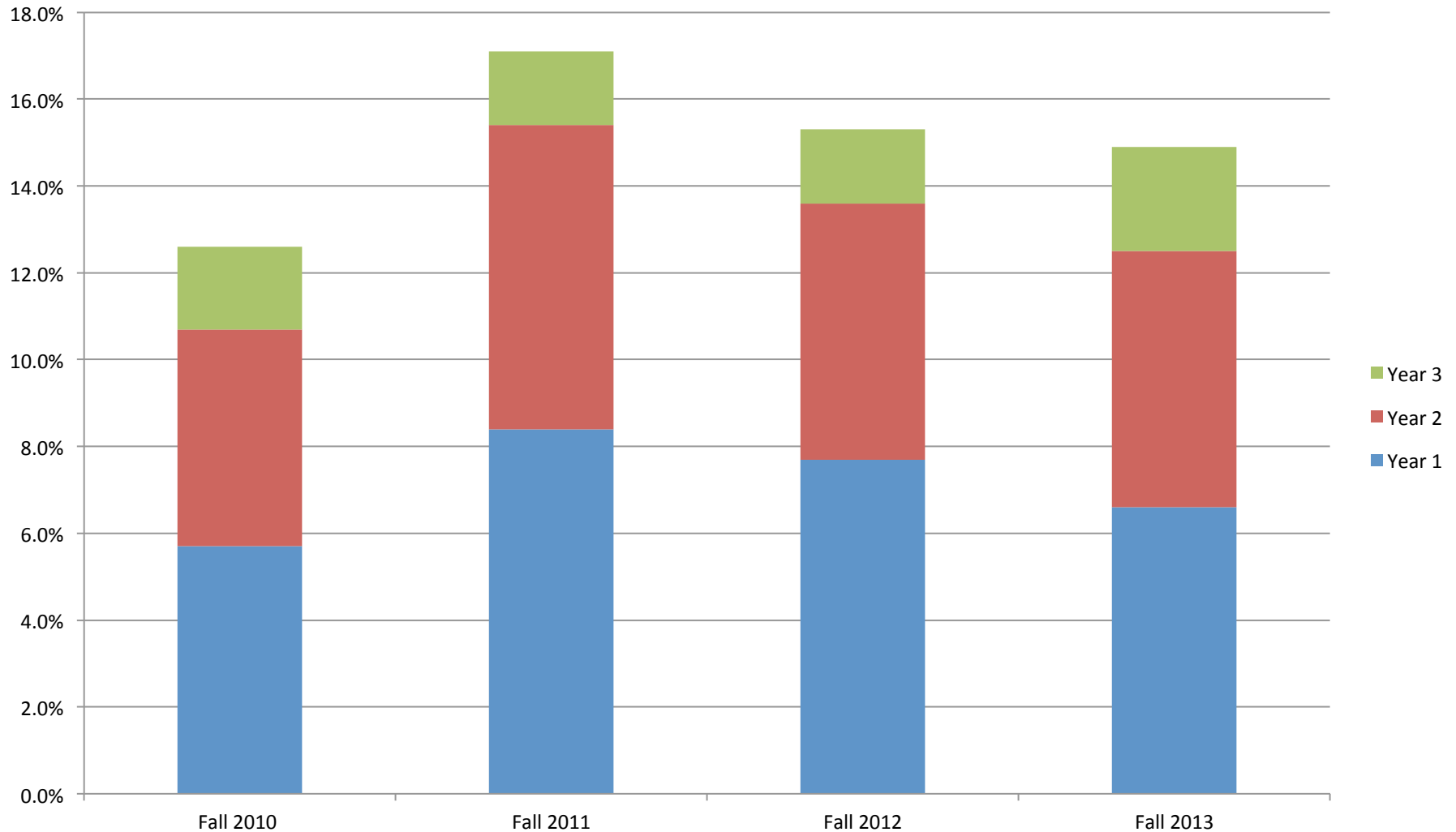
OBSERVED VS PREDICTED 6-YEAR GRAD RATE: 2008 COHORT, GW AND MARKET BASKET



Source: Human Capital Research Corporation, IPEDS Data

TOTAL UNDERGRADUATE ATTRITION BY YEAR

2010-2013 COHORTS



SOURCE: GW OFFICE OF INSTITUTIONAL RESEARCH

BEHAVIORAL BUCKETS

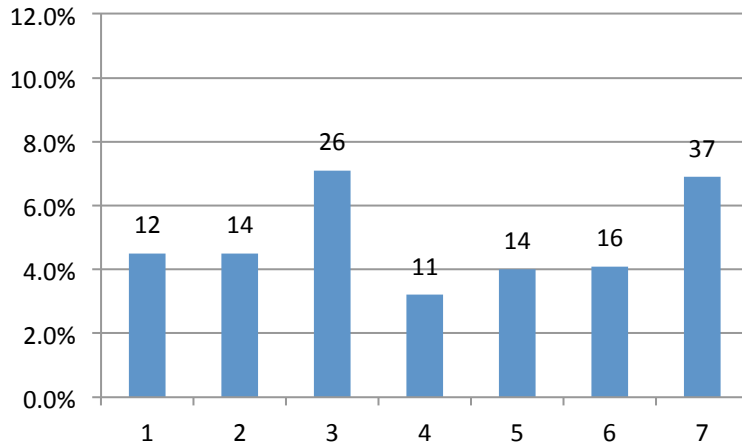
ATTRITION FOR FALL 2015 COHORT

- ▶ Transfer Outs (51%)
 - ▶ Subsequent enrollment as degree-seeking student at another institution
- ▶ Drop Outs (29%)
 - ▶ Not currently enrolled
- ▶ Stop Outs (20%)
 - ▶ Registered for Continuous Enrollment or Leave of Absence

TRANSFER OUTS FALL 2015 COHORT

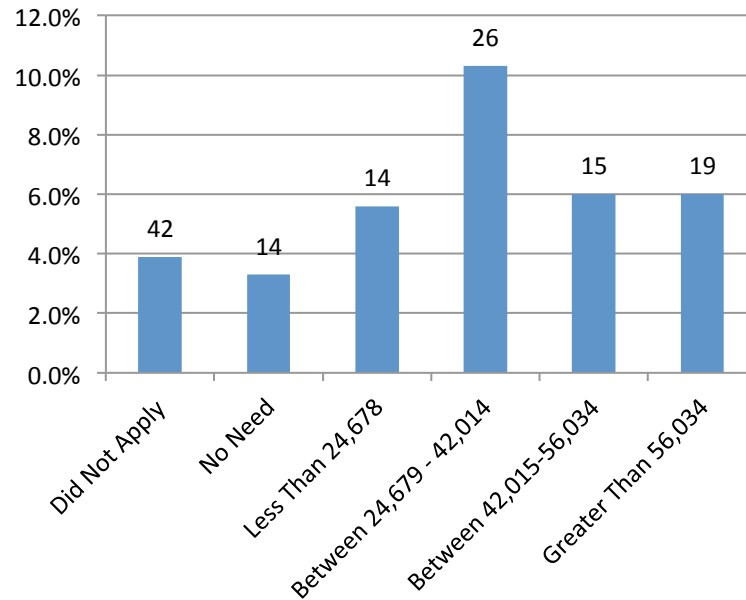
BY ACADEMIC RANK AND STUDENT NEED LEVEL

ACRK



■ Fall 2015

Student Need



■ Fall 2015

SOURCE: GW OFFICE OF ENROLLMENT MANAGEMENT AND RETENTION, EXIT SURVEY

TRANSFER OUTS

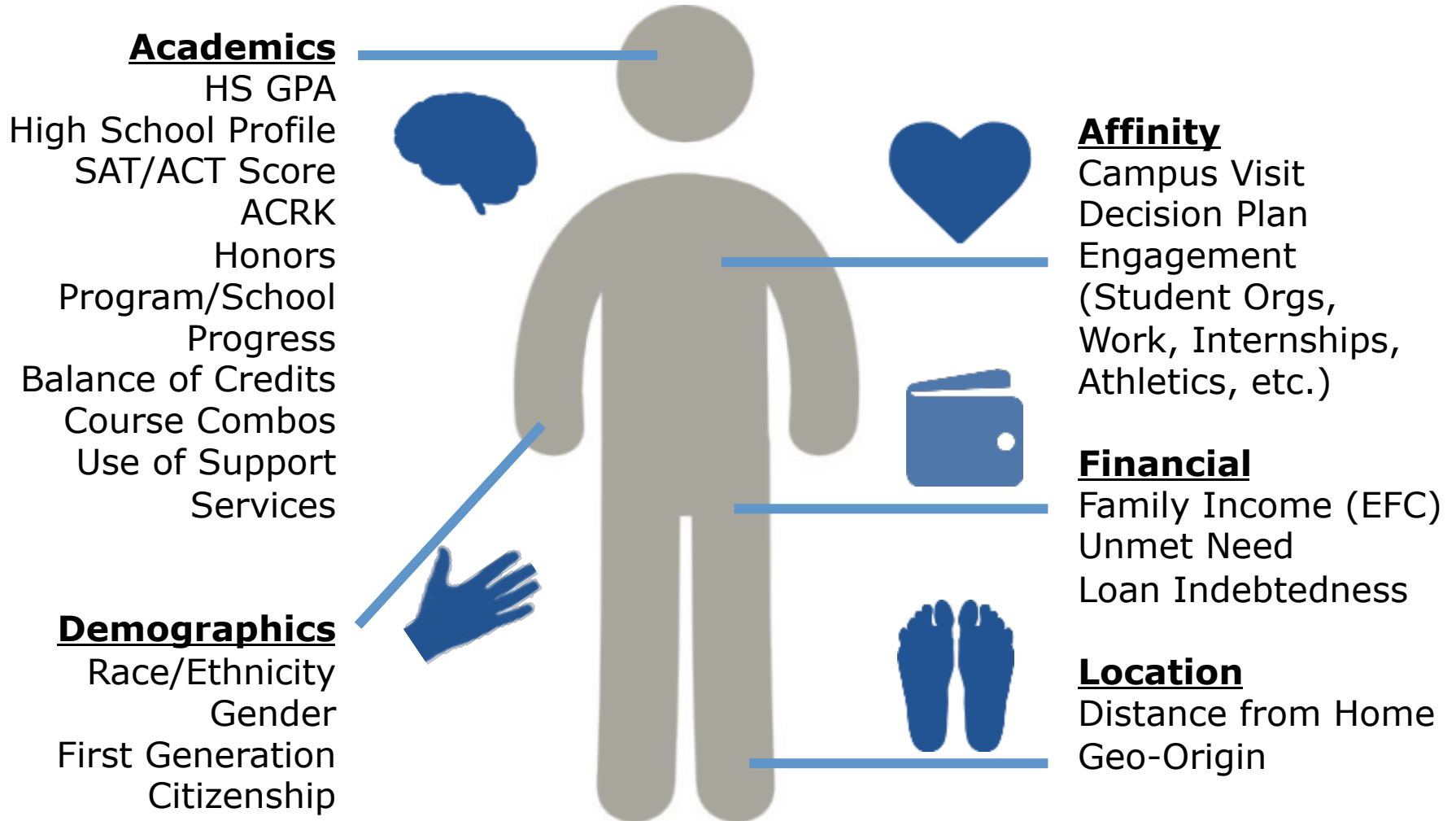
TOP INSTITUTIONS

- ▶ Cornell University
 - ▶ University of Michigan
 - ▶ University of Virginia
 - ▶ Brookdale Community College
 - ▶ Temple University
 - ▶ University of Maryland—College Park
 - ▶ University of Pittsburgh
 - ▶ Wesleyan University
-
- ▶ **94 total institutions**

INDIVIDUAL RETENTION FACTORS

DATA SHOW POSITIVE, NEGATIVE, OR MIXED TRENDS

SOURCE: GW OFFICE OF INSTITUTIONAL RESEARCH, GW OFFICE OF ENROLLMENT MANAGEMENT AND RETENTION



CONNECTIONS SURVEY—SPRING 2016

STUDENT VOICES

- ▶ Purpose:
 - ▶ Opportunity to amplify student voice
 - ▶ Intervene for students reporting major concerns
 - ▶ Detect patterns in attitudes/behaviors by performance
- ▶ 64% response rate
- ▶ Takeaways (ties to performance and transfer out behavior)
 - ▶ Engagement IN the classroom (and outside)
 - ▶ Financial Aid packaging
 - ▶ Value of Return

RETENTION AND GRADUATION

ADMISSIONS & FINANCIAL INITIATIVES

- ▶ Admissions Process
 - ▶ Greater focus on quality for Early Decision
 - ▶ Use modeling to focus on factors most predictive of success (ACRK)
- ▶ Financial
 - ▶ Strategic packaging for both merit and need
 - ▶ Enhanced aid packages for targeted populations
 - ▶ Modification to financial holds for registration

RETENTION AND GRADUATION

ACADEMIC INITIATIVES

- ▶ Examination of Institutional Policies and Procedures
 - ▶ Simplified internal transfer process
 - ▶ Established online registration waitlist

- ▶ Enhancing Academic Support
 - ▶ Summer Academy (incoming)
 - ▶ Summer Academy (continuing students)
 - ▶ Work with faculty to examine options for enhancing student achievement in high D/F/W courses
 - ▶ Supplemental instruction for gateway courses

- ▶ Individualized Advising
 - ▶ Utilize risk model to enhance support and communicate resources
 - ▶ Develop individual action plans
 - ▶ Work with students to ensure balanced courseloads
 - ▶ Identify combinations of courses that impede progress

RETENTION AND GRADUATION

CULTURE & AFFINITY

- ▶ Campus Culture
 - ▶ Continued support for existing initiatives/offices focused on supporting students (Center for Student Engagement, Multicultural Student Services Center, International Services Office, CARE Network, etc.)
 - ▶ Posse Plus retreat

- ▶ Building Affinity
 - ▶ Exploration of additional affinity housing
 - ▶ Special cohort programs (Honors, WLP, etc.)

- ▶ Data Monitoring and Assessment
 - ▶ Data transparency
 - ▶ BI dashboard
 - ▶ Semester metrics
 - ▶ Additional data collection and modeling

RETENTION SHORT TERM GOALS

ACADEMIC YEAR 2016-2017

- ▶ Data gathering and analysis, including student voice data
- ▶ Student Interventions
- ▶ Scholar Cohorts
- ▶ Summer Academy
- ▶ Academic Support Services
- ▶ Campus Partner (Faculty and Staff) Collaboration & Outreach

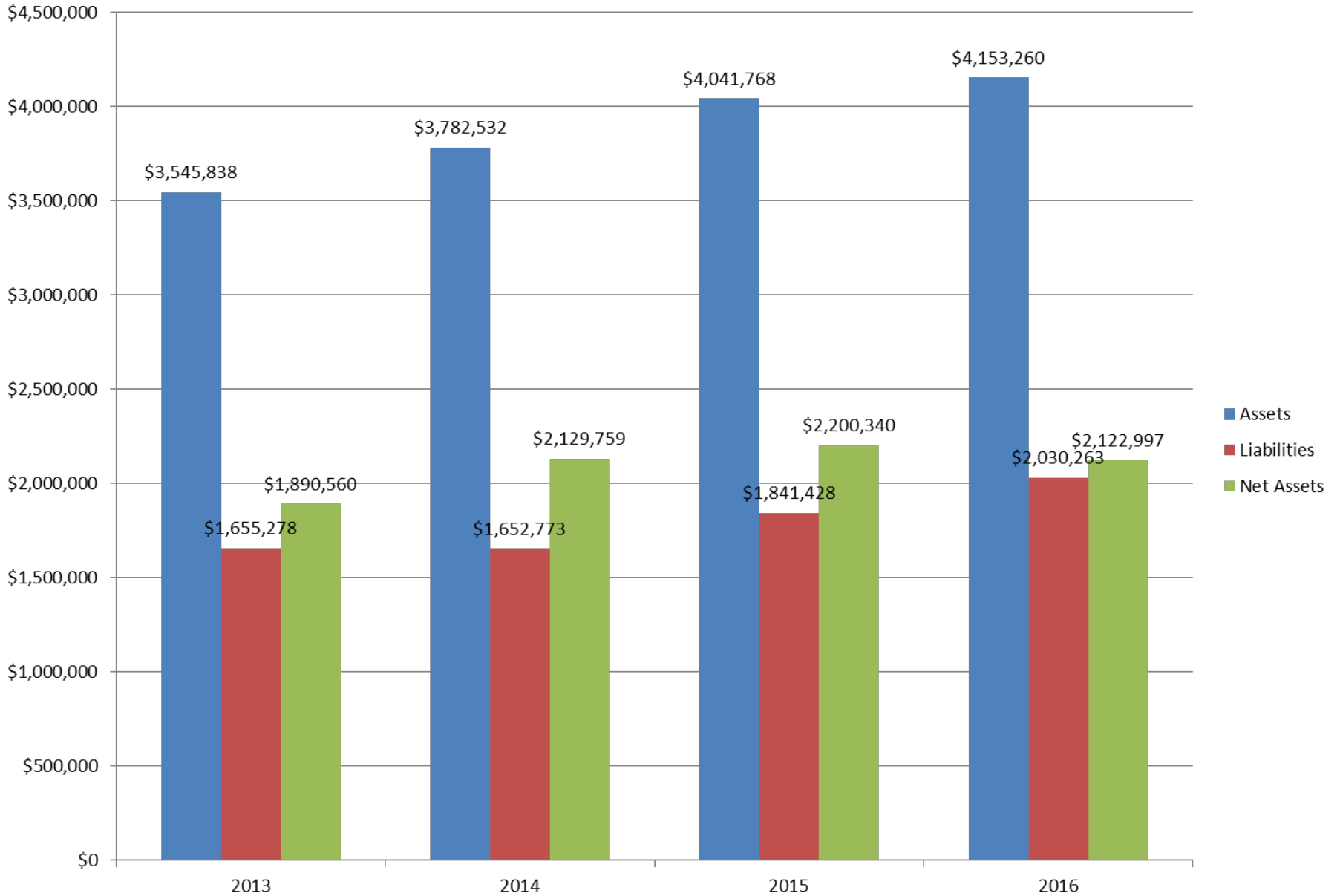
University Budget and Financial Update

Faculty Senate Committee on Fiscal
Planning and Budgeting
December 2016

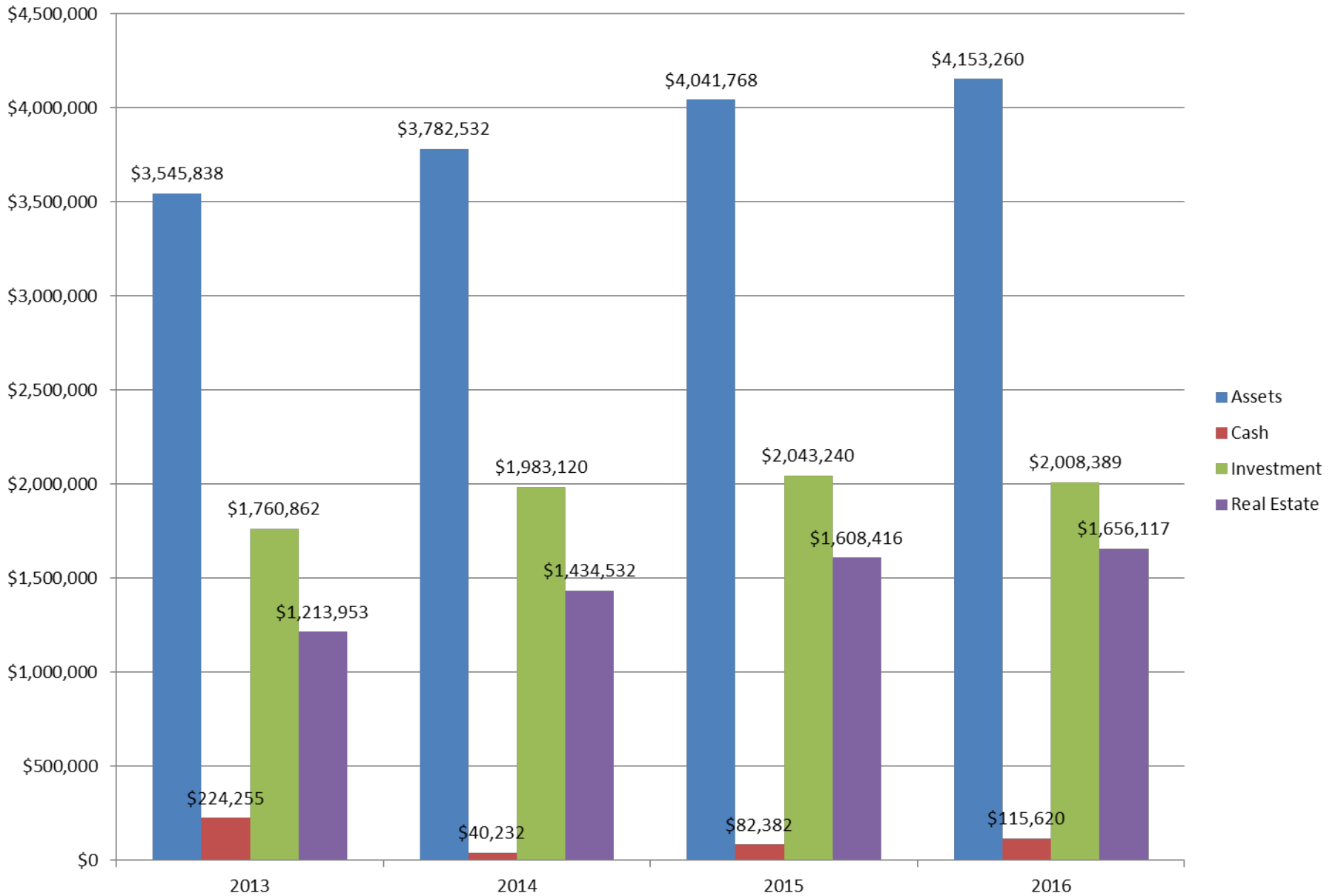
Outline

- Overall university finances: FY's 2015-2016
- Trends in Operating Performance
- Borrowing and Debt
- Issues and Challenges

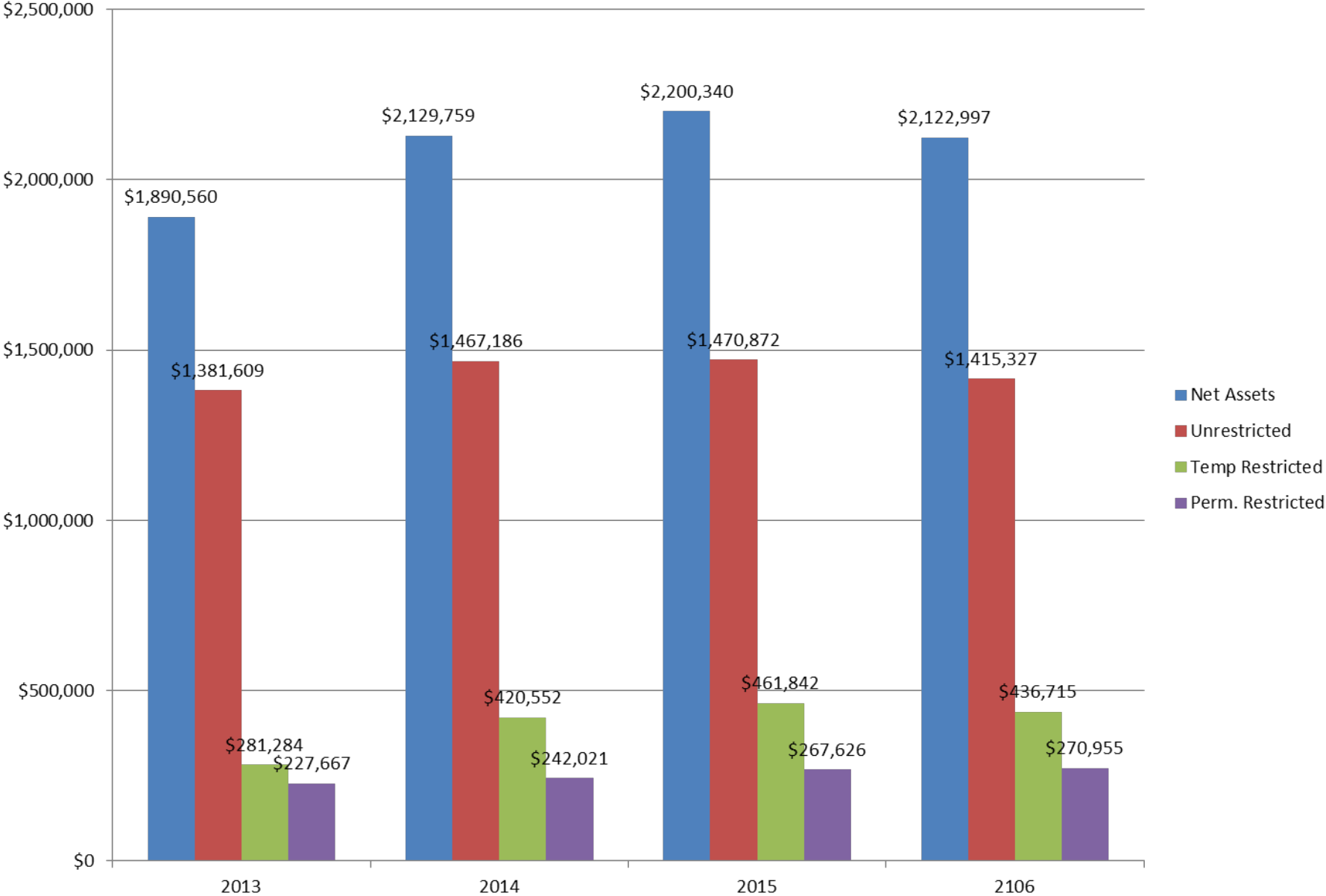
Assets, Liabilities, Net Assets (\$1000's)



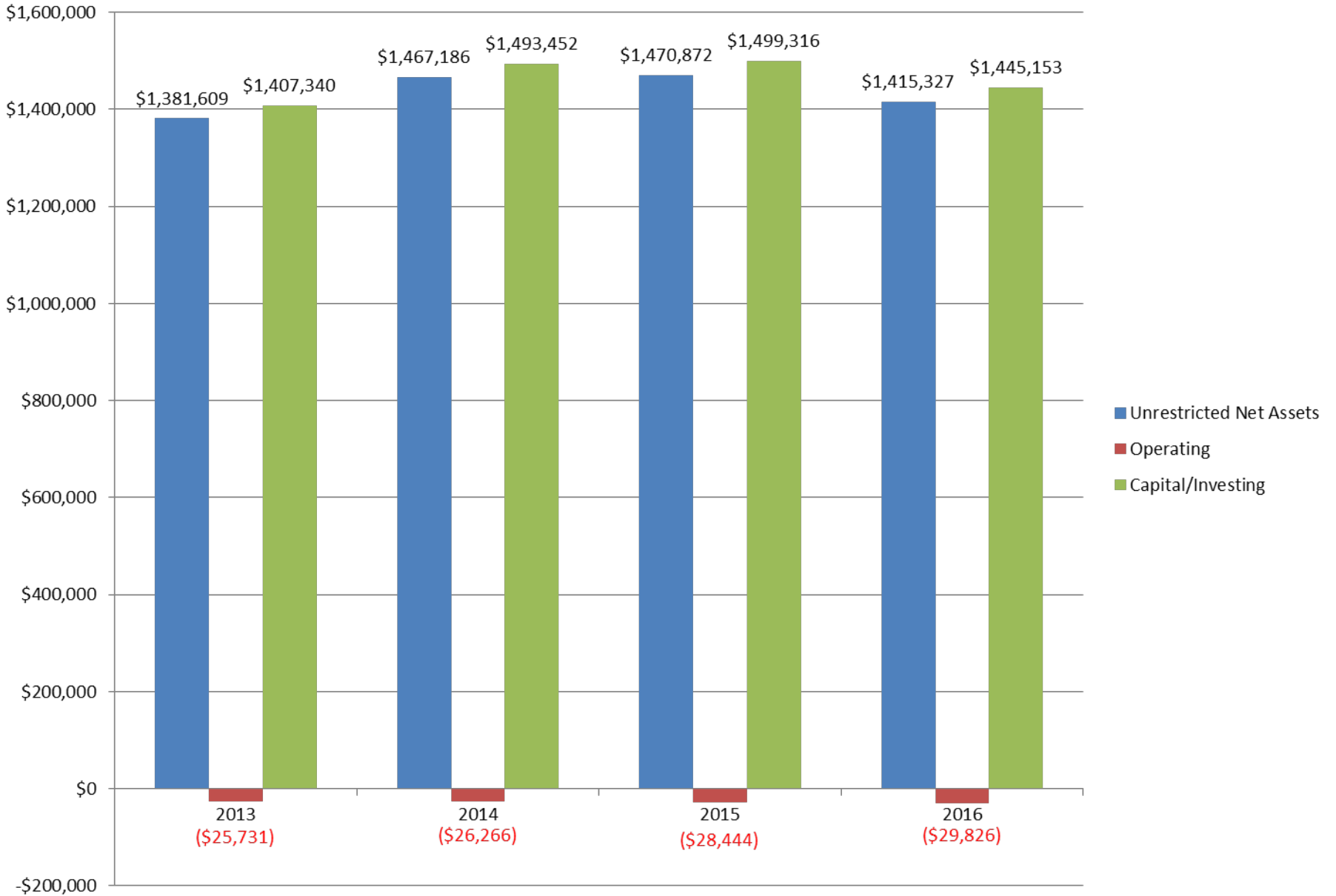
Assets (\$1000's)



Net Assets (\$1000's)



Unrestricted Net Assets



	OPERATING RESULTS (End of Fiscal Year Financial Statement)					
	OPERATING		CAPITAL/INVESTING		TOTAL UNRESTRICTED	
	2015	2016	2015	2016	2015	2016
REVENUE	\$1,041,669	\$1,080,370	\$196,763	\$116,394	\$1,238,432	\$1,196,764
Pct. Change		3.7%		-40.8%	22.2%	-3.4%
Tuition						
Gross	\$890,775	\$941,969			\$890,775	\$941,969
Pct. Change		5.7%				5.7%
Univ. Funded Scholarships	\$251,777	\$270,371			\$251,777	\$270,371
Pct. Change		7.4%				7.4%
Net Tuition	638,998	671,608			\$638,998	\$671,608
Pct. Change		5.1%				5.1%
Income from Auxiliaries	98,652	103,394			\$98,652	\$103,394
Pct. Change		4.8%				4.8%
Program Funds	164,195	153,914			\$164,195	\$153,914
Pct. Change		-6.3%				-6.3%
Net Indirect	25,286	26,756			\$25,286	\$26,756
Pct. Change		5.8%				5.8%
Net Investment Income	\$363	\$286	\$3,506	(\$3,307)	\$3,869	(\$3,307)
Pct. Change				-194.3%		-185.5%
Investment Real Property, Rents			\$101,302	\$82,912	\$101,302	\$82,912
Pct. Change				-18.2%		-18.2%
Net Contributions	\$15,892	\$17,790	\$5,771	-\$1,349	\$21,663	\$16,441
Pct. Change		11.9%				-24.1%
Corcoran			\$60,518			
Medical Education Agreements	\$59,121	\$62,389	\$2,837	\$16		
Other Revenue	\$98,283	\$106,622	\$187,486	\$121,050		
Pct. Change		8.5%				
EXPENSE	\$1,054,153	\$1,049,924	\$182,040	\$197,793	\$1,236,193	\$1,247,717
Pct. Change		-0.4%		8.7%		0.9%
Salaries	\$547,211	\$546,811				
Pct. Change		-0.1%				
Fringe Benefits	\$122,519	\$119,735				
Pct. Change		-2.3%				
Salaries + Fringe Benefits	\$669,730	\$666,546				
Pct. Change		-0.5%				
Purchased Services	\$215,251	\$218,700				
Pct. Change		1.6%				
Occupancy	\$58,005	\$57,698	\$73,162	\$57,698	\$131,167	\$140,956
Pct. Change		-0.5%		-21.1%		7.5%
Investment Real Property			\$40,668	\$35,849	\$40,668	\$35,849
Pct. Change				-11.8%		-11.8%
Interest			\$48,253	\$58,536	\$48,253	\$58,536
Pct. Change				21.3%		21.3%
Scholarships and Fellowships	\$17,346	\$16,841				
Bad Debt	\$1,564	\$1,716				
Other Expenses	\$92,257	\$88,423				
"SURPLUS (DEFICIT)"	(\$12,484)	\$30,446	\$14,723	(\$81,399)	\$2,239	(\$50,953)
				-652.9%		-2375.7%
OTHER INCREASE(DECREASES) NET ASSETS						
Debt Service and Other Mandatory	(\$76,707)	(\$88,839)	\$76,707	\$88,839	\$0	\$0
Endowment Support	\$69,559	\$71,660	(\$70,481)	(\$73,839)	(\$922)	(\$2,179)
Capital Expenditures	(\$16,674)	(\$14,742)	\$16,674	\$14,742	\$0	\$0
Post Retirement Changes			\$1,916	(\$2,717)	\$1,916	(\$2,717)
Support/Investment	\$34,128	\$93	(\$33,675)	\$211	\$453	\$304
TOTAL OTHER CHANGES IN NET ASSETS	\$10,306	(\$31,828)	(\$8,859)	\$27,236	\$1,447	(\$4,592)
INCREASE (DECREASE IN NET ASSETS)	(\$2,178)	(\$1,382)	\$5,864	(\$54,163)	\$3,686	(\$55,545)
NET ASSETS (DEFICIT) BEGINNING OF YEA	\$26,266	\$28,444	\$1,493,452	\$1,499,316	\$1,467,186	\$1,470,872
NET ASSETS (DEFICIT) END OF YEAR	\$28,444	\$29,826	\$1,499,316	\$1,445,163	\$1,470,872	\$1,415,327

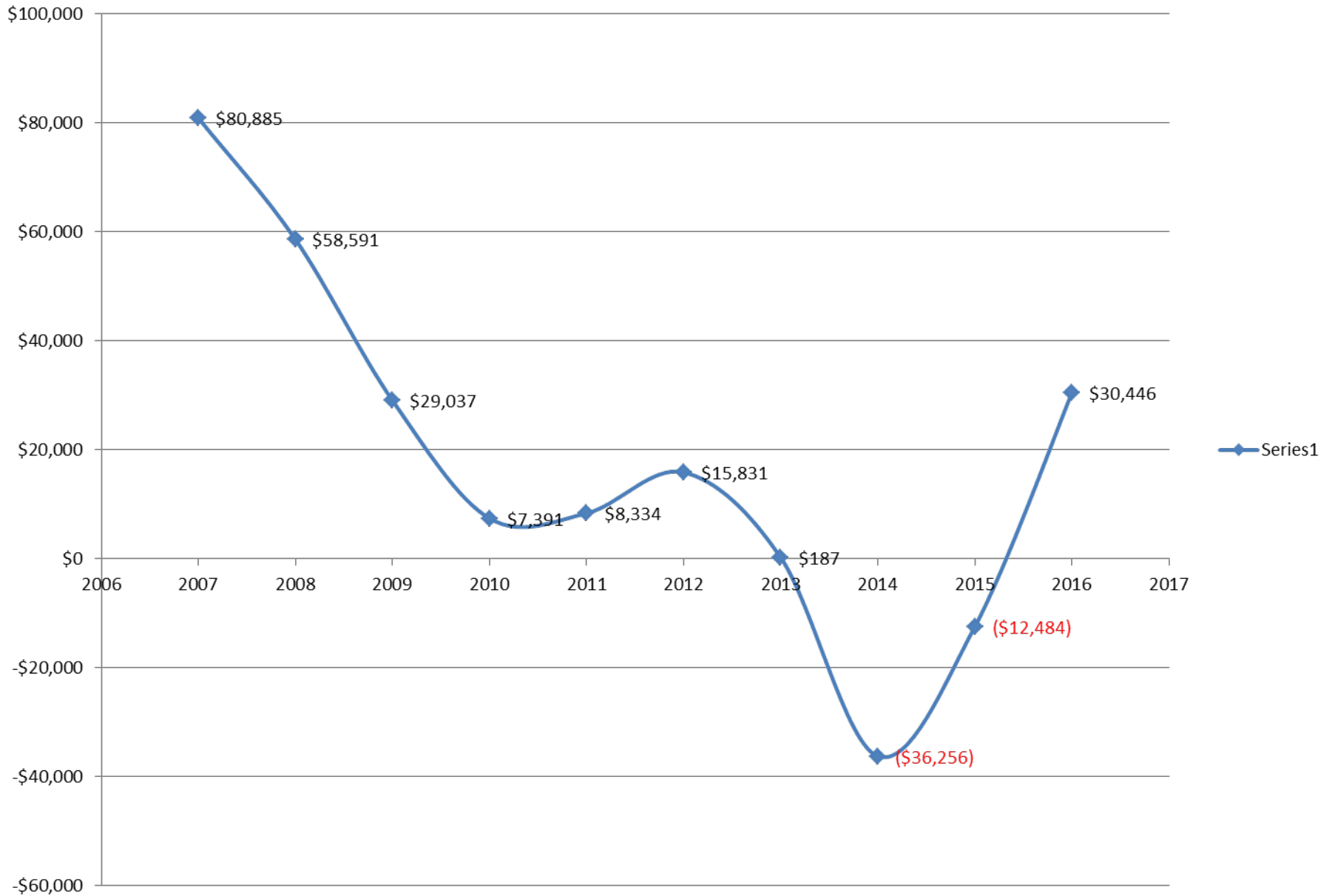
Trends and Patterns

- Trends
 - University Net Assets
 - decrease of 3.9% from FY 2015 to FY 2016
 - University Unrestricted Net Assets
 - decrease of 3.9% from FY 2015 to FY 2016
 - Operating Revenue
 - Increase of 3.7% from FY 2015 to FY 2016
 - Operating Expense
 - Decrease of 0.4% from FY 2015 to FY 2016

University Operating Margin

- FY 2015:
 - -\$12,484
- FY 2016
 - +\$30,466
- Importance
 - Operating margin is by no means the only indicator of financial performance, but important nonetheless

University Operating Margin



GW Endowment Activity

Amounts in thousands

	FY 2015	FY 2016
Beginning Fair Value	1,576,508	1,616,357
Gifts	59,754	21,572
Earnings	42,223	11,427
Payout	(73,669)	(76,963)
Other Transfers to/(from) Endowment	11,541	(2,115)
Ending Fair Value	1,616,357	1,570,278

Bonds and Notes Payable

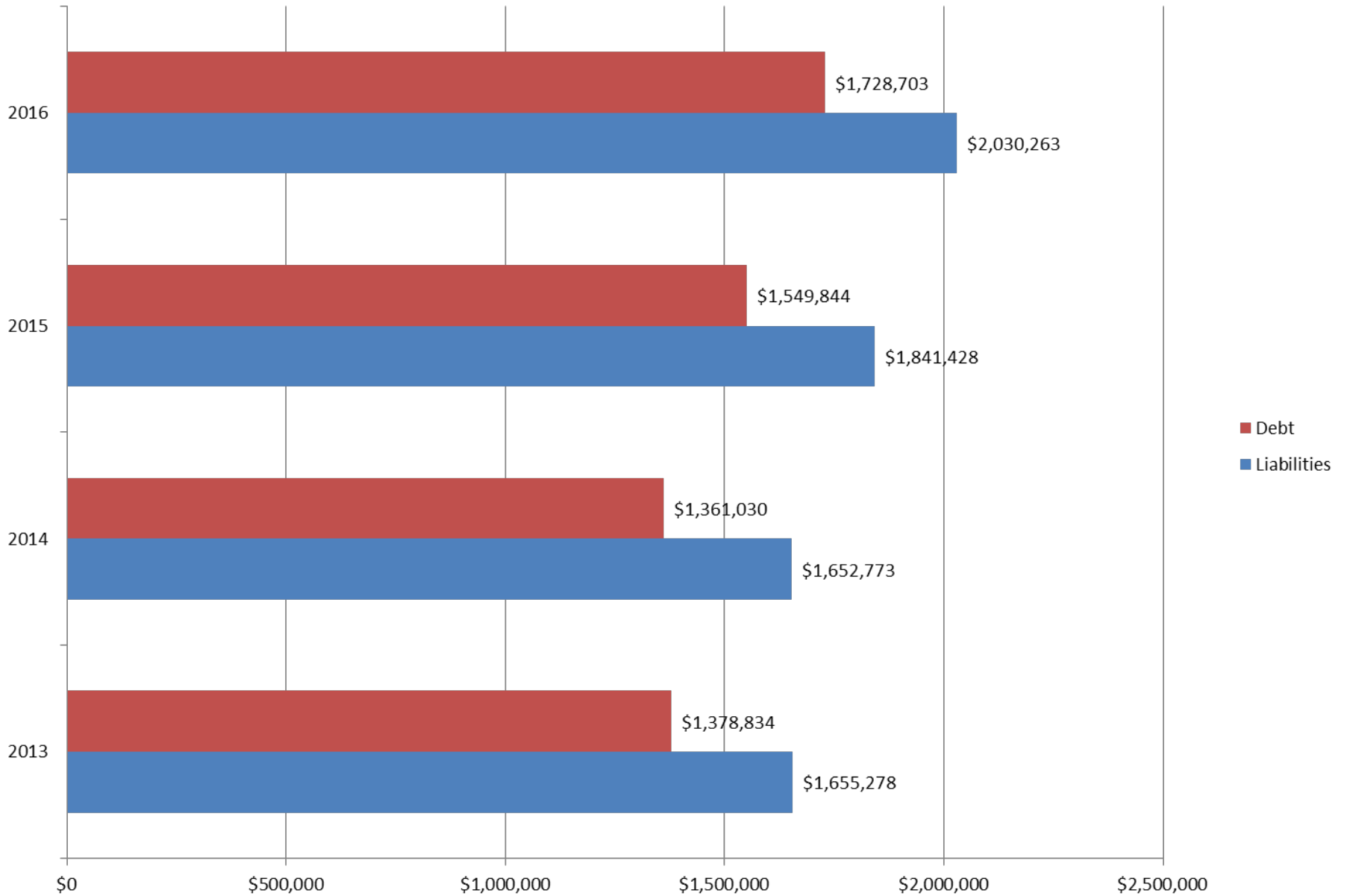
<i>(in thousands)</i>		JUNE 30		
		2016		2015
	Final Scheduled	Ending	Amount	Amount
	Maturities	Interest Rate	Outstanding	Outstanding
Taxable bonds:				
2007 Series General Obligation	02/01/2017	Fixed 5.3%	\$ -	\$ 50,000
2009 Series General Obligation	02/01/2019	Fixed 6.0%	200,000	200,000
2010 Series General Obligation	09/15/2020	Fixed 4.742%	90,620	99,745
2011 Series General Obligation	09/15/2021	Fixed 4.452%	100,000	100,000
2011A Series General Obligation	09/15/2021	Fixed 3.576%	50,000	50,000
2012 Series General Obligation	09/15/2022	Fixed 3.485%	300,000	300,000
2012A Series General Obligation	09/15/2017	Fixed 1.827%	168,000	168,000
2013 Series General Obligation	09/15/2043	Fixed 4.363%	170,000	170,000
2014 Series General Obligation	09/15/2044	Fixed 4.3%	300,000	300,000
2015 Series General Obligation	09/15/2045	Fixed 4.868%	350,000	-
Non-recourse debt:				
Notes payable - secured by real estate	03/11/2017	Fixed 5.9%	-	112,000
Unsecured notes payable	05/01/2021	Fixed 3.0%	83	99
Total			\$ 1,728,703	\$ 1,549,844

As of June 30, 2016, the University has two renewable available lines of credit with a national bank totaling \$150 million. These lines of credit have variable interest rates and expire in 2017. There were no amounts outstanding under lines of credit at June 30, 2016 or 2015.

Other assets include unamortized debt issuance costs of \$6.7 million and \$5.8 million as of June 30, 2016 and 2015, respectively.

2015 bond issuance - In July 2015, the University issued \$350 million in Series 2015 taxable, fixed-rate bonds at 4.868% with a maturity date of September 15, 2045. The bond proceeds were used to repay Series 2007 fixed-rate bonds of \$50 million at 5.3% and to defease non-recourse debt of \$112 million at 5.9% with debt extinguishment costs of \$12.2 million.

Liabilities and Debt



FY 2017 Approved Budget

- Projected Growth in Tuition Revenue
 - Net Tuition: +6.9%
- Projected revenue growth
 - Total Revenue: +8.0%
- Projected expense growth
 - Total Expense: +4.3%
- Projected operating surplus (deficit)
 - \$27,578

Debt and Borrowing: FY 2017

- July 2016 debt issue of \$250 million:
 - Re-fund 2009 issue (\$200 million)
 - Balance to finance “general corporate purposes”
- Both S&P and Moody’s continue to affirm A+(S&P) and A1 (Moody’s) ratings and maintained outlook as “Stable.”
 - <https://finance.gwu.edu/sites/finance.gwu.edu/files/downloads/S%26P%202016%20Report.pdf>
 - <https://finance.gwu.edu/sites/finance.gwu.edu/files/downloads/GWU%206.30.16%20report.pdf>
- Ratings reflect both strengths and challenges

How the Credit Rating Agencies See Us: S&P

Our rating reflects our belief that GWU's enterprise profile is extremely strong as a comprehensive research university with slightly more than half of its enrollment coming from its graduate and professional programs in the health sciences, law and engineering among other disciplines with a total enrollment that has grown, albeit slowly, over the past five years. Also, the rating reflects our view that the university's financial profile is strong characterized by modest operating profitability in most years while its financial resources are ample and its debt moderate to high with some susceptibility due to the frequent use of bullet maturities. The combined enterprise and financial profile lead to an initial indicative stand-alone credit profile is 'aa-'; however, as our criteria indicate, the final rating can be within one notch of the indicative rating. In our opinion, the 'A+' rating better reflects the university's more limited expendable

The rating further reflects our view of the university's:

- Slowly growing enrollment with full-time under graduate enrollment exhibiting an uptick over the past two years while full-time graduate enrollment has been more stable;
- Good revenue diversity with tuition and fees accounting for slightly less than two-thirds of revenue with a quarter of revenue coming from grants and contracts, private gifts and auxiliary operations;
- Modest financial operating performance in most recent years except for fiscal 2014;
- Sizable monies received from its research programs although like many other universities this funding source declined in fiscal 2015 and is expected to dip further in fiscal 2016; and
- Demonstrated successful fundraising capabilities and increasing amounts of annual fundraising support.

In our opinion, partially offsetting credit factors include:

- Only adequate financial (expendable) resources to operating expenses and debt;
- High capital spending over the past three years to renovate and expand campus facilities, including a new \$275 million science and engineering facility that opened in early 2015, a new \$75 million public health building that opened in May 2014, and a 12-story 900 bed student residence hall that is nearing completion and will be in operation for fall 2016;
- An investment portfolio with a heavy allocation to real estate typically viewed as a less liquid asset; and
- Continuing uncertainty about future capital costs from the renovation of the 17th Street building--one of the Corcoran Art Gallery buildings GWU acquired in the summer of 2014, though we understand the capital spending has slowed versus what originally was anticipated and cash flow from operations is expected to be positive shortly.

Current Budget/Finance Issues and Challenges

- Budget and Financial Planning
 - New budget model
 - 5-year budgeting
- Enrollment tuition revenue
 - Graduate enrollments and the DC enrollment cap
 - Annual increases and tuition discounts
- School-based financing of merit raises
- Costs of debt service
 - Expected increases in interest rates?
- Budgetary impact of integrating the Corcoran
- Health and Other Fringe benefits
 - Benefit Task Force Report
 - Joint Administration/Faculty Senate Working group
 - DC-mandated paid family leave?
- Further belt-tightening
 - Reduction in central administration expenses of 15 to 25% between FY 2017 and FY 2021?
- Other revenue sources
 - Capital campaign
 - Development of Pennsylvania Ave. Property
- Effects of Trump Administration

REPORT OF THE EXECUTIVE COMMITTEE
Charles A. Garris, Chair
December 9, 2016

ACTIONS OF THE EXECUTIVE COMMITTEE

1. PRESIDENTIAL SEARCH

On December 7, Board Chair Nelson Carbonell met with the Executive Committee to discuss the progress of the Presidential search and to seek input. In particular, he discussed in general the results narrowing down the pool to finalists. We also discussed how the questions provided by faculty were being employed in candidate interviews. The members of the Executive Committee were asked to sign confidentiality forms to facilitate possible opportunities to engage them in a confidential manner with candidates. Chair Carbonell also conducted a similar meeting with the Faculty Consultative Committee and requested their compliance with the confidentiality form. It should be stated that the Board has been very proactive in attempting to engage the faculty with the process to the greatest extent possible, given the important and well-recognized need to protect candidates' confidentiality in the early stages of the process. The Board has clearly demonstrated their belief that faculty involvement in the process is essential to insure that the person elected by the Board as GW President is well received and supported by the faculty when they commence their service. I am happy to say that at this time, I believe this will be the case.

2. FACULTY ASSEMBLY

You will recall that on October 25, we held the annual General meeting of the Faculty Assembly. At that meeting, the Faculty Assembly passed Resolution FA 17/3 which made an exception for SMHS and SON by expanding eligibility for membership in the Faculty Senate to regular non-tenured faculty having a minimum of 3-years full-time service, subject to the limitation that at least half of the Faculty Senate members from each of those schools be tenured. This resolution originated from the Faculty Senate's resolution 16/6, which received strong Faculty Senate support. I am happy to report that the Board of Trustees has approved that resolution so that SMHS and SON are now authorized to elect nontenured faculty to represent them as Senators at the appropriate time this spring.

3. REVIEW OF SCHOOL RULES AND REGULATIONS (BY-LAWS)

In accordance with the revisions in the *Faculty Code*, the By-Laws of all schools are being revised to assure compliance. The process is moving along well and the hope is to finalize it by the end of the Spring semester. The Bylaws subcommittee Executive Committee was working this month with members of the CCAS to provide input on their revised bylaws. The Subcommittee will meet soon on the ESIA bylaws.

4. COMPREHENSIVE REVIEW OF DEANS

- The Faculty Code as revised in June 2015 has a new section "C.2(b)(ii) Continuance" under procedures that states "The Provost shall also periodically initiate a comprehensive review of each dean that systematically solicits input from the school's constituents, including, but not limited, to faculty, senior staff of the school, alumni and students." Provost Maltzman has set up the "**Faculty Advisory Board for the Provost's Decanal Review Process**" under the direction of Vice Provost Chris Bracey. I have been invited to serve on the Board.

5. FACULTY CODE GLITCH LIST

As we review the school by-laws, deal with tenure and promotion cases including nonconcurrences, dean searches, and the like, deficiencies in the language of the Faculty Code are being revealed and these deficiencies will find their way on our “Glitch List” which will probably be presented to the Faculty Senate in the form of a resolution in the spring after we deal with school bylaws. New glitches (or tweaks) are emerging and being discussed. In collaboration with Provost Maltzman, Parliamentarian Charnovitz, and PEAFF, we have been discussing glitches and possible improvements in the Faculty Code. We will present them sometime in the Spring.

6. BENEFITS ADVISORY COMMITTEE (BAC)

You will recall that there was agreement with the administration that the BAC shall consist of six faculty, six staff, and 1 SMHS resident. At the Faculty Senate meeting of November 11, a slate of faculty candidates for the BAC was approved by the Faculty Senate and accepted by the administration. HR is now finalizing the selection of the staff members and the BAC should be ready for the mandatory training presently. By next week, the new BAC should be functioning and working with the administration on the next round of benefits.

7. CONCERNS ON THE ELECTION OF MR. TRUMP AS PRESIDENT OF THE U.S.

During the course of a very divisive Presidential election campaign, Mr. Trump enunciated political positions that deviated radically from the core values of many GW faculty and students. These campaign positions included aggressive approaches to important issues such as:

- Immigration policies which could result in mass deportations and possibly rescind Executive Orders protecting DACA students;
- Environmental and energy policies which may have irreversible impact on the environment, especially those exacerbating global warming; including rescinding numerous EPA regulations which protect us and promote the use of renewable energy technology, and possible withdrawal from the Paris Agreement within the United Nations Framework Convention on Climate Change;
- Health policies including possibly repealing the Affordable Care Act which could impact health insurance for millions;
- Radical military and international affairs policies such as withdrawal from NATO, etc.; and
- Many other issues.

Since Mr. Trump’s election was a great surprise to everyone, especially to him, it is very unclear as to whether he will follow through on his campaign pledges. Many college campuses are taking a wait-and-see position. Clearly, many faculty and students at campuses throughout the nation fear the worst and are circulating petitions. At GW:

- GWUFA has distributed a petition calling for GW to be a “sanctuary campus” whereby GW will actively refuse to comply with immigration authorities regarding deportations or raids and requesting that the administration declare that GWU will serve as a sanctuary for undocumented immigrants and their families.
- Faculty have noted Mr. Trump’s willingness to retaliate against entities by blocking funding to those that oppose him, as apparently demonstrated in the past week with regard to the developments at the Carrier Corp and the Boeing Corp. As a result, some have questioned the

wisdom of overtly declaring GW to be a sanctuary of any kind, particularly since its legal meaning is very dubious¹ yet the term is extremely confrontational. Harvard, UIUC, Princeton, and others have refused to use this designation for the above reasons.²

- Others have expressed concern that academic freedom and open scholarly dialogue at GW could be seriously infringed upon by large groups of faculty taking “politically correct viewpoints” on these issues. Recent editorial in the Hatchet and statements from GW students at President Knapp’s Town Hall support this concern.
- Harvard, Princeton, and others have expressed concern that designating an institution as a “sanctuary campus” may actually harm undocumented members of the community by attracting undue attention and by providing a false sense of security.

The Executive Committee is continuing to follow these developments and discuss them among their respective faculties and within the EC. At this time, we have not arrived at a conclusion and are still seeking input. We will discuss this issue at the December 16 EC meeting. Hopefully, we will have more to say at the January Faculty Senate meeting.

FACULTY PERSONNEL MATTERS

7. NONCONCURRENCES

A new nonconcurrency emerged from SEAS involving a tenure decision. The Executive Committee followed its normal process and made a recommendation to the administration supporting the nonconcurrency.

8. GRIEVANCES

There continue to be two active grievances: The grievance from GSEHD continues under mediation, while the grievance from GWSB has failed mediation and will move on to the formal hearing stage.

ANY OTHER MATTERS

None.

¹ Harvard University President Drew G. Faust said Harvard will not designate itself a “sanctuary campus”. Faust said she is worried calling Harvard a "sanctuary campus," a term she argued has no legal significance, could actually further endanger undocumented students at Harvard. She said she has met with members of Congress and other federal officials to discuss protections for undocumented students.

"It also risks drawing special attention to the students in ways that could put their status in greater jeopardy," Faust said. "I believe it would endanger, rather than protect, our students, and that is not something I am willing for this institution to do." [NY Times, December 7, 2016]

² Princeton University President Eisgruber stated: “Some of the correspondence reaching me has asked Princeton to declare itself a “sanctuary campus.” Immigration lawyers with whom we have consulted have told us that this concept has no basis in law, and that colleges and universities have no authority to exempt any part of their campuses from the nation’s immigration laws.”

“As a constitutional scholar myself, I agree with that judgment and believe that it connects to one of the country’s most basic principles: its commitment to the rule of law. That principle deserves special attention in this uncertain and contentious time. In a country that respects the rule of law, every person and every official, no matter what office he or she may hold, is subject to the law and must respect the rights of others. Princeton University will invoke that principle in courts and elsewhere to protect the rights of its community and the individuals within it. But we jeopardize our ability to make those arguments effectively, and may even put our DACA students at greater risk, if we suggest that our campus is beyond the law’s reach.”[Letter to Princeton Community from President, Nov. 28, 2016]

ANNOUNCEMENTS

9. The next meeting of the Executive Committee is on December 16, 2016. Please submit any reports and drafts of resolutions to the committee as quickly as possible and not later than Tuesday, December 13. Today marks the usual one-week notification deadline. However, the meeting is being held earlier in the month than usual due to the upcoming Holidays.

10. The following are some tentative upcoming agenda items:

January 13, 2017

- Report on the School of Nursing – Dean Pamela Jeffries
- Presidential Search Update: Chair Nelson Carbonell
- Annual Report on Research – VP Leo Chalupa

February 10, 2017

- Report on the Corcoran School for Arts and Design– Director Sanjit Sethi.

On behalf of the Executive Committee, I wish you all a very happy holiday season.

Thank you.

Petition to Make The George Washington University a Sanctuary for Undocumented Community Members and a Bastion for Diversity and Inclusion

November 25, 2016

Dear President Knapp and Board of Trustees of GWU,

Following the election of Donald Trump as President-Elect of the United States, we faculty, staff, students, and alumni are requesting that The George Washington University administration urgently and immediately begin the process of making our campus a sanctuary for the undocumented immigrants who are a valued part of our campus and broader community and to take all necessary steps to assure that our campus is a bastion for diversity and inclusion. We are particularly concerned about the safety of undocumented students who may be enrolled at our university and about the increase of hate speech and hostile behavior toward African Americans, Latinos, Muslims, Jews, LGBTQs and other minority groups. Undocumented students with Deferred Action for Childhood Arrivals program (DACA) may be particularly at risk given the information they provided to the government. Not only does the DACA order safeguard students from deportation, grant them work authorization and enable them to obtain driver's licenses, DACA has also opened doors for employment.

We are encouraged by President Knapp's statements reaffirming GWU's commitment to diversity and inclusion, and by the fact that he has signed on to the nation-wide university Presidents' "Statement in Support of the Deferred Action for Childhood Arrivals (DACA) Program and our Undocumented Immigrant Students." In addition to threatening to deport millions of people, Donald Trump has also promised to eliminate DACA on his first day in office. While it is unclear whether or how quickly the Department of Homeland Security will take action against students with DACA status, we can only imagine the tremendous mental and emotional strain on undocumented students who potentially face the threat of deportation.

In light of this increasingly volatile social and political environment and the coming policy changes, we ask that The George Washington University administration provide assistance within its purview. Such actions should include, but would not be limited to:

- Declare The George Washington University to be a sanctuary campus that will actively refuse to comply with immigration authorities regarding deportations or raids;
- Declare that The George Washington University will serve as a sanctuary for undocumented immigrants and their families;
- Immediately release a statement assuring the safety of undocumented students and reaffirm The George Washington University's commitment to diversity and inclusion;

- Guarantee student privacy by refusing to release information regarding their immigration status to any government agency, and by refusing to collaborate with immigration officials (e.g. share data or reveal personal information, turn over individuals for questioning, enable warrantless arrests or holds, permit raids, etc.)
- Recommend that GWU Campus Police not collaborate with ICE and that GW restricts the presence of US Immigration and Customs Enforcement (ICE) on campus;
- Prohibit campus housing discrimination based on immigration status;
- Continue to reaffirm the university's commitment to create a campus atmosphere of respect by denouncing the hate speech directed at immigrant, ethnic minority, and LGBTQ students, alumni, faculty, and staff, and by informing the campus of existing resources for reporting and responding to identity-based hate incidents.

We, the undersigned faculty, staff, students, and alumni of The George Washington University are committed to ensuring the safety, health, and well-being of undocumented students and their families, and we urge the administration to duly safeguard undocumented members of our campus community. By urgently moving to serve the immediate and long-term needs of our undocumented community members, we can foster a welcoming community for all of its members, regardless of religion, race, ethnicity, gender, sexual orientation, or immigration status.

Sergio Waisman, Professor of Spanish & International Affairs

Jennifer James, Director, The Africana Studies Program; Associate Professor, English

Heather Bamford, Assistant Professor of Spanish

Gail Weiss, Professor of Philosophy

Joel Kuipers, Professor of Anthropology

Gayle Wald, Professor of English and American Studies

Elaine A. Peña, Associate Professor of American Studies

Elisabeth Anker, Associate Professor of American Studies

Rachel Riedner, Associate Professor of Writing and of Women's, Gender, and Sexuality Studies
Masha Belenky, Associate Professor of French

Lynn Westwater, Associate Professor of Italian

Phyllis Mentzell Ryder, Associate Professor of Writing

Randi Kristensen, Assistant Professor of Writing

Dara Orenstein, Assistant Professor of American Studies

Christopher Britt, Associate Professor of Spanish

Lowell Abrams, Associate Professor of Mathematics

Nemata Blyden, Associate Professor of History and International Relations

Ivy Ken, Associate Professor of Sociology

Manuel R. Cuellar, Assistant Professor of Spanish

Abby Wilkerson, Associate Professor of Writing

Robert McRuer, Professor of English

William Youmans, Assistant Professor of Media & Public Affairs

Ethan Porter, Assistant Professor of Media and Public Affairs

Matthew Dallek, Associate Professor of Political Management

Kimberly Gross, Associate Professor of Media and Public Affairs

Dana Tai Soon Burgess, Full Professor of Dance

Bibiana Obler, Associate Professor of Art History

Ingrid Creppell, Associate Professor of Political Science

Gordon Mantler, Assistant Professor of Writing and of History

Jessica McCaughey, Assistant Professor of Writing

Kimberly Morgan, Professor of Political Science

Mary Buckley, Associate Professor of Dance & Director of EJS Women's Leadership Program

Dolsy Smith, Collections Strategist and Humanities Librarian

Tyler Anbinder, Professor of History

Daniel E. Martinez, Assistant Professor of Sociology

Antonio López, Associate Professor of English

Holly Dugan, Associate Professor of English

Daniel Moshenberg, Associate Professor of Women's, Gender and Sexuality Studies and English

Elizabeth Chacko, Professor of Geography and International Affairs

Siobhan Rigg, Associate Professor of New Media

Hartmut Doebel, Assistant Professor of Biology

Alexander Dumbadze, Associate Professor of Art History

Sanjit Sethi, Director, Corcoran School of the Arts and Design

Arnaud Martin, Assistant Professor of Biology

Cristin McKnight Sethi, Assistant Professor of Art History

Kathryn Kleppinger, Assistant Professor of French and Francophone Studies

Tina Plottel, Research & User Services Librarian

Dean Kessmann, Assistant Professor of Photography

Andrew Moore, PhD candidate in Biology

Marie Price, Professor of Geography and International Affairs

Liesl Riddle, Associate Professor of International Business & International Affairs

Georgia Deal, Professor of Fine Arts, Corcoran School of the Arts and Design

Alexander Dent, Associate Professor of Anthropology and International Affairs

L. Courtney Smith, Professor of Biology

Susan L. Sterner, Associate Professor of Art & Design, New Media Photojournalism

Joshua A. Bell, Professorial Lecturer in Anthropology

Ilana Feldman, Professor of Anthropology, History, and International Affairs

Paula Alonso, Associate Professor of History and International Affairs

Roy Richard Grinker, Professor of Anthropology and International Affairs

Lisa Benton-Short, Associate Professor of Geography

Cynthia McClintock, Professor of Political Science

Cynthia Deitch, Associate Professor of Women's, Gender, and Sexuality Studies

Daniel B. Schwartz, Associate Professor of History and Director of Judaic Studies Program

James Mahshie, Professor of Speech Language Pathology

Michael Bamdad, Clinic Director, SPHR

Kari Comer, Clinical Educator, SPHR

Xiaofei Kang, Associate Professor of Religion

Benjamin D. Hopkins, Associate Professor of History & International Affairs, Director of the Sigur Center for Asian Studies

Irene Oh, Associate Professor of Religion, Director of Peace Studies Program

Silvio Waisbord, School of Media and Public Affairs

Paul Duff, Professor of Religion

Shelley B. Brundage, Associate Professor, Speech and Hearing Science

Cynthia Core, Associate Professor, Speech and Hearing Sciences

Dmitry Streletskiy, Assistant Professor of Geography and International Affairs

Sylvia Campbell, Assistant Professor, Speech and Hearing Science

Steven Tuch, Professor of Sociology

Michael Mann, Assistant Professor of Geography

Hang Zhang, Assistant Professor of Chinese Language and Linguistics

Liana Chen, Assistant Professor of Chinese Literature and Language

Harald W. Griesshammer, Associate Professor of Physics

Mark Reeves, Professor of Physics

Joyce Pulcini, Professor of Nursing

Evangeline J. Downie, Associate Professor of Physics, CCAS Associate Dean of Assessment & Academic Support

Kimberly Acquaviva, Associate Professor of Nursing

Charles A. Garris, Jr., Professor of Mechanical & Aerospace Engineering

Caroline J. Smith, Associate Professor of Writing

Paul Poppen, Professor of Psychology

Malathi Thothathiri, Assistant Professor of Speech and Hearing Science

Dolores G. Perillán, Spanish Teaching Instructor

Dana D. Hines, Assistant Professor of Nursing

Geoffrey Greenman, Clinical Supervisor, Department of Speech and Hearing Science

Jodi N. Kumar, Clinical Supervisor, Department of Speech and Hearing Science

Elisabeth Hess Rice, Associate Professor, Special Education and Disability Studies

Geralyn Schulz, Professor, Speech & Hearing Science

Cynthia A. Rohrbeck, Associate Professor of Psychology

Eyal Aviv, Assistant Professor of Religion and Honors