



**MINUTES OF THE REGULAR FACULTY SENATE MEETING  
HELD ON MARCH 2, 2018  
AT 1957 E STREET NW/STATE ROOM**

Present: President LeBlanc, Provost Maltzman, Parliamentarian Charnovitz, and Associate Registrar Arias; Deans Akman, Brigety, Choudhury, Dolling, Feuer (by phone), and Jeffries; Executive Committee Chair Marotta-Walters; Professors Agca, Agnew, Briscoe, Cline, Cordes, Corry, Costello, Esseesy, Griesshammer, Gutman, Harrington, Lewis, Lipscomb, Markus, McDonnell, Parsons, Pintz, Price, Roddis, Rohrbeck, Sarkar, Schumann, Sidawy, Tielsch, Watkins, Wilson, Wirtz, Zara, and Zeman.

Absent: Deans Deering, Goldman, Morant, and Vinson; Professors Bukrinsky, Cottrol, Dickinson, Galston, Khoury, McHugh, Nau, Pelzman, Rehman, and Wallace.

CALL TO ORDER

The meeting was called to order at 2:18 p.m.

APPROVAL OF THE MINUTES

The minutes of the February 9, 2018, Faculty Senate meeting were approved unanimously without comment.

RESOLUTION 18/5: Recommending the Adoption of Revised Guidelines for Exercising and Defending Academic Freedom (Jeff Gutman, Chair, Committee on Professional Ethics & Academic Freedom)

Professor Gutman yielded the floor to Professor Art Wilmarth, who was instrumental in drafting the original and revised Guidelines for Exercising and Defending Academic Freedom. Professor Wilmarth provided a brief history of the Guidelines. In April 2017, the Senate unanimously adopted the original version of the Guidelines, which is provided with the attached resolution. Over the course of the summer and fall, Professor Wilmarth held discussions with the Provost's office and the Office of General Counsel concerning the administration's proposed revisions to the original Guidelines. Professor Wilmarth thanked Vice Provost Chris Bracey and Senior Counsel Richard Weitzner for their assistance in reaching agreement on the revised Guidelines. The administration requested several changes to the original Guidelines, primarily for the purpose of harmonizing the Guidelines with provisions of Article II of the *Faculty Code* and the following three University policies:

- the Policy on Political Activity (see paragraph 4);
- the Policy on Demonstrations (see end of paragraph 5); and
- the Policy on Disruption of University Functions (see end of paragraph 5)

Those three policies are in harmony with the revised Guidelines, which are being presented for the Senate's approval today. The revised Guidelines also make clear (in paragraph 7) that the Guidelines are not intended to modify or interfere with contracts between the university and its administrators and staff but rather apply primarily to faculty members and (to a more limited extent) students. The administration has informed Professor Wilmarth that it fully supports the revised Guidelines attached to this resolution. The Senate approved the resolution and the revised Guidelines by unanimous voice vote.

RESOLUTION 18/6: For Maintaining Quality in Online and Hybrid Classes and Programs (Phil Wirtz, Chair, Committee on Educational Policy)

Professor Wirtz sought and obtained the unanimous consent of the Senate to replace the version of this resolution that was posted and distributed with today's meeting agenda with a revised version of the resolution. He noted that the revision aims to remove an unintended connotation in the original version that casts aspersions on online education at GW, which is the opposite of the resolution's intention. Professor Wirtz confirmed that the intent of the resolution is to hold up online education at GW as already occurring at levels of very high quality, pointing to the second and fifth whereas clauses as well as the third and sixth resolving clauses, which recognize top quality work already in existence at the university.

This resolution is the culminating action following a Faculty Senate Executive Committee (FSEC) direction to the Educational Policy committee to look at where GW stands with regard to quality standards for online education, still a relatively new curriculum delivery mode as compared to face-to-face course delivery. Professor Wirtz noted that the search did not take the committee far, as several of GW's schools have been pioneers of high quality, first-class online education. These schools laid the groundwork, and the current resolution closes the loop by standardizing these efforts across the university. The administration's perspective on this issue was well received at the February 2018 Senate meeting, but it remains a central responsibility of the faculty (per Article IX.A of the *Faculty Code*) to ensure the integrity of curricular offerings delivered in any modality at GW. The current resolution attempts to respond to the FSEC mandate and to allow the Senate to make the following statements regarding online education at GW:

- GW knows how to do online education right; several schools and programs that have offered online courses and programs for years have spent a great deal of time developing standards from which not only GW but other institutions can benefit. The Senate should go on record in appreciation of this work.
- Some schools are just beginning to work in the realm of online education. As such, they have expressed some reticence about whether this is truly an acceptable route and, if so, what standards need to be met to ensure high quality delivery. In support of these new endeavors, the Senate should put its stamp of approval on a set of high quality standards already followed by other schools.
- The Senate's position with regard to online education should be established so that, going forward, there can be no question as to whether or not GW is operating quality online education and so that standards are in place for those wanting to begin working in the online education arena.

Professor Wirtz noted that he is the messenger for this resolution, which represents work that has been compiled over a period of two years and an enormous amount of campus-wide investment and input. He noted that many faculty engaging in extremely high quality online education rarely get the respect for doing so; this resolution is intended to correct that.

Professor Sidawy opened with a disclaimer, noting that his particular clinical/medical field does not allow for online education as an effective teaching method. However, he thanked the joint task force, Professor Wirtz, Professor Marotta-Walters, and Professor Charnovitz for their open-minded approach over the past day in writing final amendments to the resolution. He noted that the spirit of the original resolution gave a negative connotation to online education at GW, and the revised resolution corrects this.

Professor Price spoke in favor of the resolution. She noted the process followed to achieve this resolution, beginning with Educational Policy observing mixed reports on online education and the committee's ensuing investigation of the issue, undertaken upon realizing that the university as a whole did not have a good understanding of this rapidly growing modality. The joint task force returned a less than complete report given the data that task force was able to uncover, and the Provost's response filled in many informational gaps. The Senate, in its shared governance role, now has a much clearer picture of the online and hybrid education terrain. The recommendations that the Provost's office report on online education, including trends and consistent coding of all course delivery systems, speak directly to the Senate's charge to care for and ensure quality instruction at GW. She noted that this resolution closes a circle following extensive work with staff, administration, and faculty.

Professor Griesshammer stated that it is clear that the Senate needs to act on online education as the faculty—as educators—are singly tasked with matters related to education delivery. He recalled the Provost's comments at the February meeting, which noted that online and offline education are two equally important pillars for GW not only with regard to reputation but also to money. In the online environment, GW has to compare itself to other universities as well as to private companies, which can include some institutions of varied quality and merit that are delivering online courses. GW's high quality needs to be documented and the already excellent standards ensured for academic and business reasons. If GW is moving forward in the realm of online education and making it an enterprise the university can rely on, it needs to ensure that online and offline courses both go through the same quality measures. He noted that he does not see the online and offline course standards as two unrelated measures as each may benefit from the other's high standards. The quality control GW clearly has in place for offline courses is an imperative piece for quality online education.

Professor Tielsch spoke against the resolution, noting that the history of this process is important. The initial joint task force admitted when presenting their report that much of the necessary data was incomplete. A few months later, the Provost responded with a comprehensive analysis of direct comparisons with a full data set that demonstrated that the online and face-to-face course quality is basically identical. The Provost then proposed additional activities to be adopted as policy by the Provost's office, all of which are included in the current resolution. However, he noted that he failed to see the need for a resolution that seems to simply thank the faculty and the administration for doing the job they are supposed to do in support of quality education. He saw no necessity for this resolution unless there was a companion resolution for face-to-face education.

Professor Parsons stated his support for the resolution but drew a distinction between online and face-to-face instruction, noting that online education can be subject to extreme possibilities of fraud and dereliction. The Senate has an opportunity to make a clear statement that this is not an issue with the faculty teaching online courses and programs at GW. Should a problem like this arise at GW, it would be clear that the faculty are not the issue but rather the administration.

Professor Watkins agreed with others that the resolution has come a long way, particularly the first five resolving clauses. However, resolving clause 6 (RC6) clearly states that online faculty are not meeting the quality standards that programs believe they are meeting and that they must therefore undergo additional review not required of face-to-face faculty. He noted that he has been teaching online since 1998 and knows the quality of his and his colleagues' courses. Given the data provided by the Provost at the last meeting, these separate requirements make no sense, as there is no evidence of a problem requiring correction in online education at GW. The joint task force report contained unsubstantiated concerns and questions and led to the current resolution despite the quality of the data subsequently provided by the Provost. He noted that, until a resolution can be provided that targets a specific problem, more and separate scrutiny for online faculty doesn't make sense.

Professor Agca noted that the resolution instills confidence in first-time online faculty who want to ensure they are following standards and guidelines and will have a successful online education experience.

Professor Zara spoke against the resolution, finding RC6 overly prescriptive given the resolution's statement that GW's online programs are excellent. Additional scrutiny for online curricula seems unwarranted, particularly given the academic freedom guidelines this body has just approved. Additional oversight for some courses based solely on a faculty member's decision to deliver a course online as opposed to face to face is not what the Senate should be engaged in at present.

Professor Costello noted that the group seems to be in favor of overall excellence in teaching and asked whether a resolution might be approved that supports excellent guidelines for all course delivery modes without separating out online from face-to-face education. Professor McDonnell responded, noting that if the Senate supports quality education, one modality shouldn't be singled out over another.

Professor Markus spoke against the resolution, stating that she doesn't believe the resolution closes the loop as noted earlier. The resolution asks the Provost to undertake a similar investigation of face-to-face teaching across GW but rather seems to make an assumption that GW has a problem with face-to-face education. Another issue is that new language was received immediately prior to today's meeting; she suggested that the resolution be sent back to Educational Policy so that the committee might rethink a resolution supporting quality in all modes of education.

Professor Cline noted that most faculty haven't been offering online education for decades, or at all, but many would like to do so and want to ensure they do it well. He noted that face-to-face education receives annual peer evaluations as a standard practice and that he is not familiar with the equivalent review in online education. Online course delivery is a new modality for most faculty members, and the resolution ensures it will continue to be done correctly and will bring any sub-par performers up to standard.

Professor Tielsch noted that the Provost has set policies that will enforce the quality of a faculty member's preparation to enter into online course delivery. He has outlined specific metrics and processes he will expect schools and faculty to abide by as they move into the online space. The Senate saying the same thing seems redundant.

Professor Watkins asked whether Professor Wirtz would consider a friendly amendment to move forward with the resolution without RC6. Professor Wirtz noted that the preamble to this clause indicates that the outlined critical components for quality online education are consistent with practices already in place in GW's highest-quality online programs. The clause therefore sets out a way forward for faculty and programs wishing to begin offering online education. He further noted that the term "online" writ large (beyond GW) raises questions of quality. RC6 establishes that there is not a question of quality at GW in online as opposed to face-to-face education. He concluded that he would not consider the exorcising of RC6 a friendly amendment.

Professor Zara responded to Professor Cline's comment, noting that he is not aware of annual peer reviews occurring across the university and that this may not be a university-wide standard. He then suggested that, if RC6 is meant to represent top programs at GW, it would be useful for the Senate to know which programs are being referenced and precisely what their standards for review are.

Professor Corry referred the Senate to RC9, which indicates that the standards applied to online courses will also be applied to face-to-face courses. To his reading, this means that faculty not teaching online courses will still be impacted by these standards.

Professor Marotta-Walters spoke to RC6a noted that information on courses and programs must be submitted annually for assessment. The Provost clarified that programs and courses are not re-approved each year. Associate Provost Cheryl Beil noted that her office asks that all programs be assessed annually but that this is inconsistently accomplished. Some schools are much better than others at doing this, and there should not be an assumption that this assessment is occurring across the board at the university. Professor Marotta-Walters noted that RC6a currently reads "no less than every three years;" however, many programs will already have an annual review. President LeBlanc clarified that Professor Marotta-Walters is referring to programs but that the resolution refers to courses. Dr. Beil noted, too, that the university's accrediting body, Middle States, does not require course assessments; they require program assessments.

Professor Costello noted that the name of the resolution identifies online and hybrid quality as the focus of the resolution. Given that the last resolving clause sends face-to-face courses to the same examination, the name seems too narrow.

Professor Griesshammer stated that the Provost is one of his heroes but has no say when it comes to setting educational policy. The Joint Statement on Government of Colleges and Universities (AAUP, AGB and ACE, 1967) identifies the core responsibilities of the faculty to be education, teaching, and research. The faculty sets the agenda for educational policy; the administration cannot go against the will of faculty except in extreme circumstances. He stated his appreciation that the Provost made very reasonable suggestions at the last meeting, but the Senate either needs to endorse those suggestions or come up with alternatives. Doing nothing is not an option and would be abrogating the Senate's responsibility.

Professor Cordes spoke to RC6a, finding it a bit too prescriptive, comparing it to a Senate action speaking to reviews of contract faculty and leaving the specifics of how these are accomplished to the individual schools. He suggested that a similar approach should be applied here and that an amendment to RC6a could require the schools to develop procedures for reviewing online courses every three years without describing exactly what that review should contain.

Professor Watkins made a motion to revise the resolution by removing RC6a altogether; the motion was seconded. Discussion on the motion proceeded. Professor Rohrbeck wondered whether all of RC6a is the issue and suggested that it might be helpful to hear more about why this clause is problematic. Professor Watkins responded that online courses are subject to Academic Program Reviews (APRs) and peer reviews and follow the same guidelines followed by colleagues teaching face-to-face courses (noting his experience is limited to his home school). He noted that specifically highlighting these additional requirements at the course level for online educators without defining what is meant by “curriculum reform” (e.g., a new book, new module, or delivery platform) is onerous for online faculty and could well be a deterrent to entering online education.

Professor Zeman suggested that, rather than striking RC6a, the clause be reworded to state that courses will be reviewed in a comparable manner to face-to-face courses, falling back to the school level for assessment and leveling the field between the delivery modalities. Professor Wirtz responded that he would accept this wording as a friendly amendment.

Professor Zara moved to recommit the resolution to the Educational Policy committee, noting that a resolution stating online courses should follow academic policies suggests they are not doing so. Professor Griesshammer responded that online educators at GW can take this resolution as an opportunity to advertise their excellence.

Professor Charnovitz clarified that a motion to recommit with a second would have a higher precedence than a motion to amend the resolution. Professor Price spoke against the motion to recommit, noting that a wording issue can be fixed during the current meeting but that sending the resolution back to the committee would be a way to try to kill the resolution.

Professor Markus noted that not all GW schools and departments conduct the same kinds of reviews. Some schools don’t do formal peer reviews in the way others do, and she wondered if this meant that, under the amendment, online courses in one school would be held to the standard of another school. She suggested the resolution be tabled (debate on the current motion continues). Professor Cordes did not interpret the motion to amend in this way, rather that each school would evaluate its online courses in the same way it evaluates its face-to-face courses. Professor Markus suggested that the resolution would benefit from being sent back to Educational Policy with guidance regarding a broader resolution that addresses both online and face-to-face education.

Dr. Beil clarified that course and program reviews that are currently in place have been in practice for many years. Any time a course or program has changes, it has to be re-reviewed, whether it is an online or face-to-face course. She further noted that all courses distribute course evaluations on a semester-by-semester basis, and these evaluations are reviewed in her office. These practices already cover online courses.

Professor Roddis noted that she did not think the intent of the motion to recommit is to bury the resolution. She asked whether Professor Zara would consider postponing further discussion of the

resolution to the next Senate meeting. She noted the numerous changes to the resolution over a short period of time, indicating that the discussion has made it clear that there is still a lot of debate about what the resolution is trying to accomplish.

Professor Zara asked if this would mean the Senate would be considering the identical document at the next Senate meeting. He noted his concerns that the Senate is trying to adapt today to a version of the resolution it had not seen prior to arriving at the meeting and that the resolution will continue to single out the online modality over others.

A vote was taken on the motion to recommit and failed (8 in favor, 17 opposed).

Discussion returned to the previous motion to amend. Professor Watkins sought and obtained unanimous consent to withdraw his motion to delete RC6a so that Professor Zeman's motion to amend might proceed. Professor Zeman made a motion to amend RC6a as follows: "Every online and hybrid course be reviewed by the regular faculty (or a designated subgroup) of the school offering the course in a comparable manner to the review of face-to-face courses within that school." The motion was seconded. Professor Wirtz indicated his acceptance of this revised wording as a friendly amendment. There was no discussion on the amendment, which passed by unanimous voice vote.

Discussion continued on the resolution as amended. Professor Roddis noted that the resolution doesn't get at the heart of the matter. Regular faculty are responsible for reviewing and overseeing courses and programs as per the first whereas clause; online and other courses must be held to the same standard of excellence. To do this, there has to be oversight by the regular faculty, but this is accomplished differently in different schools. It therefore makes sense that schools have their own processes via elected faculty to ensure oversight at the school level. She further suggested that the Vice Provost for Online Education be reinstated to ensure there are adequate resources and uniform standards across the university. The whereas clauses appear to be saying this, but the resolving clauses seem too prescriptive for the way faculty in different schools perform their required duty to ensure academic quality. She noted that she does not think this can be wordsmithed in the course of a meeting and continues to have concerns about the amount of changes in less than a week. She again suggested delaying the consideration of the resolution for one meeting.

Professor Marotta-Walters gave her impressions of this valuable discussion. She does not see that the entire resolution has had a negative perception, with the exception of RC6, which has now been addressed in a major way. Given the widespread consultation Professor Wirtz engaged in at many levels, she sees no value in sending the resolution to another timeframe given the mostly positive tenor of the discussion for the overall resolution.

Professor Price echoed this comment, noting that some people do not like this resolution and will vote down anything specifically addressing online and hybrid education. As a faculty member serving on the Educational Policy committee who has heard the various discussions, she feels this resolution affirms what's good, gives guidelines to faculty who are entering the online realm and tells administration that the Senate will keep track of this. In addition, the university will need to assign resources, training them to maintain the quality of online education. She noted that the language has not been substantively changed and that another month is not required. She moved to call the question.

Professor Tielsch suggested that, given that the equivalence of online courses and face-to-face courses has been certified by amendment, the title of the resolution is inappropriate. He suggested a title change be considered, deleting “online and hybrid” from the resolution title.

Professor Price confirmed she intended to end debate and call the question, and her motion was seconded. A vote to end debate and call the question carried by a vote of 17 in favor, 8 opposed.

The President read the approved amendment into the record: “Every online and hybrid course be reviewed by the regular faculty (or a designated subgroup) of the school offering the course in a comparable manner to the review of face-to-face courses within that school.”

Professor Harrington moved for a secret ballot; the motion was seconded. The motion passed by voice vote, and ballot cards were distributed. A short recess was called while ballots were counted. The final vote tally was 22 in favor and 8 opposed; the resolution as amended passed.

REPORT: Core Indicators of Academic Excellence (Forrest Maltzman, Provost)

The Provost presented his annual report to the Senate on a subset of the university’s Core Indicators of Academic Excellence. His attached slides focused on data related to students, faculty composition, and faculty compensation; he indicated that he would also demonstrate a new data dashboard available to faculty.

The Provost presented data on the 6-year graduation rate, noting that a school’s graduation rate speaks to everything a university does, including teaching, financial aid, housing, extracurricular activities, and treatment of students in general. GW’s graduation rate is one of the best in the country, but the Provost noted he would like to see it even higher. The high rate reflects a tremendous amount of work by academic advisors and others to help students complete their programs.

A good indicator of the graduation rate is the first-year retention rate. The Provost noted that the class entering in Fall 2016 was the first to matriculate at GW under the test-optional system; there was a slight increase in the first-year retention rate for this class. The Provost reviewed high school GPA data, which indicate that GW is admitting stronger students than ever. He noted that, in general, high school performance is the best predictor of performance in college; this is therefore a valuable metric to watch.

The Provost also presented data comparing GW’s predictive models for students entering without standardized test scores to students who were tested. Using information about an applicant’s high school performance and curriculum, GW has a good indicator of college performance; the added information obtained from standardized tests is relatively trivial. The Provost described the admissions process as using predictive modeling for each applicant, sorting them into buckets and accepting, typically, applicants from the top seven buckets. A new chart compared the GW GPAs of students in these top seven buckets, separating them by whether they entered with or without standardized test scores. Modeling will be refined over time, but the Provost noted that there is a fair amount of comparability between these two groups of students; these conclusions are very similar to those of other schools that have gone test optional.



The Provost noted that, for Fall 2017, the Foggy Bottom full-time equivalent enrollment was at 98.7% of the cap imposed by the District of Columbia.

The Provost then turned to a live demonstration of the new Institutional Research/Internal Dashboards site. Instructions for accessing the dashboards are in the attached slides for the Provost's presentation. Data from the dashboards can be cut in many ways, including by demographic data, faculty rank, faculty by school, etc. The Provost noted that he wanted to share this with the Senate in particular as the dashboards represent part of the administration's efforts at being transparent with the faculty.

The Provost continued his data presentation by reporting on tenured and tenure-track faculty employed at census date in 2017, noting that the internal dashboards would allow a user to break this number down further as desired. He shared some screenshots of the dashboard to indicate how an end user can look at the data at different points in time and using different parameters; he demonstrated some examples of data breakouts by gender and ethnicity. He noted that the data is not updated live but rather annually at the fall census.

The Provost presented data on, and spoke about, the "market basket" of schools to which GW has typically compared itself in the Core Indicators. Recent conversations in the Senate Executive Committee and the Board of Trustees have focused on the need to refine and revise GW's market basket. He recalled President LeBlanc's previous statement that the university needs to be careful about how it utilizes the market basket. It is not intended to provide aspirations or benchmarks for performance in all areas of the university; it was conceptualized as a basket, not as individual schools, with that basket including a group of schools with more or less the same resources as GW. In addition, the basket includes some schools with which GW competes for students and other schools GW sees itself as similar to with regard to the research mission of the university. The Provost briefly discussed some of the market basket data presented in the attached slides, noting that on measures of full-time women and underrepresented minority faculty, GW has made progress but is not yet where it wants to be with regard to these measures.

The Provost turned to data on faculty salaries, noting that the Senate has set some goals for the university in this area, namely that salary averages for each of GW's schools be at least at 60% of the American Association of University Professors (AAUP) numbers. Last year's data showed several areas in which GW was underperforming on this measure. Currently, GW is not meeting this goal in non-tenure track positions. Professor Tielsch asked whether these numbers account for 9-month vs. 12-month salaries. Dr. Beil responded that the numbers are all 9-month salaries, with salaries recalculated for those on 12-month agreements. Professor Tielsch expressed doubt that this is the case for the Milken Institute School of Public Health (GWSPH) numbers, and the Provost noted that Institutional Research would confirm the data being used for GWSPH and report back. The Provost highlighted the percentage change in salary from the prior year, noting that average salaries increased over those reported a year earlier. This does not represent salary increases but rather snapshot salary level group data.

The Provost noted that another Senate goal in this area is that the overall university faculty salary average is at least at the AAUP 80<sup>th</sup> percentile. GW is exceeding this mark for full and associate professors; it has not yet achieved this goal for assistant professors, but the gap is closing. He further noted that there is more dramatic movement (due to promotions) of the associate and

assistant professor numbers; more transition in and out of these ranks means that numbers can vary based on the number of junior vs. senior faculty in these ranks.

The Provost reported on salary equity by gender. Salaries can vary tremendously by school, department, and field. He provided base salary (not benefits) data at the full, associate, and assistant professor levels. Professor Lipscomb asked how these data account for possible outliers (e.g., former deans receiving high salaries). The Provost noted that such individuals who are on the faculty of a given school are included in this data set; this can push the numbers deceptively higher, but the overall number of faculty in a large school like CCAS will reduce the impact of a single outlier. The Provost clarified that current deans are not included in this analysis as their salaries are treated as staff roles for the purposes of this analysis.

The Provost concluded his report by encouraging the faculty to explore the online dashboards on their own.

Professor Wilson asked how transfer students are handled in assessing the 4-6 year graduation rate. The Provost responded that transfer students are not included in these data, which are regulated federally by the Integrated Postsecondary Education Data System (IPEDS). These data cover just the graduating students who entered an institution as first-year students.

Professor Wilson next asked whether the presented chart, generally speaking, indicates that the test optional students were comparable but performing at a slightly lower rate than their tested peers. The Provost did not concur with this assessment, noting that, for example, the test optional students in bucket 7 were performing at a slightly higher level. He stated that modeling strategies will be refined and updated annually as more data are available; the first round of data was based on no prior information.

Professor Parsons asked whether the test optional plan was in part aimed at getting the best students and in part at achieving social value by bringing disadvantaged students to GW. He wondered whether the students coming in via the test optional route are largely disadvantaged students who wouldn't otherwise have been admitted to GW. The Provost responded that the test optional group does show a disproportionate number of underrepresented minority and first-generation college students. Preparing for and taking (sometimes multiple times) standardized tests is expensive. He noted that these tests predict family income very well but that GW uses tax returns as an even better measure of this. The test optional move increased GW's applicant pool by about 20%, which gives the university a greater ability to select a strong class. Professor Parsons noted that he would be interested in seeing socioeconomic measures for both the tested and the test optional groups of admitted students.

Professor Tielsch asked whether GW's modeling strategy involves a consideration of whether test scores are more beneficial in particular subgroups of the student population than in others. For example, do test scores for lower-GPA students provide better predictive power for this group of students vs. a higher-GPA group?

Professor Griesshammer expressed a concern about assistant professor salaries at GW, noting that the lower entry level salaries present two problems: competing with other schools to draw hires and providing a salary that will allow an assistant professor to manage in GW's high cost of living area. These issues have the potential to lose GW some very strong candidates. The Provost responded

that Harald is his hero, but he disagreed with this premise. He noted that assistant professor salaries move around a great deal, not because universities are cutting salaries but rather because the assistant professor cohort can change quite a bit year over year. For example, if a large group of 6<sup>th</sup> year assistant professors are promoted to the associate professor level, the assistant professor cohort following that exodus will reflect lower overall salaries as the pool is now made up primarily of more junior assistant professors. He further noted that, last year, his office conducted a survey of department chairs engaged in searches regarding whether they were attracting their first-choice candidates for open faculty positions. Over thirty chairs responded, and all but two said they hired their first-choice candidate. At the assistant professor level, there is not evidence to support the idea that GW is not able to make successful offers to first-choice candidates at that level. He noted more concern about retention at the associate and full professor levels.

Professor Tielsch asked whether the AAUP makes starting salaries available as part of its data. The Provost responded that AAUP reports salary by rank but does not report starting salaries. He further noted that a single year with an especially high group of starting salaries would quickly create a non-normative group of outliers in this data point.

Professor Cline asked whether the university is trying to raise salaries relative to the AAUP 80<sup>th</sup> percentile in order to raise GW's ranking with US News and World Report. The Provost responded that a major goal of the university is to make GW a desirable place to work that attracts and retains top faculty. Raises could be manipulated to increase rankings, but this would hurt other areas of the university (e.g., staff salaries). The true goal is a competitive salary pool that helps retain and attract excellent faculty.

Professor Lipscomb asked whether the salary data presented includes the salaries of professors of practice (e.g., CCAS language profs). Dr. Beil responded that specialized faculty are not included in this analysis—only regular faculty. The Provost further clarified that administrative stipends are not included in this analysis; the data include just the base salary for faculty members receiving additional compensation for administrative duties.

## INTRODUCTION OF RESOLUTIONS

None.

## GENERAL BUSINESS

- I. Nominations for election of new members to Senate standing committees  
There are no new members of Senate Standing Committees to be confirmed at today's meeting. Professor Marotta-Walters noted that the committee volunteer service form is now fully online on the Senate website and was publicized via a faculty infomail earlier this week.
- II. Reports of Standing Committees  
No new reports were delivered for today's meeting. Professor Marotta-Walters reminded committee chairs that annual reports are due at the April meeting, which is the last meeting of the 2017-2018 Senate session.

III. Report of the Executive Committee: Professor Sylvia Marotta-Walters, Chair

- The full report of the Executive Committee is attached to these minutes. The report is framed in terms of shared governance, and she noted that the two resolutions brought forward today are excellent examples of shared governance when it functions well.
- Shared governance work related to the update of the sexual harassment policy is included in the full report.
- Professor Marotta-Walters commended Professor Wirtz for his extreme flexibility in including the voice of the faculty on Resolution 18/6.
- The co-chairs of the Research committee and the Provost held a very productive meeting, outlining a process for future work to assess the research ecosystem at GW, which is the first step in the strategic initiative on research.
- The resolution from Professor Tielsch on tobacco-sourced funding was discussed at the last meeting of the FSEC. Due to the complex nature of the issues involved, a joint task force will be established involving the Research and PEAFF committees.
- Please send proposed Senate business to the Faculty Senate Executive Committee by March 16<sup>th</sup>. The Committee meets on March 23<sup>rd</sup> and will set the next Senate agenda on that date.

IV. Provost's Remarks:

- The Middle States Commission on Higher Education (MSCHE) team will visit campus at the end of this month. The accreditation committee may call upon some Senate members to participate in these meetings as the accreditation team finalizes its visit plan and desired meetings.
- GW is in the middle of the critical enrollment season. At the graduate level, much of the recruitment and enrollment work falls to the faculty. The Provost thanked the faculty for their efforts in this endeavor.

V. President's Remarks:

- Mark Diaz will join GW as Executive Vice President & Chief Financial Officer. In keeping with GW's bylaws, he will hold the treasurer title as the President considers administrative structures. The President noted that he and Mr. Diaz worked together for a number of years at the University of Miami. Mr. Diaz comes from an accounting background (with KPMG) but has tremendous experience in higher education and with health care. He will be invaluable in the university's work with UHS/GW Hospital and the Medical Faculty Associates in growing GW's healthcare footprint. Mr. Diaz will transition between now and August 1<sup>st</sup>, when he will formally begin his work at GW.
- Vice President for Research Leo Chalupa will step down at the end of this academic year. The Senate will have a chance to thank him in person for his service at the April Senate meeting when he presents his annual report on research. The President is working with the Provost to obtain input on what is required to support GW's research mission, and further announcements will be forthcoming throughout the semester.

- Discussions are ongoing between GW leadership and students, building on the recent racial incident on campus and moving much more deeply into the experience students of color are having on campus. Several items have come to light:
  - Students of color want to have a relationship with their faculty members but are afraid they're being judged constantly for their appearance and presentation. Students express a high level of concern regarding what faculty members think of them; this creates an unfortunate barrier between student learning and the faculty, who must be sensitized to this point.
  - Students have expressed concerns about the number of Black faculty at GW.
  - The President asked faculty to consider what they can do to make this a more inclusive campus for all students and particularly students of color.
  - Some faculty on campus are comfortable using the “n-word” in class in inappropriate contexts, possibly as an ill-advised attempt at bonding with students. Students are looking to President LeBlanc for an answer on this issue while at the same time—and in the heat and pain of these incidents—they recognize an academic freedom issue. The President asked faculty to rely on large doses of empathy on a regular basis when meeting with any student, as statements to one student of color feel to them like judgment of an entire group. Students of color are receiving a magnified message that they are not valued or understood, and many have indicated that they would transfer if they were able.
  - The President made a 45-day commitment to come back to students with suggestions for improvements to the on-campus environment and is on track to bring forward plans in these areas.
  - The President noted he is hearing in a consistent voice that GW isn't welcoming to students of color; this must change.

#### BRIEF STATEMENTS AND QUESTIONS

None.

#### ADJOURNMENT

The meeting was adjourned at 4:37 pm.

**A RESOLUTION RECOMMENDING THE ADOPTION OF REVISED  
GUIDELINES FOR EXERCISING AND DEFENDING ACADEMIC FREEDOM (18/5)**

**WHEREAS,** On April 7, 2017, the Faculty Senate adopted, by unanimous vote, Resolution 17/4, entitled “A Resolution Recommending the Adoption of Guidelines for Exercising and Defending Academic Freedom,” attached hereto as Exhibit 1.

**WHEREAS,** The Faculty Senate hereby ratifies and reaffirms the principles of academic freedom (including freedom of expression and freedom of inquiry) and the findings of fact set forth in the **WHEREAS** clauses contained in Resolution 17/4.

**WHEREAS,** In his Inauguration Speech on November 13, 2017, Thomas LeBlanc, the University’s 17th President, expressed the following views, which fully accord with the general principles of academic freedom set forth in the Guidelines for Exercising and Defending Academic Freedom attached to Resolution 17/4:

“[Y]ou can’t test facts – you can’t evaluate ideas – unless you hear them first.

That’s why this university must always stand firmly for free speech and open inquiry. Without free speech, and the open and unfettered exchange of ideas, there can be no knowledge...no scholarship...no teaching...and no universities.

The great physicist Richard Feynman famously said: ‘I would rather have questions that can’t be answered...than answers that can’t be questioned.’

In any classroom, in any text, there is no such thing as a final answer...and there is no such thing as an unthinkable thought.

That is true here. That should always be true here.

Open, critical inquiry, vigorous discussion and assessment of divergent ideas must, and will define how we learn, how we teach, how we discover and how we create.

Without constraint, without compromise and without apology.”<sup>1</sup>

**WHEREAS,** The University Administration has requested several modifications to the Guidelines attached to Resolution 17/4 in order to harmonize those Guidelines with existing University policies, and the modifications requested by the Administration are shown on the marked copy of the revised Guidelines (attached to this Resolution as Exhibit 2).

**WHEREAS,** The Faculty Senate believes that the revised Guidelines, in the unmarked form attached to this Resolution as Exhibit 3, are consistent with the purposes of Resolution 17/4 and should be approved and recommended for adoption by the Board of Trustees on behalf of the University.

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<sup>1</sup> “President Thomas LeBlanc’s Full Inauguration Speech,” *GW Today* (Nov. 13, 2017), available at <https://gwtoday.gwu.edu/president-thomas-leblanc%E2%80%99s-full-inauguration-speech>.

**WHEREAS,** Article II of the *Faculty Code* recognizes the central importance of academic freedom to the teaching and research activities of the faculty and the overall success and accomplishments of the University, and Article II expressly affirms the right of the Faculty Senate to recommend the attached Guidelines and to make recommendations concerning any other guidelines proposed by the University that would affect academic freedom.

**WHEREAS,** Article IX.A. of the *Faculty Code* recognizes the right and responsibility of the regular faculty to participate in “the formulation of policy and planning decisions affecting the quality of education and life at the university,” and Article III, Section 1 of the *Faculty Organization Plan* designates the Faculty Senate as “the Faculty agency to which the President initially presents information and which he consults concerning proposed changes in existing policies or promulgation of new policies.”

**WHEREAS,** The Faculty Senate therefore expects (and requests) that the Senate will be given a reasonable opportunity to review and provide its recommendations concerning any future proposed changes in, or additions to, the attached Guidelines as well as any University policies affecting academic freedom (including without limitation the Policies referred to in the attached Guidelines).

**WHEREAS,** Based on the foregoing principles and considerations, the Faculty Senate approves and endorses the revised Guidelines for Exercising and Defending Academic Freedom in the form attached to this Resolution as Exhibit 3, and the Faculty Senate also recommends that, as contemplated by Article II of the *Faculty Code*, the Board of Trustees should adopt those Guidelines on behalf of the University.

**NOW, THEREFORE, BE IT HEREBY RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY**

- (1) That the Faculty Senate hereby approves and endorses the revised Guidelines for Exercising and Defending Academic Freedom in the form attached to this Resolution as Exhibit 3.
- (2) That the Faculty Senate hereby recommends that the revised Guidelines for Exercising and Defending Academic Freedom should be adopted by the University as contemplated by Article II of the *Faculty Code*.
- (3) That the Faculty Senate hereby requests that the President of the University forward this Resolution and the revised Guidelines for Exercising and Defending Academic Freedom, in the form attached hereto as Exhibit 3, to the Board of Trustees for its consideration.
- (4) That the Faculty Senate expects (and requests) that the Senate will be given a reasonable opportunity to review and provide its recommendations concerning any future proposed changes in, or additions to, the attached Guidelines as well as any University policies

affecting academic freedom (including without limitation the University Policies referred to in the attached Guidelines).

Faculty Senate Committee on Professional Ethics and Academic Freedom  
February 16, 2018

Adopted by the Faculty Senate  
March 2, 2018



## **A Resolution for Maintaining Quality in Online and Hybrid Classes and Programs (18/6)**

**WHEREAS**, Regular faculty are responsible for reviewing and overseeing all courses and programs for excellence, regardless of mode of delivery; and

**WHEREAS**, Online and hybrid courses and programs represent a comparatively new form of delivery for which standards are evolving at a relatively rapid pace nationally, the highest quality of which are embodied in several of the university's online courses and programs;

**WHEREAS**, Within this overall scope, online courses and programs represent a significant part of GW curricular efforts; and

**WHEREAS**, In April 2016, the Faculty Senate Executive Committee created a Joint Task Force to (1) identify current participation in, and practices regarding approval and monitoring of online and hybrid degree courses and programs in GWU's schools, (2) identify best practices at top-tier universities including GW, and (3) file a report recommending processes for the review of such courses and programs; and

**WHEREAS**, At the February 9, 2018 meeting of the Faculty Senate, the Provost responded to the Joint Task Force Report, noting that "Remote education has become critical to our capacity to perform our mission. And, our remote educational programs are frequently teaching students in a way that is as good as our first-rate face-to-face programs. Likewise, the students in our online program have academic qualifications comparable to face-to-face students. The evidence is clear. GW is drawing top quality students into both its remote and face-to-face programs, and equally clearly, students are reflecting high levels of satisfaction with the quality of their GW education, regardless of the delivery modality", and

**WHEREAS**, The Provost further stated that "remote education is significantly more complicated to offer compared to face-to-face offerings" and that it is important that there is a "set of standards utilized university wide", that mechanisms are instituted to ensure that "monitoring is routinely done at the school level" and to make sure that online programs receive the same scrutiny that face-to-face programs receive in academic program reviews; and

**WHEREAS**, For many GW Faculty, particularly in schools which have not developed online or hybrid courses, "online" and "hybrid" courses are relatively new, and guidance regarding the establishment and maintenance of quality standards would be helpful; and

**WHEREAS**, After extensive deliberation with representatives from GW schools offering high-quality and online and hybrid degrees, in addition to the Chair of the Joint Task Force and the Provost, the Senate Educational Policy Committee sought to recommend a set of "best practices" drawn from the high quality standards set by these schools; and

**WHEREAS**, Quality Matters is a non-profit national organization widely recognized as providing the gold standard for best design practices and faculty peer evaluation of online/hybrid courses; and

**WHEREAS**, The Provost committed that:

1. The University will be asking all online programs to meet Quality Matters standards as a minimum;
2. All instructional designers who work on online/hybrid course development would be trained in the Quality Matters standards or the equivalent;
3. The University will offer Quality Matters seminars and training to faculty who are interested in having a firsthand understanding of the standards and their importance;
4. The Provost's office will update its recommended syllabus template and recommend that faculty teaching online courses include specifically-listed items in their syllabi;
5. The Provost expects schools and their units to take the lead in setting their own expectations regarding additional standards that one may impose;
6. The University will send a reminder to all academic leaders that they are responsible for the academic integrity of all of the programs that fall under them;
7. The University will clarify that academic program reviews need to include separate analyses for online/distance programs, even if the programs are the same;
8. All courses offered in distance format will electronically capture and retain for at least one semester the faculty lectures to assist the schools in teaching reviews; and

**WHEREAS**, Online and hybrid courses and programs are a significant and growing part of GW's teaching portfolio (particularly at the graduate and non-residential undergraduate levels); and

**WHEREAS**, The Provost's report underscored the importance of recognizing significant pedagogical differences (including different methods and techniques) in teaching online and hybrid courses compared with on-campus courses; and

**WHEREAS**, Article IX.A. of the Faculty Code states that "The regular faculty shares with the officers of administration the responsibility for effective operation of the departments and schools and the University as a whole"; and

**WHEREAS**, Article IX.A. of the Faculty Code requires that the regular faculty of a school or department have ". . . an active role in the development, revision, or elimination of curricular offerings of each department or school"; and

**WHEREAS**, The diversity of GWU's schools and colleges devolves much of the role of ensuring academic quality of online and hybrid courses on the faculty of individual schools and colleges,

**NOW, THEREFORE BE IT RESOLVED BY THE FACULTY SENATE OF THE  
GEORGE WASHINGTON UNIVERSITY**

- (1) That the Joint Task Force be discharged with appreciation for its work; and
- (2) That the Faculty Senate endorses the eight activities specified in the Provost's Report listed above; and
- (3) That the Faculty Senate commends the faculty and administrators of the several university online programs which ascribe to, set, and implement online standards of the highest quality, with particular commendation for their pioneering efforts in setting and maintaining nationwide quality standards; and
- (4) That the Faculty Senate formally thanks and acknowledges all those who dedicate their time and efforts to high quality design, development, teaching and support of online and hybrid courses and programs at GW; and
- (5) That the university provide appropriate levels of support for online/hybrid courses including but not limited to instructional design and development and regular seminars and training sessions for faculty to support their course development, regardless of delivery mode; and
- (6) That, consistent with the current practices of the university's several top-quality online programs:
  - a. Every online and hybrid course be reviewed by the regular faculty (or a designated subgroup) of the school offering the course in a comparable manner to the review of face-to-face courses within that school; and
  - b. End-of-course student feedback surveys be conducted for every course, including (for online and hybrid courses) a set of online-specific questions such as those recommended in the Provost's Report and additional items at the option of the instructor; and
  - c. Oversight and engagement for doctoral programs by regular faculty be commensurate for online and face-to-face courses and programs; and
- (7) That the university's Administrative Online Committee take an active role in reviewing implementation of the Provost's recommendations and other proposed policy improvements; and
- (8) That guidelines be developed for administrators seeking to classify courses as "online", "hybrid", "face-to-face" and "on-campus"; and
- (9) That the quality standards applicable to online and hybrid courses should also apply to instructors of face-to-face courses to the extent that they exceed those currently in effect for face-to-face courses, and to that end, the Provost should provide a report to the Educational Policy Committee on any improvements recommended in the quality standards applicable to face-to-face courses; and

- (10) That the Provost present an annual report to the Senate on University trends in face-to-face, online and hybrid education; and
- (11) The Senate requests the Educational Policy Committee to re-examine the issue of intellectual property protection for online courses and to report to the Senate any recommendations for new intellectual policy rules or agreements needed at the University level. In doing so, the Committee should continue its collaboration with the Provost's office, the deans, the Office of General Counsel, and other university stakeholders. Any new agreement should specify the rights and privileges of both the faculty member and the university; and
- (12) The Senate additionally requests the Educational Policy Committee, in collaboration with the Provost's office, the deans, and associated university stakeholders, to develop and present to the Senate a report, and if needed, recommendations regarding class sizes of online courses; and
- (13) The Senate additionally requests the Educational Policy Committee, having carefully examined online education at the university, to now undertake a similarly careful examination of the university's face-to-face courses and provide commensurate recommendations, in collaboration with the Provost's office, the deans, and associated university stakeholders.

Committee on Educational Policy  
February 9-16, 2018

Educational Policy Committee Chair Tasked with Negotiating Compromise Draft  
February 16-22, 2018

New Draft Proposed to the Faculty Senate Executive Committee  
February 23, 2018

Approved as amended by the Faculty Senate  
March 2, 2018

## **THE GEORGE WASHINGTON UNIVERSITY GUIDELINES FOR EXERCISING AND DEFENDING ACADEMIC FREEDOM**

1. As recognized in Article II of the University's *Faculty Code*, the University is committed to the principles of academic freedom, including free inquiry, free expression, and the vigorous discussion and debate on which the advancement of the University's educational mission depends. Consistent with these Guidelines and University policies referred to below, faculty members and other members of the University community enjoy the broadest possible latitude to inquire, speak, write, listen, challenge, and learn, except insofar as viewpoint-neutral and content-neutral limitations on that freedom are demonstrably necessary to permit the University to perform its academic and educational functions (including, for example, the holding of classes and the conduct of authorized research activities without interference or disruption by individuals or groups inside or outside the University community) and to fulfill its administrative responsibilities.
2. The ideas of different faculty members and of various other members of the University community will often and quite naturally conflict. But it is not the proper role of the University to attempt to shield individuals within or outside the University from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the University greatly values civility, and although all members of the University community should show mutual respect (as recognized in Article II.C of the *Faculty Code*), concerns about civility and mutual respect cannot justify closing off the discussion of ideas protected by academic freedom and freedom of expression and inquiry, however offensive or disagreeable those ideas may be to some persons within or outside the University community. Indeed, fostering the ability of faculty members and other members of the University community to exercise their rights to engage in free inquiry, expression, debate, and deliberation is an essential part of the University's educational mission. Where there appears to be a conflict between the rights of free expression and free inquiry, on one hand, and concerns about potentially offensive statements, on the other, the University's educational mission requires it to give priority to the rights of free expression and free inquiry.
3. The freedom to debate and discuss the merits of competing ideas does not, of course, mean that faculty members and other members of the University community may say whatever they wish, whenever and wherever they wish, while carrying out their duties and fulfilling their respective roles within the University. In carrying out such duties and fulfilling such roles, faculty members and other members of the University community do not have the right to engage in expression that (1) violates clearly established law (for example, by making criminal or tortious threats or by engaging in tortious defamation or prohibited sexual harassment as defined by University policy), (2) constitutes a genuine threat to the safety of members of the University community or other persons, or (3) violates University policies that are viewpoint-neutral and content-neutral and are demonstrably necessary (A) to enable the University to maintain the integrity of scholarly standards of teaching and research, or (B) to regulate the time, place, and manner of expression in order to prevent disruptions of the University's academic and educational

functions, or (C) to enable the University to comply with applicable federal and local laws and otherwise fulfill its administrative responsibilities.

4. Article II.A of the *Faculty Code* provides that “[i]n speaking and writing outside the University, a faculty member shall not attribute his or her personal views to the University.” To comply with Internal Revenue Service restrictions, the University’s Policy on Political Activity provides that University employees “may not speak for or on behalf of the university when expressing support for or opposition to a candidate for public Office.”
5. Faculty members and other members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest the views of speakers who have been invited to express their views on campus. However, faculty members and other members of the University community may not obstruct or interfere with the rights of others on campus to express their views (for example, by blocking access to a University-sanctioned forum or by attempting to silence or shout down a speaker at such a forum). Appropriate disciplinary action may be taken under applicable University policies against members of the University community who intentionally obstruct or interfere with the exercise of academic freedom and freedom of expression and inquiry that are protected under these Guidelines as well as the University’s Policies on Demonstrations and Disruptions of University Functions.
6. If faculty members believe that their right to exercise academic freedom under Article II of the *Faculty Code* and these Guidelines has been restricted or impaired by actions or threats from persons within or outside the University, those faculty members may contact the Chair of the Faculty Senate Executive Committee, the Chair of the Faculty Senate Committee on Professional Ethics and Academic Freedom, or the Office of the Provost to obtain assistance. The University will take reasonable, customary, and lawful measures it deems appropriate under these Guidelines to protect faculty members against non-trivial impairments of their right to exercise academic freedom, including threats from persons within or outside the University community.
7. Nothing in these Guidelines shall be construed to modify or interfere with the University’s administrative employment relationships with University administrators and staff.

**THE GEORGE WASHINGTON UNIVERSITY  
GUIDELINES FOR EXERCISING AND DEFENDING ACADEMIC FREEDOM**

1. As recognized in Article II of the University's *Faculty Code*, the University is committed to the principles of academic freedom, including free inquiry, free expression, and the vigorous discussion and debate on which the advancement of the University's educational mission depends. Consistent with these Guidelines and University policies referred to below, faculty members and other members of the University community enjoy the broadest possible latitude to inquire, speak, write, listen, challenge, and learn, except insofar as viewpoint-neutral and content-neutral limitations on that freedom are demonstrably necessary to permit the University to perform its academic and educational functions (including, for example, the holding of classes and the conduct of authorized research activities without interference or disruption by individuals or groups inside or outside the University community) and to fulfill its administrative responsibilities.

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2. The ideas of different faculty members and of various other members of the University community will often and quite naturally conflict. But it is not the proper role of the University to attempt to shield individuals within or outside the University from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the University greatly values civility, and although all members of the University community should show mutual respect (as recognized in Article II.C of the Faculty Code), concerns about civility and mutual respect cannot justify closing off the discussion of ideas protected by academic freedom and freedom of expression and inquiry, however offensive or disagreeable those ideas may be to some persons within or outside the University community. Indeed, fostering the ability of faculty members and other members of the University community to exercise their rights to engage in free inquiry, expression, debate, and deliberation is an essential part of the University's educational mission. Where there appears to be a conflict between the rights of free expression and free inquiry, on one hand, and concerns about potentially offensive statements, on the other, the University's educational mission requires it to give priority to the rights of free expression and free inquiry.

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3. The freedom to debate and discuss the merits of competing ideas does not, of course, mean that faculty members and other members of the University community may say whatever they wish, whenever and wherever they wish, while carrying out their duties and fulfilling their respective roles within the University. In carrying out such duties and fulfilling such roles, faculty members and other members of the University community do not have the right to engage in expression that (1) violates clearly established law (for example, by making criminal or tortious threats or by engaging in tortious defamation or prohibited sexual harassment as defined by University policy), (2) constitutes a genuine threat to the safety of members of the University community or other persons, or (3) violates University policies that are viewpoint-neutral and content-neutral and are demonstrably necessary (A) to enable the University to maintain the integrity of scholarly standards of teaching and research, or (B) to regulate the time, place, and manner of expression in order to prevent disruptions of the University's academic and educational

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functions, or (C) to enable the University to comply with applicable federal and local laws and otherwise fulfill its administrative responsibilities.

4. Article II.A of the Faculty Code provides that “[i]n speaking and writing outside the University, a faculty member shall not attribute his or her personal views to the University.” To comply with Internal Revenue Service restrictions, the University’s Policy on Political Activity provides that University employees “may not speak for or on behalf of the university when expressing support for or opposition to a candidate for public Office.”
5. Faculty members and other members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest the views of speakers who have been invited to express their views on campus. However, faculty members and other members of the University community may not obstruct or interfere with the rights of others on campus to express their views (for example, by blocking access to a University-sanctioned forum or by attempting to silence or shout down a speaker at such a forum). Appropriate disciplinary action may be taken under applicable University policies against members of the University community who intentionally obstruct or interfere with the exercise of academic freedom and freedom of expression and inquiry that are protected under these Guidelines as well as the University’s Policies on Demonstrations and Disruptions of University Functions.
6. If faculty members believe that their right to exercise academic freedom under Article II of the *Faculty Code* and these Guidelines has been restricted or impaired by actions or threats from persons within or outside the University, those faculty members may contact the Chair of the Faculty Senate Executive Committee, the Chair of the Faculty Senate Committee on Professional Ethics and Academic Freedom, or the Office of the Provost to obtain assistance. The University will take reasonable, customary, and lawful measures it deems appropriate under these Guidelines to protect faculty members against non-trivial impairments of their right to exercise academic freedom, including threats from persons within or outside the University community.
7. Nothing in these Guidelines shall be construed to modify or interfere with the University’s administrative employment relationships with University administrators and staff.

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**A RESOLUTION RECOMMENDING THE ADOPTION OF  
GUIDELINES FOR EXERCISING AND DEFENDING ACADEMIC FREEDOM (17/4)**

**WHEREAS,** Article II of the University's *Faculty Code* is entitled "Academic Freedom" and provides:

"Subject only to legal restrictions and such guidelines as shall be recommended by the Faculty Senate and adopted by the university:

- A. A faculty member shall enjoy freedom of expression. In the classroom (physical, virtual, and wherever located), a faculty member's exposition shall be guided by the requirements of effective teaching, adherence to scholarly standards, and encouragement of freedom of inquiry among students. In speaking and writing outside the University, a faculty member shall not attribute his or her personal views to the University.
- B. A faculty member shall enjoy freedom of investigation.
- C. Consistent with academic freedom, faculty members should show respect for the opinions of others and foster and defend intellectual honesty, freedom of inquiry and instruction, and the free expression of ideas."

**WHEREAS,** The University's *Statement of Ethical Principles*, which is quoted in Section 6.4 of the University's *Faculty Handbook*, includes the following statements under the headings "Integrity and Respect":

"The university community is diverse -- in race, background, age, religion, and in many other ways. The personal actions of each community member establish and maintain the culture of tolerance and respect for which we strive. **The university is committed to free inquiry, free expression, and the vigorous discussion and debate on which the advancement of its educational mission depends.** At the same time, trustees, senior officials, faculty, principal investigators, staff, student employees, and others acting on behalf of the university should respect the rights and dignity of others regardless of their differences, and must conscientiously comply with non-discrimination policies adopted by the university." (Emphasis added)

**WHEREAS,** The same sentence shown in bold type above is also included on page 1 of the University's Sexual Harassment and Sexual Violence Policy and Procedures. Page 3 of that document includes the following additional statements:

"Nothing in this policy limits academic freedom, guaranteed by the Faculty Code, which is a pre-eminent value of the university. This policy shall not be interpreted to abridge academic freedom. Accordingly, in an academic setting expression that

is reasonably designed or reasonably intended to contribute to academic inquiry, education or debate on issues of public concern shall not be construed as sexual harassment."

**WHEREAS,** Recent events occurring on university campuses and in political and social contexts (including online discussion groups) have included (1) violence and threats of violence that have resulted in disruptions or cancellations of speeches at university-sanctioned forums, and (2) the placing of faculty members (including members of this University's faculty) on "target lists" created by various groups based on the publicly-expressed views of those faculty members.

**WHEREAS,** The foregoing events have created serious concerns among members of the University's faculty regarding the potential vulnerability of the academic freedom of faculty members and the need for the University to adopt additional guidelines to defend faculty members and other members of the University community against attempts by persons within or outside the University to restrict or impair the exercise of academic freedom and freedom of expression.

**WHEREAS,** In remarks delivered by Supreme Court Justice Ruth Bader Ginsburg at a recent public event in the University's Lisner Auditorium, Justice Ginsburg told the audience that "the right to speak one's mind out" and "the right to think, speak and write as we believe" are essential features of "what makes America great."<sup>1</sup>

**WHEREAS,** The Faculty Senate has traditionally exercised great caution before deciding to consider resolutions advocating particular views or positions on political or social issues that are the subject of scholarly disagreement and debate, because such resolutions could have a chilling effect on the exercise of academic freedom and freedom of expression by the University's faculty and other members of the University community.

**WHEREAS,** The attached Guidelines for Exercising and Defending Academic Freedom have been drawn in part from similar policies upholding academic freedom and freedom of expression, which have been adopted by the University of Chicago and Princeton University.

**WHEREAS,** Based on the foregoing principles and considerations, the Faculty Senate approves and endorses the Guidelines for Exercising and Defending Academic Freedom in the form attached to this Resolution, and the Faculty Senate also recommends that, as contemplated by Article II of the *Faculty Code*, the University should formally adopt those Guidelines.

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<sup>1</sup> Ruth Steinhardt, "Ruth Bader Ginsburg: Be Mindful of What Makes America Great," *GW Today* (Feb. 24, 2017), available at <https://gwtoday.gwu.edu/ruth-bader-ginsburg-be-mindful-what-makes-america-great>.

**NOW, THEREFORE, BE IT HEREBY RESOLVED BY THE FACULTY SENATE OF  
GEORGE WASHINGTON UNIVERSITY**

- (1) That that Faculty Senate hereby approves and endorses the Guidelines for Exercising and Defending Academic Freedom in the form attached to this Resolution.
- (2) That the Faculty Senate hereby recommends that the attached Guidelines for Exercising and Defending Academic Freedom should be adopted by the University as contemplated by Article II of the *Faculty Code*.
- (3) That the Faculty Senate hereby requests that the President of the University forward this Resolution and the attached Guidelines for Exercising and Defending Academic Freedom to the Board of Trustees for its consideration.
- (4) That the Faculty Senate hereby requests that the Board of Trustees consult with the Faculty Senate and provide a reasonable opportunity for the Faculty Senate to adopt a resolution presenting its further recommendations before the Board of Trustees adopts guidelines related to academic freedom that are different from the attached Guidelines for Exercising and Defending Academic Freedom.

Faculty Senate Committee on Professional Ethics and Academic Freedom  
March 1, 2017

Adopted by the Faculty Senate  
April 7, 2017

## Appendix

### **THE GEORGE WASHINGTON UNIVERSITY GUIDELINES FOR EXERCISING AND DEFENDING ACADEMIC FREEDOM**

1. As recognized in Article II of the University's *Faculty Code*, the University is committed to the principles of academic freedom, including free inquiry, free expression, and the vigorous discussion and debate on which the advancement of the University's educational mission depends. The University therefore guarantees to faculty members and other members of the University community the broadest possible latitude to inquire, speak, write, listen, challenge, and learn, except insofar as viewpoint-neutral and content-neutral limitations on that freedom are demonstrably necessary to permit the University to perform its essential academic and educational functions (including, for example, the holding of classes and the conduct of authorized research activities without interference or disruption by individuals or groups inside or outside the University community).
2. The ideas of different faculty members and of various other members of the University community will often and quite naturally conflict. But it is not the proper role of the University to attempt to shield individuals within or outside the University from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the University greatly values civility, and although all members of the University community should strive to maintain a climate of mutual respect, concerns about civility and mutual respect cannot justify closing off the discussion of ideas protected by academic freedom and freedom of expression and inquiry, however offensive or disagreeable those ideas may be to some persons within or outside the University community. Indeed, fostering the ability of faculty members and other members of the University community to exercise their rights to engage in free inquiry, expression, debate, and deliberation is an essential part of the University's educational mission. Where there appears to be a conflict between the rights of free expression and free inquiry, on one hand, and concerns about potentially offensive statements, on the other, the University's educational mission requires it to give priority to the rights of free expression and free inquiry.
3. The freedom to debate and discuss the merits of competing ideas does not, of course, mean that faculty members and other members of the University community may say whatever they wish, whenever and wherever they wish, while carrying out their duties and fulfilling their respective roles within the University. In carrying out such duties and fulfilling such roles, faculty members and other members of the University community do not have the right to engage in expression that (1) violates clearly established law (for example, by making criminal or tortious threats or by engaging in tortious defamation or prohibited sexual harassment), or (2) violates University policies that are viewpoint-neutral and content-neutral and are demonstrably necessary (A) to enable the University to maintain the integrity of scholarly standards of teaching and research, or (B) to regulate the time, place, and manner of expression in order to prevent disruptions of the University's essential academic and educational functions, or (C) to enable the University to comply with applicable federal and local laws.

4. Faculty members and other members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest the views of speakers who have been invited to express their views on campus. However, faculty members and other members of the University community may not obstruct or interfere with the rights of others on campus to express their views (for example, by blocking access to a University-sanctioned forum or by attempting to silence or shout down a speaker at such a forum). To this end, the University has a solemn responsibility to take reasonable, customary, and lawful measures to protect the exercise of freedom of academic inquiry, expression, debate, and deliberation by members of the faculty, other members of the University community, and invited guests when persons within or outside the University attempt to obstruct or interfere with that exercise. For example, the University should take appropriate disciplinary action against members of the University community who intentionally obstruct or interfere with the exercise of academic freedom and freedom of expression and inquiry that are protected under these guidelines.
  
5. If faculty members believe that their right to exercise academic freedom under Article II of the *Faculty Code* and these Guidelines has been restricted or impaired by actions or threats from persons within or outside the University, those faculty members may contact the Chair of the Faculty Senate Executive Committee, the Chair of the Faculty Senate Committee on Professional Ethics and Academic Freedom, or the Office of the Provost to obtain assistance. The University will take reasonable, customary, and lawful measures to protect faculty members against non-trivial impairments of their right to exercise academic freedom, including threats from persons within or outside the University community.



**THE GEORGE  
WASHINGTON  
UNIVERSITY**

WASHINGTON, DC

Academic Affairs

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**Student Enrollment and Retention  
Faculty Composition  
Comparison of AAUP and Market Basket Salaries**

**Presentation to the Faculty Senate**  
Provost and EVP for Academic Affairs Forrest Maltzman  
March 02, 2018

Data as of February 03, 2018

1



**THE GEORGE  
WASHINGTON  
UNIVERSITY**

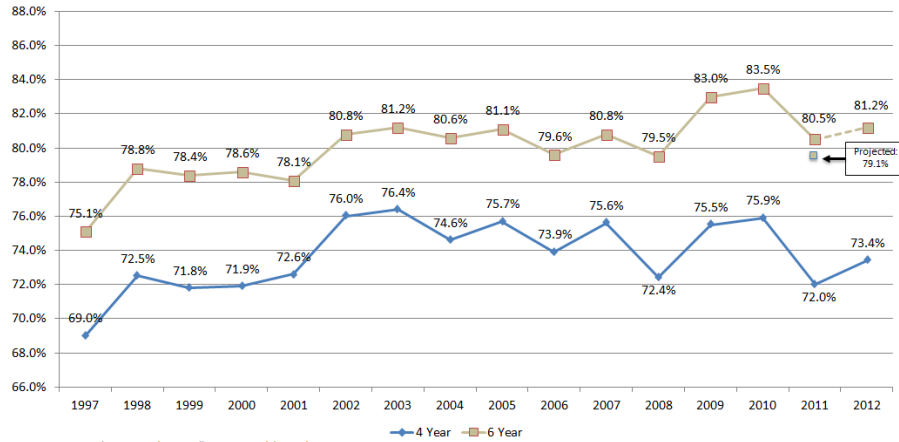
WASHINGTON, DC

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**Students**

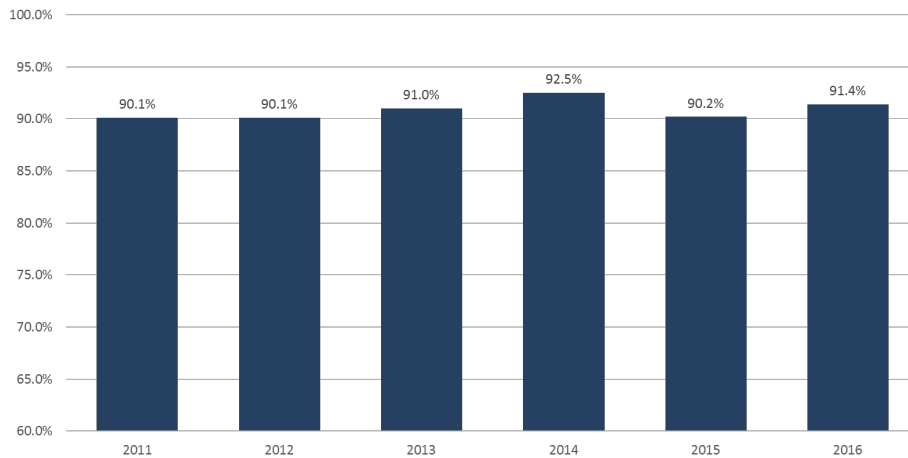
2

### Four- and Six-year Graduation Rates and Projection 1997-2011 Cohorts

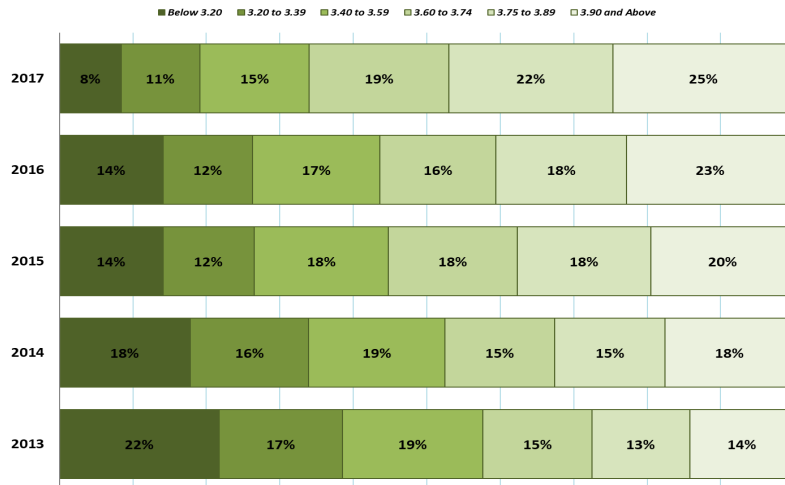


Source: Institutional Research Enrollment Dashboard  
 \*\* 2012 Six-Year Graduation Rate has been projected by IR

### First Year Retention Rate 2011-2016 Cohorts



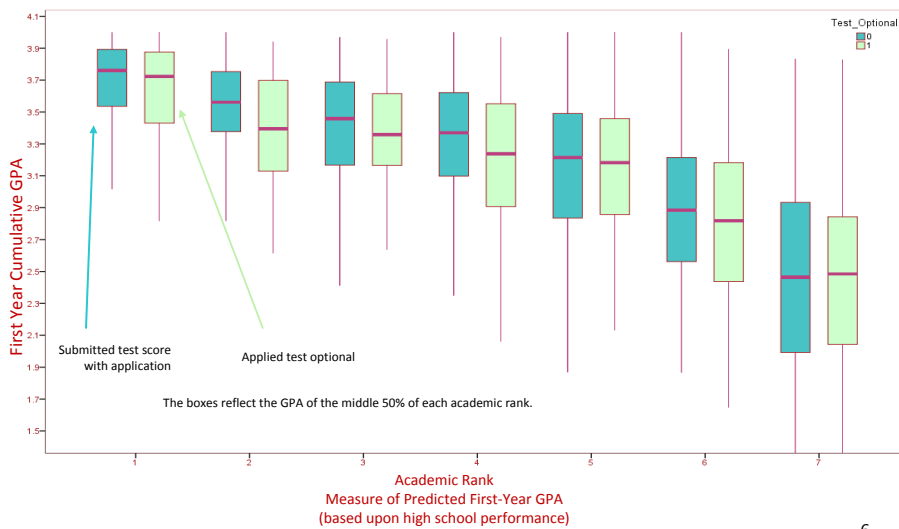
## Distribution of High School GPA for Enrolled Students



Source: Human Capital Research Corporation

5

## First Year GPA by Testing Plan Fall 2016 Entering Class



6



## Fall 2017 Foggy Bottom Full-Time Equivalent

	Census Fall 2012	Census Fall 2013	Census Fall 2014	Census Fall 2015	Census Fall 2016	Census Fall 2017
Foggy Bottom/Mount Vernon FTE	17,675	17,435	17,191	17,667	17,739	17,698
Minus						
Study Abroad	475	494	398	413	296	425
Mount Vernon Residents	676	670	684	689	674	679.2
All Courses Mount Vernon	109	106	98	115	102	93.7
Foggy Bottom Faculty & Staff	223	190	190	153	141	127.8
School Without Walls Students	24	27	22	24	31	29
<b>Foggy Bottom FTE</b>	<b>16,168</b>	<b>15,948</b>	<b>15,799</b>	<b>16,273</b>	<b>16,495</b>	<b>16,343</b>
<b>Maximum FTE BZA Order</b>	<b>16,553</b>	<b>16,553</b>	<b>16,553</b>	<b>16,553</b>	<b>16,553</b>	<b>16,553</b>
<b>Utilization</b>	<b>97.7%</b>	<b>96.4%</b>	<b>95.4%</b>	<b>98.3%</b>	<b>99.6%</b>	<b>98.7%</b>

7

**Faculty**

8

<https://irp.gwu.edu/internal-dashboards>

**HOW TO USE THE DASHBOARDS:**

There are five dashboards in this workbook, each presenting a different view of GW faculty over time. Within each dashboard you can customize the presentation. The customization tools are always on the right side of the dashboard. Use the drop down menus to make selections; examples include narrowing results to a specific school, customizing how the data is displayed, or changing which years to compare. Placing your cursor over most charts will initiate a pop-up with more details on percents and/or counts.

**DATA DEFINITIONS AND CONSIDERATIONS:**

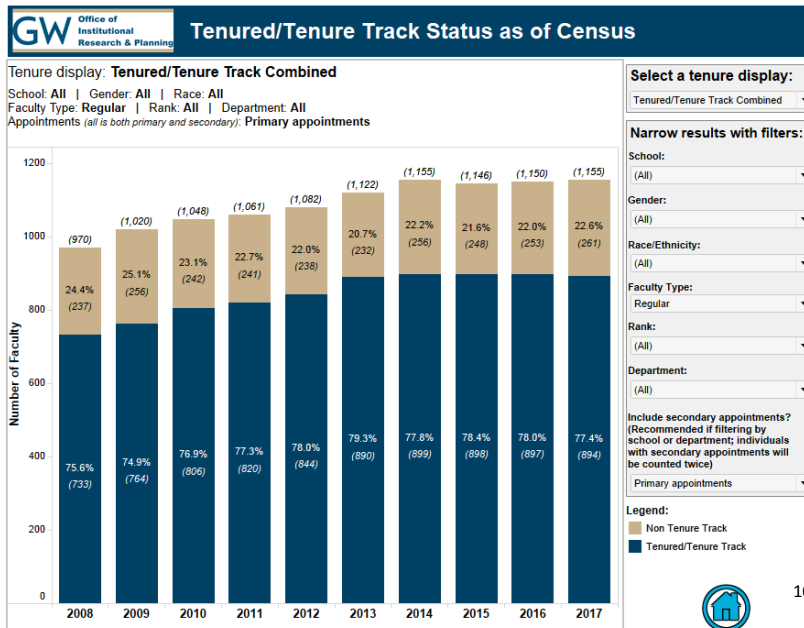
- By default, all dashboards show only Regular Faculty (according to the Faculty Code). Use the "Faculty Type" filter to include additional classifications (e.g., special service, visiting).
- Affiliated MFA faculty **are not** included.
- Deans, Associate Deans, and Assistant Deans **are** included.
- The School of Nursing (SON) formed in 2010; before 2010, SON faculty were part of SMHS.
- All counts are based upon faculty on the HR census as of November 1st of each year.

For more information, please see the [GW Data Governance Center](#).

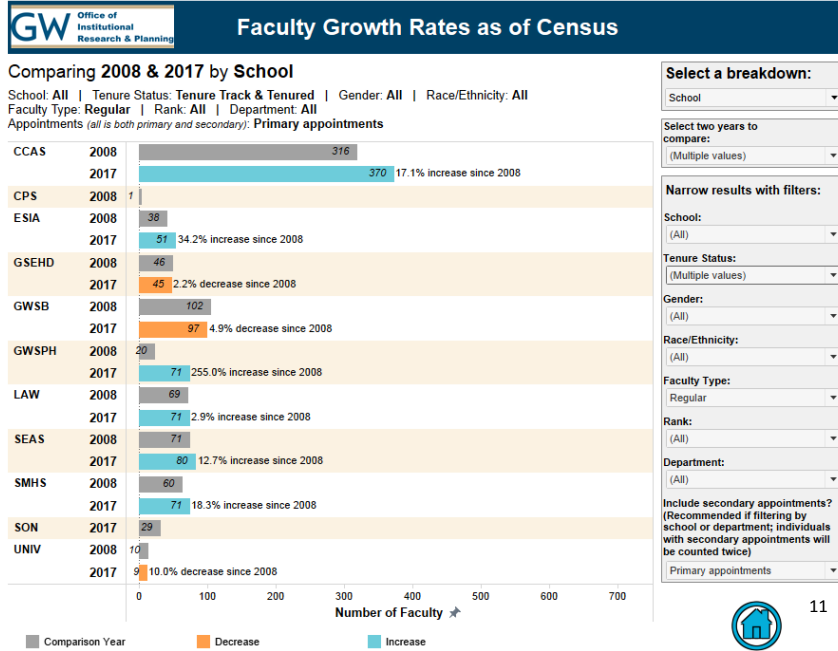
To access GW Faculty Dashboard: Go to [IR Website](#), click menu " [Internal Dashboard](#) "



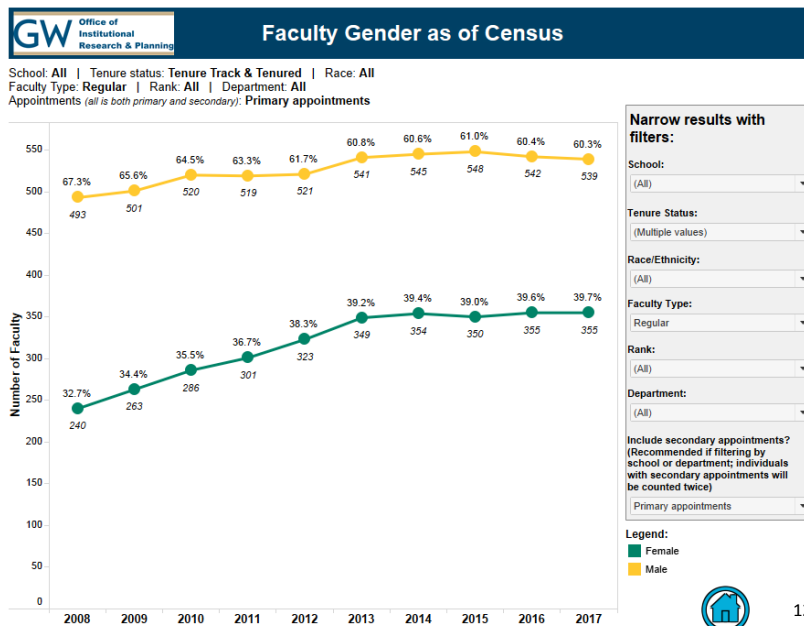
**Number and Percentage of Regular Active Status Faculty By Tenure Status**



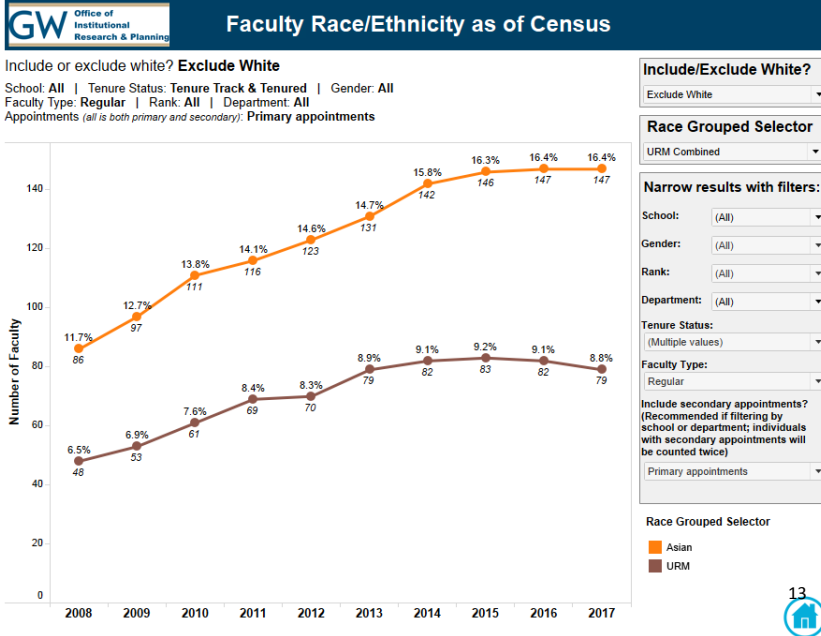
## Growth in Number of Tenured & Tenure Track Faculty



## Tenured & Tenure Track Faculty By Gender



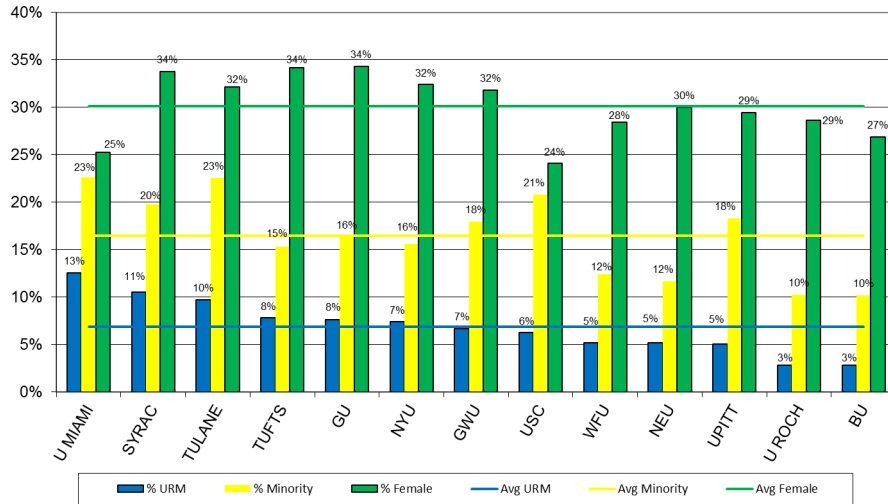
## Tenured & Tenure Track Faculty By Race/Ethnicity



### GW New Market Peer Group Effective December 2017

Institution	New to Market Basket	Federal Research Rank	Endowment Per Student (2016)
Boston University (MA)		45	\$59,266
<b>George Washington University</b>		<b>83</b>	<b>\$71,269</b>
Georgetown University (DC)		103	\$95,391
New York University (NY)		31	\$81,124
Northeastern University (MA)		108	\$36,456
Syracuse University (NY)		172	\$57,666
Tulane University (LA)		109	\$105,953
Tufts University (MA)		94	\$151,568
University of Miami (FL)		59	\$53,357
University of Pittsburgh (PA)	x	10	\$133,604
University of Rochester (NY)		37	\$193,300
University of Southern California (CA)		28	\$119,919
Wake Forest (NC)	x	66	\$150,603

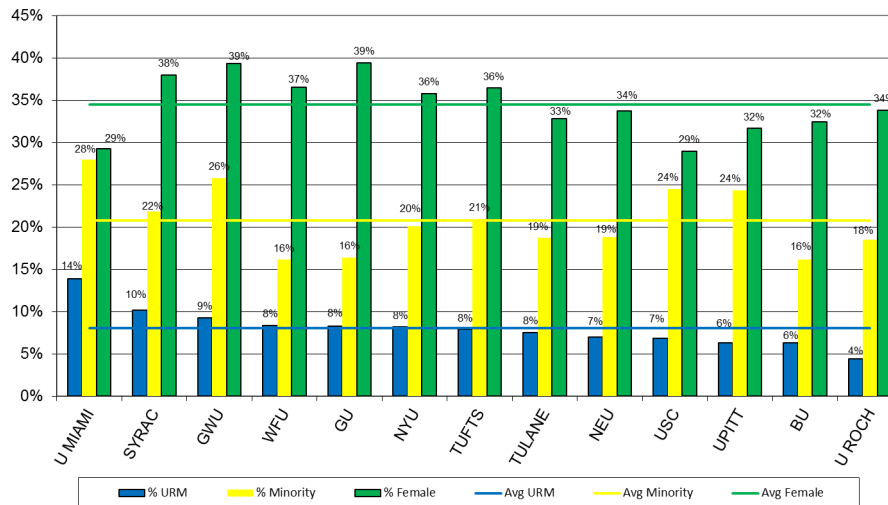
### Tenured/Tenure Track Full-Time Women and URM Faculty Market Basket Institutions - Fall 2007



Source: National Center for Educational Statistics – Integrated Postsecondary Education Data System  
Data include all full-time tenured and tenure track faculty.  
Ordered by percent URM.

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### Tenured/Tenure Track Full-Time Women and URM Faculty Market Basket Institutions - Fall 2016



Source: National Center for Educational Statistics – Integrated Postsecondary Education Data System  
Data include all full-time tenured and tenure track faculty.  
Ordered by percent URM.

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**Comparison of Tenure/Tenure-Track vs. Non-Tenure-Track  
Faculty Salary Averages with AAUP 60<sup>th</sup> Percentile Averages:  
AY 2016-17**

School	Professors			Associate Professors			Assistant Professors		
	T/TT	NTT	Total	T/TT	NTT	Total	T/TT	NTT	Total
CCAS	\$138,857	\$151,968	\$139,879	\$100,471	\$89,558	\$98,213	\$85,599	\$74,982	\$80,906
ESIA	\$176,591	\$186,271	\$177,926	\$112,510	\$119,903	\$114,455	\$92,588	N/A	\$92,588
SB	\$186,567	N/A	\$186,567	\$169,158	N/A	\$169,158	\$162,984	N/A	\$162,984
SEAS	\$180,492	**	\$178,812	\$131,119	**	\$132,939	\$111,826	N/A	\$111,826
GSEHD	\$140,836	**	\$142,658	\$95,796	\$103,436	\$98,661	\$85,041	\$80,641	\$83,319
LAW*	\$244,112	\$147,097	\$237,422	\$176,327	**	\$170,490	N/A	N/A	N/A
CPS**	N/A	**	**	N/A	\$99,367	\$99,367	N/A	\$92,324	\$92,324
GWSPH	\$207,173	\$171,811	\$194,544	\$135,271	\$125,916	\$133,548	\$96,240	**	\$95,635
SON	**	N/A	**	\$104,316	N/A	\$104,316	\$93,678	\$89,946	\$92,303
<b>GW AAUP Salary Average</b>	<b>\$176,188</b>	<b>\$159,729</b>	<b>\$174,606</b>	<b>\$118,622</b>	<b>\$100,358</b>	<b>\$114,969</b>	<b>\$100,042</b>	<b>\$78,941</b>	<b>\$92,677</b>
<b>AAUP 60%</b>			<b>\$136,340</b>			<b>\$97,615</b>			<b>\$84,905</b>

\*Excludes clinical law faculty  
\*\* Cells are blank where N<4

Yellow to green color scheme represents how average GW faculty compare to the relevant AAUP 60th percentile.

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**Comparison Between GW and Market Basket Professor Salary Averages  
with AAUP 80<sup>th</sup> Percentile Averages\***

GW Market Basket Institution	Professors										
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	%Change
New York University	\$162,400	\$170,700	\$171,700	\$175,900	\$182,400	\$187,618	\$195,700	\$196,900	\$205,588	\$209,700	2.0%
Georgetown University	\$148,600	\$155,900	\$155,500	\$158,900	\$167,100	\$173,592	\$177,900	\$178,200	\$188,250	\$195,800	4.0%
Boston University	\$127,200	\$135,700	\$140,600	\$143,900	\$151,700	\$157,044	\$161,600	\$165,500	\$171,686	\$177,400	3.3%
University of Southern California	\$140,100	\$145,000	\$145,800	\$151,000	\$155,900	\$160,517	\$164,600	\$166,800	\$170,567	\$175,800	3.1%
Northeastern University						153200	\$157,600	\$165,400	\$169,202	\$175,300	3.6%
<b>George Washington University</b>	<b>\$128,500</b>	<b>\$134,700</b>	<b>\$142,900</b>	<b>\$146,400</b>	<b>\$152,000</b>	<b>\$156,018</b>	<b>\$161,400</b>	<b>\$163,500</b>	<b>\$168,799</b>	<b>\$174,600</b>	<b>3.4%</b>
University of Miami	\$125,000	\$132,800	\$132,500	\$137,000	\$140,800	\$144,778	\$151,100	\$156,000	\$160,210	\$165,000	3.0%
University of Rochester						138600	\$143,500	\$150,300	\$152,648	\$159,000	4.2%
Tufts University	\$122,700	\$128,000	\$127,200	\$130,700	\$134,900	\$138,390	\$143,200	\$145,800	\$150,660	\$152,500	1.2%
Tulane University	\$119,800	\$125,900	\$128,000	\$134,200	\$140,200	\$140,190	\$147,100	\$145,300	\$145,389	\$152,300	4.8%
University of Pittsburgh							\$140,200	\$144,200		\$149,400	
Wake Forest University							\$140,300	\$144,100	\$145,600	\$149,300	2.5%
Syracuse University						122800		127700	\$130,959	\$134,700	2.9%
<b>Mean (excludes GW)</b>	<b>\$135,114</b>	<b>\$142,000</b>	<b>\$143,043</b>	<b>\$147,371</b>	<b>\$153,286</b>	<b>\$151,673</b>	<b>\$156,618</b>	<b>\$157,183</b>	<b>\$162,796</b>	<b>\$166,350</b>	<b>2.2%</b>
<b>AAUP 80th percentile</b>	<b>\$127,492</b>	<b>\$132,969</b>	<b>\$134,671</b>	<b>\$137,637</b>	<b>\$140,726</b>	<b>\$143,125</b>	<b>\$146,405</b>	<b>\$152,123</b>	<b>\$156,140</b>	<b>\$155,359</b>	<b>-0.5%</b>

\* Sorted by 2016-17 overall averages

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**Comparison Between GW and Market Basket Associate Professor Salary Averages  
with AAUP 80<sup>th</sup> Percentile Averages\***

GW Market Basket Institution	Associate Professor										
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	%Change
Georgetown University	\$95,400	\$101,000	\$100,700	\$104,100	\$109,000	\$109,355	\$111,300	\$114,200	\$118,953	\$125,200	5.3%
New York University	\$102,600	\$103,700	\$101,500	\$103,800	\$106,000	\$107,656	\$112,100	\$114,700	\$120,222	\$122,800	2.1%
Northeastern University						108000	\$111,800	\$114,700	\$117,725	\$121,800	3.5%
Boston University	\$86,000	\$91,200	\$95,500	\$99,800	\$105,000	\$106,896	\$110,200	\$113,600	\$117,126	\$120,000	2.5%
<b>George Washington University</b>	<b>\$92,600</b>	<b>\$97,000</b>	<b>\$98,600</b>	<b>\$100,200</b>	<b>\$103,100</b>	<b>\$106,102</b>	<b>\$109,400</b>	<b>\$109,900</b>	<b>\$114,557</b>	<b>\$115,000</b>	<b>0.4%</b>
University of Southern California	\$93,600	\$95,800	\$98,600	\$103,300	\$105,300	\$107,766	\$110,000	\$104,700	\$107,158	\$109,900	2.6%
University of Rochester						100900	\$101,700	\$103,400	\$105,522	\$109,300	3.6%
University of Miami	\$83,000	\$86,200	\$86,900	\$90,000	\$92,000	\$94,764	\$99,400	\$102,500	\$105,535	\$108,300	2.6%
Tufts University	\$90,200	\$95,300	\$95,300	\$96,000	\$97,500	\$101,152	\$102,300	\$104,500	\$104,816	\$107,200	2.3%
University of Pittsburgh							\$93,000	\$96,400		\$99,900	
Wake Forest University							\$95,500	\$96,500	\$98,700	\$98,500	-0.2%
Syracuse University						87700		94600	\$95,683	\$97,700	2.1%
Tulane University	\$82,400	\$83,400	\$84,000	\$85,300	\$86,600	\$88,736	\$92,000	\$90,800	\$90,876	\$92,100	1.3%
<b>Mean (excludes GW)</b>	<b>\$90,457</b>	<b>\$93,800</b>	<b>\$94,643</b>	<b>\$97,471</b>	<b>\$100,200</b>	<b>\$101,293</b>	<b>\$103,573</b>	<b>\$104,217</b>	<b>\$107,483</b>	<b>\$109,392</b>	<b>1.8%</b>
<b>AAUP 80<sup>th</sup> percentile</b>	<b>\$89,692</b>	<b>\$93,074</b>	<b>\$94,414</b>	<b>\$96,232</b>	<b>\$98,023</b>	<b>\$101,072</b>	<b>\$101,658</b>	<b>\$103,801</b>	<b>\$106,347</b>	<b>\$107,719</b>	<b>1.3%</b>

\* Sorted by 2016-17 overall averages

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**Comparison Between GW and Market Basket Assistant Professor Salary Averages  
with AAUP 80<sup>th</sup> Percentile Averages\***

GW Market Basket Institution	Assistant Professors										
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	%Change
New York University	\$90,300	\$93,500	\$92,700	\$95,600	\$99,700	\$105,299	\$110,100	\$111,200	\$115,037	\$117,500	2.1%
Georgetown University	\$75,600	\$80,500	\$83,600	\$88,900	\$94,400	\$96,014	\$101,200	\$103,300	\$112,865	\$115,700	2.5%
Northeastern University						\$96,700	\$99,100	\$102,200	\$108,103	\$110,700	2.4%
University of Rochester						\$94,700	\$96,000	\$98,000	\$100,620	\$102,400	1.8%
Boston University	\$71,000	\$76,400	\$82,100	\$85,100	\$87,800	\$91,001	\$93,200	\$96,800	\$99,071	\$101,100	2.0%
University of Miami	\$76,600	\$79,500	\$79,100	\$77,700	\$81,100	\$83,406	\$83,500	\$86,900	\$95,682	\$98,000	2.4%
University of Southern California	\$85,000	\$86,700	\$89,600	\$91,500	\$93,300	\$93,452	\$95,600	\$92,900	\$93,870	\$97,400	3.8%
<b>George Washington University</b>	<b>\$75,100</b>	<b>\$78,700</b>	<b>\$81,000</b>	<b>\$82,100</b>	<b>\$84,200</b>	<b>\$86,896</b>	<b>\$87,500</b>	<b>\$90,100</b>	<b>\$90,821</b>	<b>\$92,700</b>	<b>2.1%</b>
Tulane University	\$66,100	\$65,200	\$67,800	\$69,300	\$71,500	\$73,956	\$79,800	\$83,200	\$91,517	\$92,500	1.1%
Tufts University	\$73,300	\$75,800	\$75,700	\$78,200	\$79,000	\$82,898	\$86,400	\$86,500	\$88,317	\$90,500	2.5%
University of Pittsburgh							\$77,800	\$80,900		\$81,500	
Syracuse University						\$75,500		\$76,500	\$77,599	\$79,600	2.6%
Wake Forest University							\$79,000	\$80,900	\$81,100	\$77,900	-3.9%
<b>Mean (excludes GW)</b>	<b>\$76,843</b>	<b>\$79,657</b>	<b>\$81,514</b>	<b>\$83,757</b>	<b>\$86,686</b>	<b>\$89,293</b>	<b>\$91,064</b>	<b>\$91,608</b>	<b>\$96,707</b>	<b>\$97,067</b>	<b>0.4%</b>
<b>AAUP 80<sup>th</sup> percentile</b>	<b>\$75,816</b>	<b>\$78,886</b>	<b>\$81,002</b>	<b>\$81,135</b>	<b>\$84,236</b>	<b>\$86,896</b>	<b>\$87,456</b>	<b>\$91,183</b>	<b>\$95,281</b>	<b>\$95,273</b>	<b>0.0%</b>

\* Sorted by 2016-17 overall averages

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**Salary Equity Ratio\* Between Female and Male Professor Average Salary  
AY 2016-17**

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	8	\$195,383	26	\$183,854	34	\$186,567	106.3
CCAS	41	\$142,062	113	\$138,706	154	\$139,600	102.4
ESIA	6	\$170,553	23	\$179,853	29	\$177,929	94.8
SEAS	7	\$176,853	32	\$179,240	39	\$178,812	98.7
GSEHD	6	\$135,040	5	\$144,830	11	\$139,490	93.2
LAW	21	\$212,062	37	\$251,821	58	\$237,426	84.2
GWSPH	7	\$200,442	21	\$189,501	28	\$192,236	105.8
<b>Grand Total**</b>	100	\$170,844	264	\$175,115	364	\$173,942	97.6

\* "Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

\*\* Schools with fewer than four faculty for either gender will not be shown in the list, but will be included in the grant total.

Source: American Association of University Professors (AAUP) final reporting file.

Faculty salaries are converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.

**Salary Equity Ratio\* Between Female and Male Associate Professor Average Salary  
AY 2016-17**

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	12	\$180,780	21	\$162,518	33	\$169,158.33	111.2
CCAS	93	\$97,301	81	\$99,261	174	\$98,213.74	98.0
ESIA	6	\$103,721	13	\$119,410	19	\$114,455.37	86.9
SEAS	5	\$141,643	20	\$130,764	25	\$132,939.44	108.3
GSEHD	19	\$97,001	13	\$101,103	32	\$98,667.76	95.9
LAW	7	\$151,727	5	\$196,780	12	\$170,498.97	77.1
GWSPH	26	\$137,840	12	\$119,400	38	\$132,017.01	115.4
<b>Grand Total**</b>	175	\$112,964	170	\$116,696	345	\$114,802.82	96.8

\* "Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

\*\* Schools with fewer than four faculty for either gender will not be shown in the list, but will be included in the grant total.

Source: American Association of University Professors (AAUP) final reporting file.

Faculty salaries are converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.



**Salary Equity Ratio\* Between Female and Male Assistant Professor Average Salary  
AY 2016-17**

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
<b>GWSB</b>	9	\$166,042	12	\$160,690	21	\$162,984	103.3
<b>CCAS</b>	67	\$80,458	71	\$81,330	138	\$80,907	98.9
<b>ESIA</b>	4	\$93,810	4	\$91,366	8	\$92,588	102.7
<b>SEAS</b>	5	\$111,318	11	\$112,057	16	\$111,826	99.3
<b>GSEHD</b>	14	\$82,867	9	\$84,031	23	\$83,323	98.6
<b>GWSPH</b>	16	\$95,034	4	\$98,141	20	\$95,656	96.8
<b>Grand Total**</b>	138	\$91,368	117	\$94,231	255	\$92,682	97.0

"Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

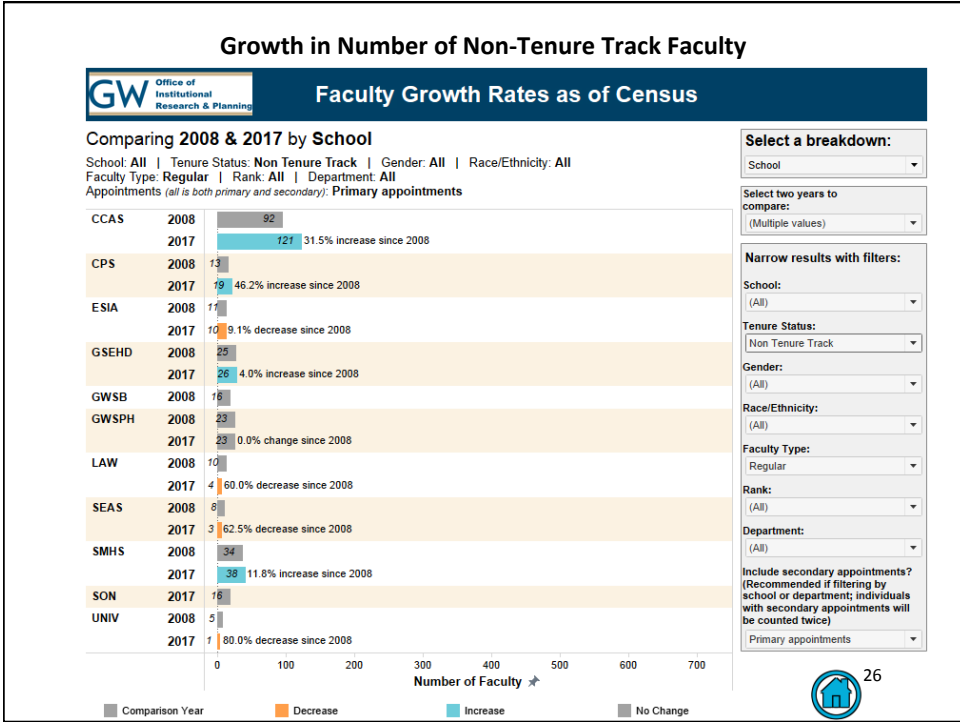
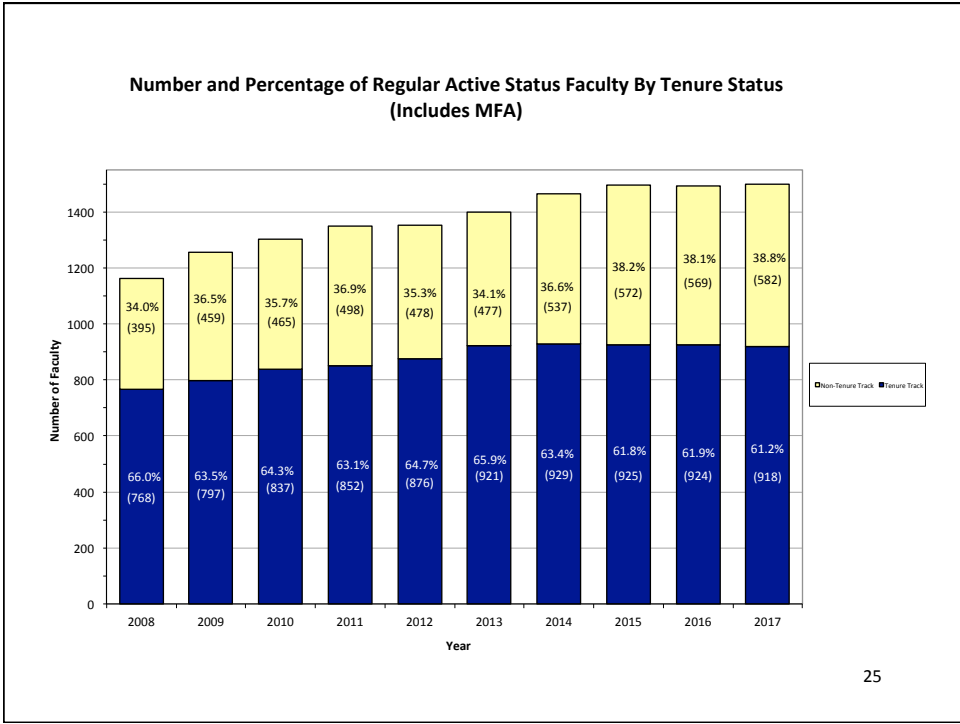
\*\* Schools with fewer than four faculty for either gender will not be shown in the list, but will be included in the grant total.

Source: American Association of University Professors (AAUP) final reporting file.

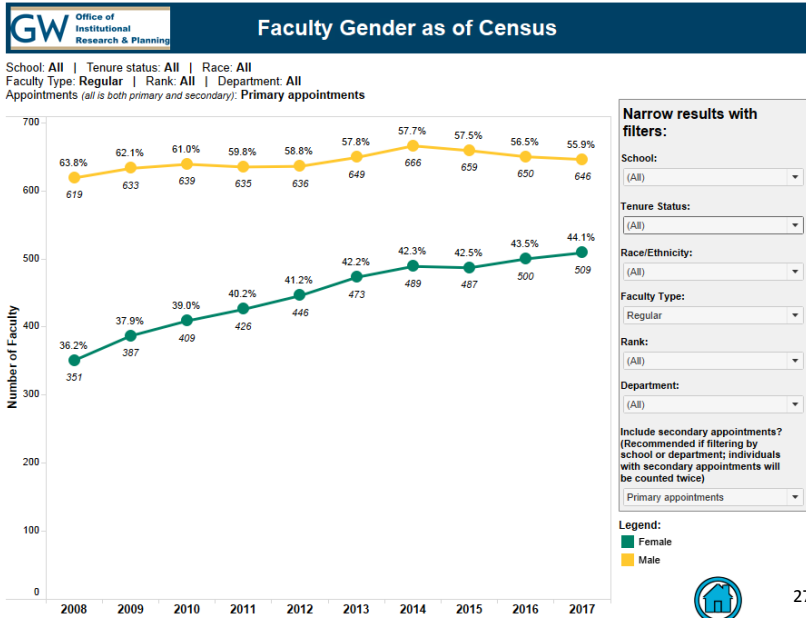
Faculty salaries are converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.



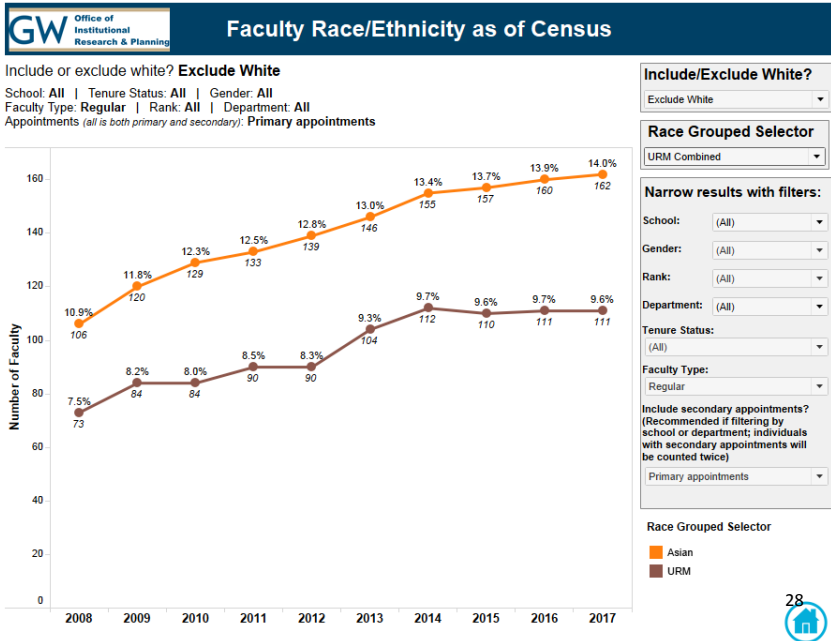
**Appendix**



### All Regular Active Status Faculty By Gender



### All Regular Active Status Faculty By Race/Ethnicity



## **Report of the Executive Committee**

March 2, 2018

Sylvia A. Marotta-Walters, Chair

### **ACTIONS OF THE EXECUTIVE COMMITTEE**

**Shared Governance Aspects of the Review of the Section on Relationships, Current Policy on Sexual Harassment.** This update on the issue of reviewing and recommending changes on our current policy highlights a prospective series of collaborations among faculty, administrators, and outside consultants. As a reminder, the President asked the Faculty Senate Executive Committee (FSEC) to review the language in what our current policy describes as Consensual Relationships. At the same time, the administration hired consultants with expertise in sexual harassment policies to review the overall policy and recommend best practices, excluding the paragraph consigned to the Senate. The Professional Ethics and Academic Freedom (PEAF) Committee of the Senate at its last meeting developed a statement of principles that will guide faculty and administrators in crafting policy. Among those principles are concepts such as a commitment to maintain respectful environments for students, faculty, and staff; multiple roles that have the potential to become exploitative and therefore might undermine the respectful environment; and various ways of conceptualizing power imbalances between and among faculty, administrators, employees, and students. Some less developed conversation revolved around the management of violations of policy, including potential self-reporting of these, and the entities to which such relationships would be reported. The next steps for the PEAFF will involve discussions with administration, and learning the results of the outside consultation, before any actual policy is crafted. These collaborations are excellent examples of Article IX.A of the *Faculty Code* which calls for faculty sharing with administrators the responsibility for operating the units at the university.

**Shared Governance Aspects of the Resolutions on Guidelines for Exercising and Defending Academic Freedom (Resolution 18/5).** Today's actions on a revision to last year's Resolution 17/4 is a good illustration of how collaborations between faculty (through the PEAFF committee) and administration (through the Office of the Provost) developed a resolution to be brought to the Senate for its ratification. Refinements included incorporating existing university policies relevant to academic freedom and ensuring that the resolution's language is congruent with the *2015 Faculty Code*.

**Shared Governance Aspects of On-Line Programs at GW.** The Senate today will take action on Resolution 18/6 on Maintaining Quality in Online and Hybrid Classes and Programs. I will start by commending Professor Wirtz, chair of the Senate Educational Policy Committee, who has conducted the most widespread consultation in the drafting of this resolution in recent memory. In

terms of shared governance, the deans of the various schools have been actively involved in discussions with their school's senators on this very important issue of knowledge creation and dissemination. When the Senate was originally designed, the fact that senators had to be tenured members of the faculty was an implicit acknowledgement that there is a creative tension between senators and deans of the schools, both of which are members of the senate with different roles and responsibilities. Further, deans, and/or their representatives, are ex officio members of the Senate's standing committees and therefore have the opportunity to shape resolutions that ensue from those committees before they reach the Senate floor. The Faculty Senate Executive Committee also has a role in reviewing and forwarding those resolutions to the full Senate which provides a venue for the Provost to provide consultation during monthly meetings with the Executive Committee. Whatever the outcome will be for this particular resolution, the process that was followed was both diverse and inclusive, and a good example of shared governance operating at its best.

**The Research Enterprise at GW.** Since my last report to you, the Co-Chairs of the Senate Committee on Research, Karen McDonnell (GWSPH) and Kausik Sarkar (SEAS) and I met with the Provost to devise strategies for moving the strategic initiative on research. The task of the strategic initiative is to review the entire research ecosystem at the university. There will be a steering committee of 10-12 faculty and administrators, chaired by the Provost, and small task forces will be designated to explore areas of interest. For example, there might be a task force on use of research facilities, on IRB and other compliance issues, on post-docs, and so on. Membership on these small task forces will be solicited from across the university, with attention to securing representation from faculty with interest/expertise in the subject matter of the task forces. There is a relatively short time frame for the initial assessment phase of this initiative, with a target date of June 2018.

**Review of School Rules and Regulations (By-Laws).** The Graduate School of Education and Human Development's review of school rules was scheduled on February 26, with the Provost, the Vice-Provost, representatives from the school, the parliamentarian, and the co-chairs of PEAFF. Some revisions were suggested in order to bring the document into agreement with the *2015 Faculty Code*. The Elliott School of International Affairs revised school rules were also briefly discussed at that meeting, with a focus on clarifying who can vote on personnel matters, and what constitutes a quorum. Only one school remains for a full review, the GW School of Business.

**Proposed Resolution on Tobacco Funding.** At the last Senate meeting, Professor Tielsch submitted a resolution to ask that the university not accept tobacco funding. The resolution was discussed at the FSEC meeting in February, and it was decided to ask the PEAFF and Research Committees to form a joint task force to study the issue and make recommendations.

**Volunteering for Next Year's Senate Committees.** Liz Carlson, the Faculty Senate Coordinator, developed an online process for faculty, staff, and students who wish to volunteer for Senate committees during AY2018/2019. The electronic form eliminates paper forms that had to be either scanned for email return or delivered through campus mail. Senators are advised to let their schools know this form is now available on the Senate website.

### **FACULTY PERSONNEL MATTERS**

There are three active grievances, one each in GWSB, GWSPH, and GSEHD. Two of the grievances are in mediation and one is in the hearing stage.

### **ANNOUNCEMENTS**

The next meeting of the Executive Committee is Friday, March 23, 2018. Please submit any reports or drafts of resolutions to the FSEC by Friday, March 16, 2018.

### **Upcoming Agenda Items**

April 13, 2018	Senate Photos
	Election of 2018-2019 Executive Committee Chair and Slate
	Election of Parliamentarian
	Election of Dispute Resolution Committee Chair
	Annual Report on Research (VP for Research Chalupa)
May 11, 2018	Introduction of New Senate Members
	Nominations for election of new chairs, members of Senate Standing Committees
	Approval of 2018-2019 Senate Calendar
	Budget Model Presentation (Provost Maltzman/Professor Cordes)