

THE GEORGE WASHINGTON UNIVERSITY  
Washington, D.C.

REGULAR FACULTY ASSEMBLY  
October 4, 2011  
Jack B. Morton Auditorium

**CALL TO ORDER**

The Assembly was called to order by President Knapp at 2 p.m. He welcomed all of the members of the Assembly, particularly the new faculty present.

**APPROVAL OF THE MINUTES**

The minutes of the regular Faculty Assembly held on October 5, 2010 were approved as distributed.

**ASSEMBLY ACTION ON FACULTY ASSEMBLY RESOLUTION (FA 11/1): "A RESOLUTION TO AMEND THE *FACULTY ORGANIZATION PLAN* TO PROVIDE REPRESENTATION FOR THE SCHOOL OF NURSING ON THE FACULTY SENATE AND THE FACULTY SENATE EXECUTIVE COMMITTEE"**

Professor Michael S. Castleberry, Chair of the University Faculty Senate Executive Committee, introduced Resolution FA 11/1 briefly describing the proposal set forth in the Resolution and noting that it had been adopted by the Faculty Senate and forwarded for approval by the University Administration. Following that process, the Resolution was placed on the agenda as an action item for today's meeting.

There being no discussion on the Resolution, a vote was taken, and Resolution FA 11/1 was adopted by the Assembly. (Resolution FA 11/1 is included with these minutes.)

**NEW FACULTY MEMBER INTRODUCTIONS**

Provost Lerman introduced newly-appointed faculty from each of the Schools listed on the agenda, asking them to stand as a group. The Assembly greeted the new faculty members with applause.

**ANNOUNCEMENT OF THE BENDER TEACHING AWARDS**

Provost Lerman requested and received the consent of the Assembly to announce the names of the 2011 Award winners, who will be honored at the spring semester Faculty Awards Ceremony. They are as follows: Assistant Professor of Chemistry Cindy Dowd, Professor of Chemistry Houston Miller, Assistant Professor of Nursing Kim Acquaviva, Assistant Professor English Holly Dugan, Elliott School of International Affairs Lecturer Michele Clark and Professor of Clinical Management and Leadership Ozgur Ekmekci. The Assembly applauded these faculty recipients.

**REMARKS BY STEVEN KNAPP, UNIVERSITY PRESIDENT**

President Knapp's remarks are included with these minutes.

**REMARKS BY STEVEN LERMAN, PROVOST AND EXECUTIVE VICE PRESIDENT  
FOR ACADEMIC AFFAIRS**

Provost Lerman's remarks are included with these minutes.

**REPORT OF THE FACULTY SENATE**

Professor Castleberry, Chair, of the Executive Committee of the Faculty Senate, welcomed everyone to the Assembly, including a special welcome to new faculty and emeriti faculty present. The Report of the Senate is included with these minutes.

**ADJOURNMENT**

There being no further business before the Assembly, President Knapp adjourned the meeting at 3:50 p.m. after inviting everyone to the reception in the Brady Gallery on the second floor of the MPA building.

*Elizabeth A. Amundson*

Elizabeth A. Amundson

Secretary

**A RESOLUTION TO AMEND THE FACULTY ORGANIZATION PLAN TO  
PROVIDE REPRESENTATION FOR THE SCHOOL OF NURSING ON THE  
FACULTY SENATE AND THE FACULTY SENATE EXECUTIVE  
COMMITTEE (FA 11/1)**

**WHEREAS,** Article III, Section 2(a)(3) of the Faculty Organization Plan currently provides for representation on the Faculty Senate from the following eight Schools: the Columbian College of Arts and Sciences, the Elliott School of International Affairs, the Graduate School of Education and Human Development, the Law School, the School of Business, the School of Engineering and Applied Science, the School of Medicine and Health Sciences, and the School of Public Health and Health Services; and

**WHEREAS,** Article III, Section 5(b) of the Faculty Organization Plan currently provides that the Faculty Senate Executive Committee consists of eight faculty members elected by the Faculty Senate, including one member from each of the foregoing Schools;

**WHEREAS,** the University recently created a new School of Nursing (“SON”), and SON should be assigned representation on the Faculty Senate and the Faculty Senate Executive Committee;

**WHEREAS,** SON is beginning the second year of its operation and is working to achieve compliance with Article I.B.1. of the Faculty Code; and

**WHEREAS,** SON has reported that it currently has 13 tenured or tenure-accruing faculty members, representing 72% of the 18 regular, active-status members of its faculty; and

**WHEREAS,** SON currently does not have any non-administrative tenured faculty members who are eligible to serve on the Faculty Senate under Article III, Section 2(a)(3) of the Faculty Organization Plan, but SON expects to have in place one or more non-administrative tenured faculty members who would be eligible to serve on the Faculty Senate beginning with the 2012-2013 session; and

**WHEREAS,** in view of the current stage of SON’s development, SON should be assigned one representative on the Faculty Senate and one representative on the Faculty Senate Executive Committee, with such representation to take effect beginning with the 2012-2013 session; **NOW, THEREFORE,**

**BE IT RESOLVED BY THE FACULTY ASSEMBLY OF THE GEORGE  
WASHINGTON UNIVERSITY**

- (1) That the first sentence of Article III, Section 2(a)(3) of the Faculty Organization Plan be amended to read as follows, with such amendment to take effect commencing with the 2012-2013 session of the Faculty Senate:

“The faculty members of the Senate shall be elected by and from their faculties as follows: the Columbian College of Arts and Sciences, nine; the Graduate School of Education and Human Development, Law School, School of Business, School of Engineering and Applied Science, and School of Medicine and Health Sciences, three each; the Elliott School of International Affairs and the School of Public Health and Health Services, two each; and the School of Nursing, one.”

- (2) That the first four sentences of Article III, Section 5(b) of the Faculty Organization Plan be amended to read as follows, with such amendment to take effect commencing with the 2012-2013 session of the Faculty Senate:

“The Executive Committee shall consist of nine faculty members of the Senate and the President ex officio. The following nine schools shall have one representative each on the Executive Committee: the Columbian College of Arts and Sciences, the Elliott School of International Affairs, the Graduate School of Education and Human Development, the Law School, the School of Business, the School of Engineering and Applied Science, the School of Medicine and Health Sciences, the School of Nursing, and the School of Public Health and Health Services. Any faculty member of the Senate shall be eligible to be elected to the Executive Committee. The Chairman shall be elected first by the Senate; and the Senate shall thereafter elect the other eight elective members of the Executive Committee, subject to the restriction that the Executive Committee may not include two or more members who have been elected to the Senate by the same school or faculty group.”

- (3) That the President, as Chairman of the Faculty Assembly, is petitioned to place on the agenda of the Faculty Assembly at its meeting on October 4, 2011, the foregoing proposed amendments to the Faculty Organization Plan.
- (4) That, upon approval by the Faculty Assembly, the President is requested to forward the foregoing proposed amendments to the Faculty Organization Plan for final approval by the Board of Trustees as soon as conveniently possible.

**THE WORDING OF THE AMENDMENTS PROPOSED BY FA 11/1 IS IDENTICAL TO THAT PROPOSED BY SENATE RESOLUTION 11/1, WHICH WAS INTRODUCED AND ADOPTED, AS AMENDED, AT THE SEPTEMBER 9, 2011 MEETING OF THE FACULTY SENATE**

**Adopted by the Faculty Assembly, October 4, 2011**

## REMARKS BY STEVEN KNAPP, UNIVERSITY PRESIDENT

FACULTY ASSEMBLY, OCTOBER 4, 2011

Well, let me start by joining the provost in greeting our new colleagues, also thanking and congratulating the awardees. I'd also like to extend congratulations to Dean Johnson for the fact that her taxation will now be accompanied by representation. I think it's important.

This year began with both a bang and a splash, I think it's fair to say. For those of you who were on campus after the hurricane, you may have seen the large tree that fell against the Gelman Library respectfully doing no damage to the library or its contents, but that was preceded by an earthquake which did do some damage to one building at campus which happens to be my campus residence, the F Street House built in 1849, brick building, suffered some damage to some chimneys and had a leak that was caused by the separation of internal drain pipe, which we discovered, of course, when the hurricane helpfully followed the earthquake.

But I want to tell you one quick anecdote just because I know some have heard it but some have not because it's such an unusual occurrence to have a large earthquake in this region. I was actually at that time, along with my wife, Diane, hosting a reception at the F Street House for some of our staff, so we had members of the transportation department, members of the mail department here, parts of our administrative staff. And this was, as you may recall, it was close to two o'clock in the afternoon so the luncheon was sort of finishing up and we were in the conservatory at the F Street House and one of the staff members turned to me -- turned to my wife actually initially -- and asked what goes on in our Virginia campus, our Virginia Science Technology campus because he had never been there and wasn't sure what happened there.

And so the answer was, well, we have a lot of scientific and engineering research that goes on there, we have a new school of nursing, and there's some interesting research projects, one of which is a shake table, part of our Department of Civil Environmental Engineering, that simulates earthquakes -- and she's sort of gesturing like this. And so the gentleman turned to me and asked me if I'd ever been in a real earthquake, and I said, "Well, as a matter of fact, I lived in California for 16 years, experienced many earthquakes including the big one, the Loma Prieta," at which point it was at that precise moment that the earthquake struck. And as everything began and then continued to shake, he turned to me and said, "What's happening?" And I said, "A real earthquake." So, anyway, that's a true story.

Apart from those -- that's sort of a symbolic beginning of the year, it is an exciting year and it's a pivotal year in the history of the university for a number of years I really wanted to highlight. First of all, this is the beginning of what we're calling a decade of transformation leading up to our 200th anniversary, our bicentennial in 2021, which will also be the beginning of our third century as an institution. It also happens to be right now the eve of the 100th anniversary of our presence on Foggy Bottom.

For those who are new to the university, new colleagues, and haven't yet had a chance to read up on our history, it'd be interesting perhaps for you to know that we were originally established as Columbian College just above what is now Florida Avenue. We ran a half-mile long and a block wide running north of Florida Avenue, which at that time was actually northern boundary of the District of Columbia. And during the Civil War, our campus was used as a civil barracks, actually a substantial part of it burned down. And then after the Civil War, we moved down to the opposite side of Lafayette Square from where we are now, roughly H and 14th Street, and our name was changed to Columbian University; it later in the century changed to the George Washington University. But it was not actually until 1912 that we arrived in this particular location which is essentially where George Washington himself had envisioned that the university he dreamed of would be established. And initially, we just occupied the G Street side of what is now university yard, the home of the Law School and some of the Columbian College laboratories and so on. That was all there was to the university.

I was given a strategic plan by an alumnus who found it on eBay. I was given a strategic plan of the university that was developed in 1924, the 100th anniversary of our first commencement exercise, which was actually attended by the Marquis de Lafayette among others. Lafayette had a sort of celebrity tour through -- which is the reason why there are Lafayette streets all up and down the East Coast. He was everywhere really in the East Coast on this tour where he was really the first massive star celebrity. And he did come to our commencement on that occasion so that was used as the occasion to launch a new strategic plan in 1924.

And the plan for the university at that time was to build the university as single block, essentially a university yard that is between 20th and 21st Street between G and H Street. That would be the entire university would fill in, no quad in there but just a solid building, and it's mission would be to provide part-time education to people working here in Washington in government or military, wherever it might be.

That plan was never realized perhaps the stock market crash intervened, but of course, we're a totally different university from the one that was envisioned in that strategic planning exercise where now it's entirely a residential university with 25,000 students, the vast majority of whom are full-time students. And of course, we occupy not just this Foggy Bottom campus but multiple campuses, but nevertheless, this anniversary will give us an occasion to celebrate what it means to be a university in and of Washington, D.C., so you're going to hearing a lot about those activities. So, we are approaching some major milestones in the university's history.

But the other reason that this is a pivotal year, and I think more important from the point of view of the faculty's interests in our academic aspirations is that we're going to use this to do some significant planning this year. You're going to be hearing more about this from Provost Lerman in a moment, but we're actually going to have for the first time in ten years a strategic planning process for the university. I'm beginning my fifth year now, and Provost Lerman is beginning his second year. And we have spent time getting to know the institution, developing some preliminary initiatives that seem to draw on opportunities that

were emerging from our faculty, that were opportunities to connect with institutions that surround us in Washington.

We've had some global initiatives. We've had a lot going on, but we have not stepped back to date to undertake a strategic plan. One reason for that is shortly after I arrived, we had a process focused on our every ten year accreditation by the Middle States Commission on Higher Education, and Professor Maltzman, who's here now and now serves as senior vice provost under Provost Lerman, was the chair of a rather substantial university process that used the previous strategic plan, the one called the strategic plan for academic excellence that was developed in -- actually, published in 2002, so ten years ago this spring. We use that as the basis for our self-study that we submitted to Middle States for a very successful accreditation process. So, we went through that process.

In the meantime, since 2002, every single one of the schools has a new dean who was not there in 2002, and all but two of the vice presidencies have also turned over during that period of time. So, we have really a new leadership, both at school level and at the university level. Of course, the presidency changed.

And so it seems to us that after a ten-year period, it is now time to step back and do a serious strategic planning exercise for the university, particularly because we were able to dovetail that process with the development of two other plans: One, a fundraising plan as we looked toward the possibility of launching a comprehensive campaign -- you've heard us talk about this in the past. We've been working the trustees on sort of honing our sense of what the shape and dimension of that campaign might be, but now we're doing a formal planning process of that.

And I think to have that happening in tandem with the development academic plan makes sure that any priorities that are identified on the fundraising side will be matched up in the right kind of way with academic priorities that are going to emerge from this strategic planning process you'll be hearing about. So the timing is very good from that point of view.

And a third plan has to do with our communication about the university to the external world, sort of the reputational visibility of the university, and that is operating under the aegis of Lorrain Voles, Vice President for External Relations. So we have the provost working on the strategic plan for the academic programs, we have Mike Morsberger and his staff working with trustees and others on the planning for fundraising, and then finally, this plan about our visual and other aspects of our external identity.

So the fact that we're aligning all of those, I think, is actually salutatory. I think that's a great way to approach this process, and again, after ten years, it seems that it is time to take a look at that.

At the same time, we're implementing some of the planning that went on last year with very extensive, actually, faculty involvement as well as involvement of staff and students, and I'll put to two processes in particular that began last fall and then one that started in

the spring. The first of these was the President's Council on Diversity and Inclusion, that met all last year, actually started this summer before and came up with a set of recommendations. You may have seen the report that was issued, it's available online. We've taken an initial set of five recommendations to begin working on.

One of the most important elements to emerge from that was the notion of creating an office within the provost office of diversity and inclusion, and creating the position of vice provost for Diversity and Inclusion. And I'm delighted to say that as of May 23rd, we have now a new member of the senior administration who is Dr. Terri Harris Reed, who came to us from Princeton University where she had a somewhat similar position, but I think some of you have already gotten to know her. I think she's doing a splendid job in just a short period of time already, getting to know the university, meeting with many of our faculty and departments, and really getting to know the institution, and I think she's a remarkable addition to our administration. And she will be working with the council on diversity inclusion, which having been in effect the kind of taskforce developing report, will now be a permanent body so that we can continue to have input from faculty and the rest of the university community to help guide and shape, respond to her work in leading the effort at the university administration level.

At the same time, -- and by the way, that was ably chaired by Gregory Squires from the Sociology Department as well as Helen Cannaday Saulny from the Student Affairs Office. So, then we had at the same time a career taskforce and a professor and Associate Dean Murat Tarimcilar was I think maybe here, I see him here -- there he is -- co-chaired that along with Peter Konwerski, again, from Student Affairs. So, again, in all these cases, we're trying to match to make sure that what the administrative arm of the university is doing is completely in touch with and in sync with our faculty advice and input, and a lot of work actually went into that career services taskforce.

The idea here was to take a more systematic look at what we're doing. We've had quite a range of different kinds of career advice programs for students across the university. We're trying to develop more communication among those various arms of that effort, but at the same time, to look at what we might do in a somewhat more coordinated and centralized way so that there's something closer to one-stop shopping for potential employers who are interested in our students as their prospective employees. And in that process, I think we did a lot of study of alternative models at other institutions, looking for best practices, and I think what came out of that was, again, a very sophisticated and very helpful report, and we're now exploring what parts of that report we'll be implementing.

And the third piece I'll mention, which was partly at the request of our board of trustees, was a strategic plan for our athletic programs. That actually happened on a pretty fast track. It really started in the spring semester and was finished more or less by May. There are still some elements of that plan that are being developed, but one of the results of it that you may be aware of already was our ability to hire a new athletic director, Patrick Nero who was the commissioner of the America East Conference. And what I was pretty impressed -- and I hope you get to talk to Patrick at some point. I think you'd be very struck as I was by the seriousness of his commitment to the academic success of our student



athletes. And when he talks about success, he means both success on the court, in the field, in the auditorium wherever it might be. That's, by the way, the new name for our swimming pool. It used to be a swimming pool; it got promoted, it's now an auditorium. And then if you go to see it, you'll have a sense of why that is pretty spectacular facility.

But the athletic success has always matched with academic success, and that we're really true to our ideal, which I think we exemplify to a greater degree to the many institutions, and it's the ideal of scholar athlete. If we're going to have athletic programs, we want our athletes to be scholars as well and to succeed in their future lives as well as in their athletic competitions here.

So, there's a lot of planning and now some implementation that's going on. I think that it's absolutely critical that any of these efforts that are underway have faculty involvement in them and welcome that guidance. And as you know, we set up a program. Actually, we were very receptive to the -- I think this came out of a discussion that we had in the executive committee with Professor Castleberry and other colleagues on the executive committee last year to set up a committee to look at the library because it seems to me that the library really is a resource in the university in which the faculty have, as greater stake as they have in anything, and they want to make sure that the library of the future responds to the needs, aspirations, and pedagogical interests of our faculty, and not just to the designs of architects and so on.

But as you may know, one outcome of that process already is that we do have now a plan underway to -- and I think it's going to be very important symbolically for the university as well as pragmatically it's going to be very important -- to take that somewhat cave-like entrance now off 8th Street where you sort of walk down through the debris of the hotdog stand and the ashtrays and so forth, and you kind of crawl into this little cave-like entrance and to the darkest part of the library on the ground floor which has some windows but not many, and it's not a very stately way of entering a university library. We're going to take that entrance, move it around to Kogan Plaza where it will go up to the second floor which is well lit and really have a grand entrance that should make the library, I think, look a lot more like a university library than it currently does. And I think we've had a lot of student and faculty input in that process, and again, the real question's going to be how we design the interior of the library programmatically in response to the academic purpose of the library. So, I think that's proceeding in the right sort of way.

There are other capital projects which you may be aware of. I think we lost a lot of productive time this fall watching that dinosaur-like creature tear apart the old parking garage across from the brand new Whole Foods, which I hope everybody likes having there. And you probably saw -- yes, you can applaud the Whole Foods, it's okay. We can't take personal credit for the Whole Foods.

I'll tell you just a quick anecdote about that. You know, when I first arrived here, we were still on the process of talking about how that project was going to develop, and I was invited by the Foggy Bottom Association to a dinner, and our able general council advised me that I wasn't allowed to answer any question about that project because the Foggy

Bottom Association was suing us. They routinely sue us in relation to all of our capital projects. And so, as soon as I sat down at dinner, I said I welcomed the opportunity to meet with them and so forth.

They immediately asked me a question that said, "Can we ask you a question about that new project where the old side of the hospital was?" And I said, "Well, under advice of counsel, I'm really not supposed to talk about that." And they said, "Well, all right. Well, how about if we just ask you one question." I said, "Well, on the advice of counsel, I'm really not supposed to -- because you're suing us." And so that's why I can't really talk about it. They said, "Well, how about you just listen to the question; decide whether you can answer it or not." I said, "Okay, fine." And they said, "What kind of grocery store is going in?" So in other words, they cared much more about that than they did about stopping the project. And they were very happy that it turned out to be Whole Foods. So that's one of the best things we've done in terms of neighborhood relations, was to create that Whole Foods.

Anyway, across the street from that, as you know, is the future site of the Science and Engineering Hall, which -- and that is again proceeding rapidly. The garage is pretty much gone at this point and excavation is beginning.

And a building that you may not be familiar with, it's easy to miss it as you're zipping around Washington Circle is the Warwick Building which was supposed -- it was one of these buildings that were built in the Second World War as a temporary building but it's never gone away. It's sort of a three-story building right on Washington Circle. That is going to be replaced by the new home of our School of Public Health and Health Services. I see Dean Goldman is here, so congratulations on having that project move forward. That's going to be a very important project because not only will it provide a ton of space for one of our rapidly growing parts of our university and very successful part of the university but it will also free up space in Ross hall which is currently shared between the School of Medicine and Health Sciences and the School of Public Health and Health Services.

And by the way, when we move the Science and Engineering departments into science and engineering hall, that will in turn free up space that's currently occupied by those departments for the expansion of other parts of the university. And I really want to stress this because even as recently as several weeks ago, I was asked by a Hatchet reporter why we were switching from policy and humanities and all that to science and engineering. And the message here is we're not switching. We're trying to build resources and build programs in all these areas. And I was struck when I went to the provost reception which was mentioned earlier for new faculty by the strength of the faculty that we're bringing in across the board, in the humanities, in the various policy fields, in the law school.

I think our new law school dean -- I don't know if Paul Berman's here or not this afternoon but we have a brand new law school dean who just joined us. And by the way, the law school has now an opportunity to expand across G Street -- you may have seen, that's one possibility -- or the law school may expand into some of those other buildings that are being

**vacated. We haven't determined exactly how that's going to happen but there is a plan to expand the law school just as we'd provided new space for the business school, new space now for the School of Public Health and Health Services.**

**We are building across the university. We have an opportunity to do that because we are bringing in resources in a way that we never have before in the history of the university as reflected in the fact that last year we had our best fundraising year in the history of the institution. Pretty remarkable when you think about the down economy that we're facing and that you hear so much about.**

**I'll mention one other capital project, I think you've heard about it, and that is the plan to build a new home for, among other things, the great Washingtoniana Collection of Albert Small and this textile museum which is currently located up in Colorado and is going to move on to our campus. These are going to be important additions to our academic programs. They will provide really, I think, unparalleled opportunities for our students in wide range of fields from American Studies, history, Anthropology, Museum Studies, to work with some World class materials in a facility on campus. We're going to match that with a curatorial and preservational space out in the Virginia campus that's being built as a separate facility, that's being built there as part of our merger with the textile museum.**

**The space for that, for those who haven't been following this or weren't here in the summer when it was announced, the idea is to take the Woodall House, another historic house on campus directly opposite Quigley's at the corner of 21st and G, and build in the open space behind that a pretty substantial museum which will house those collections and also have rotating exhibit space for other exhibits. But those will be the two primary collections housed in that museum. And, of course, the resources of that are being provided by, to a large extent, by the partners who are involved in both cases.**

**So, that's just a little bit on our capital projects on the campus here, the Foggy Bottom campus. I do want to mention one other project, because if you haven't had a chance to see it, I think you're going to be very impressed when you do. It is the kind of build out of Ames Hall out from the hillside where it sits on the Mount Vernon campus. Those are going to be some of the most beautiful classrooms, I think, anywhere on the East Coast. They have an extraordinary view out on the Potomac, out of the woods and beyond from almost every classroom there, and you probably, if you hadn't heard about it independently, you would've seen the Hatchet coverage this morning of the plan to have a dual campus location of our Honor's Program that will take advantage of that, what's going to be some of the most spectacular space we have available anywhere.**

**Well, all of this, of course, is only the infrastructure supporting our ongoing recruitment of not only stronger and stronger students as we do everywhere -- we've been breaking previous records the last three years in a row. We had more applications than we've ever had, you may have heard that but also as we've been saying, our success in recruiting really world class faculty from top institutions across this country as we're doing more and more every year.**

For those who were not here last spring and are new to us, we announced the appointment of Dr. Ferid Murad, Nobel Laureate, coming to us from the University of Texas Medical Center. He's already got his lab up and running. His Nobel Prize winning work was focused in cardiovascular applications of the signaling properties of nitrous oxide. He was explaining why does nitroglycerin, when it's ingested, resolves chest pains and it has to do with the vasodilating properties of nitrous oxide. He's now taking that concept and applying it to cancer, among other fields. So, he's already up and running with his research.

I think I see Dr. Kumar is here. His laboratory is in Dr. Kumar's Department Of Biochemistry And Molecular Biology. But he's also a university professor which means that he's going to be teaching across the university, not simply confined either to the School of Medicine Health Sciences or to his laboratory. And in fact, he made it very clear when he came to this university, he did so because he was looking for a comprehensive university that would give him that access to students that would not simply be in the medical center. So, I think he's going to be quite a statesperson on our faculty here for some years to come, and I hope you'll have a chance to get to know him.

But then again, across the board, I can point to strong faculty appointments that are occurring -- and remember, that's going to keep going in part because in addition to the fundraiser that I talked about at the outset -- again, this is partly for the benefit of new colleagues -- we established two years ago something we call the innovation taskforce, and the purpose of that was to identify recurring savings in our business processes and recurring gains in productivity not by raising tuition but by expanding our tuition base, that would produce resources that would be devoted to our academic priorities under the direction of the provost and the deans.

The way this works is if schools are identifying these savings, they're keeping those savings, if they're identifying them at the university level, the provost is directing the academic programs at which they'll be invested. An important thing to say about this is the target we're aiming at is to develop over five years \$60 million every year in recurring savings. This is not a cumulative total of \$60 million. It's \$60 million every year. And if you figure what that's the equivalent of in additions to our endowment, it will be the equivalent of \$1.2 billion to our endowment.

And in fact, that's why we chose that target. Because at the time we planned this, the market value of the endowment was about \$1.2 billion. That generated \$60 million toward our operations. The idea was how could we, in a brief period arrive at the equivalent of doubling the endowment. And the answer was to find these savings that would be at this equivalent amount. Within the first year, we had identified something like 17, and I think then we're up somewhere in the 20's now in the second year of these savings that we've identified. Again, these are all not to be re-invested in our business processes but to be invested in our academic programs. If we do that and also have a successful fundraising operation, we will be rapidly generating the resource we need to continue to grow all of our departments and programs in the ways they're going to help us meet our aspirations academically.

So, on this whole question of the university's growing stature, we -- there're a couple of things to point to. I'll just conclude by saying that we continue to benefit from the growing interest that the world has in Washington, D.C. as reflected in surveys saying that this is one of the two cities young people most want to move to, the other one being, you might not guess it, Seattle. Our weather's actually a little better from some perspectives than theirs, but it means that we're ranked above San Francisco and New York. Increasingly, we're seeing the headquarters of major corporations move to Washington.

Last year, I think, a lot of people around the world were surprised when Siemens USA moved its headquarters from New York City to Washington, D.C. They're a manufacturing. We don't usually associate Washington with having headquarters of manufacturing companies. When I asked Eric Spiegel, the CEO of Siemens, why he had made that move, his answer was simple; because if he's in New York, he's got to fly everywhere else to meet the CEOs that he operates with. If he's in Washington, they come to him. That's interesting.

Now, people come to Washington for reasons that are good and perhaps a little less fortunate for our economy. As you know we are a bit countercyclical here. This could all change if there are radical cuts in federal spending that can affect the health and vitality of the city. But right now, this happens to be the hottest real estate market in the country. That posed a challenge for us, of course, when it comes to having faculty join us and be able to afford to live here, that's the downside of having a vibrant economy. But the good news is this is really still the center of attention, an increasingly center of attention, not only here but around the world.

A sign of the growing stature of the university, however, is the fact that just last week I went to the final day of the Clinton Global initiative in New York City where the president was announcing -- Former President Clinton was announcing that our university would host, this spring, the Clinton Global Initiative University, which is going to be remarkably high-profile, visible event. And what I want to tell you about that is that was something that we won competitively. And when I met the president of Clinton Global initiative, CGI, he made a point of saying to me, "It's going to be great having this event in Washington, D.C., but that's not why we chose you. We chose you because of the strength of your proposal and because of the growing strength of the university." So I just want you to be aware of that. We won that in competition with a number of other institutions, none of which I will actually name although I will say that at least one of them is quite local, so we're feeling pretty good about that.

And with that, I think -- should I pause for questions for a couple of moments perhaps? Let me do that and just see if anyone would like to ask any questions on any of these subjects. Hearing none, it's my pleasure to return the podium to Provost Lerman. Thank you.

**REMARKS BY PROVOST AND EXECUTIVE VICE PRESIDENT FOR  
ACADEMIC AFFAIRS STEVEN LERMAN AT THE FACULTY ASSEMBLY  
October 4, 2011**

**Thank you, President Knapp. As President Knapp made clear, we have an amazing range of activities and initiatives here at GW, from athletics, through sustainable practices, to new academic programs and facilities. This is a transformative period in the university's history. Those of us who are fortunate to be here during this period are participating in GW's progress, I believe, from just very, very good to truly great.**

**When I arrived here a little more than a year ago, I realized that I would need a full year to get to know GW. It's a big place, with many different disciplines represented and many cultures within the larger university culture. I took the physician's view of this: first, do no harm. So the first year, I did not make significant organizational changes in my own office. After a few months, I realized that because the Office of the Provost is a new and larger entity in the modern history of GW, the structure we had would need to be revised. After reflecting for a number of months and talking with colleagues, I decided to re-organize the Office of the Provost over the summer. Many of you may have received my email about this. and I won't spend a lot of time explaining the new structure, but I want to give you my thinking about the reasoning behind the way our office is now organized.**

**I had two or three distinct goals. First of all, transparency. How does a faculty member or a student figure out who does what? The existing structure had grown up over time like all structures and added new functions when needed; these were grafted onto existing portfolios of people who had maybe a little extra time or some specific expertise. But over time, it grew a little like topsy and it just wasn't obvious who in my office could help with specific matters. So, one goal is transparency.**

**A second goal was efficiency. I wanted a structure that enabled us to get things done in an efficient and effective way without people tripping over each other. And perhaps most importantly, I wanted a structure in which the portfolios of the people who work for me align with the most important priorities and resources we have as a university.**

**And so with that mind, I developed a structure that has six vice provosts – two of which are senior vice provosts -- with portfolios that I believe align clearly with the most important resources, assets or priorities of the university. I would like to tell you a bit each.**

**The first is one that previously existed: Student and Academic Support Services. Bob Chernak now has a dual title, both senior vice provost and senior vice president. We probably will make some shifts in this portfolio over time, but basically it more or less intact with Bob continuing to head that group.**

The second unit I wanted to create was Faculty Affairs, the office that is most germane to this body. Professor Emerita Dianne Martin, a long-time faculty member and senior administrator, is vice provost in this area. This is where you go for anything related to your employment as a member of our faculty, from orientation through the tenure process, to retirement and life as an emeritus faculty member.

The third area is Diversity and Inclusion, an enormously high priority for our university. As President Knapp said, we were extremely fortunate to recruit Dr. Terri Reed to this position. Many of you have had a chance to meet her, as Steven Knapp said, and she's doing a fantastic job already. Dr. Reed's role is to spearhead our efforts to become as good as we can be at being diverse and welcoming to people regardless of where they came from, who they are, and to attract the absolute best talent to our university.

Another portfolio is Teaching and Learning, very straightforward. This came out of a recommendation from a faculty working group that proposed a teaching and learning center. I decided that made a lot of sense, but in fact, the only thing that made more sense was making it its own portfolio. So that's the place where the support for our faculty, in their efforts to teach and our students in their effort to learn, that's where all that support lives. And underneath that includes things like the Bender Awards and Academic Technologies, which provides you with support in the use of technology in your classrooms. We are planning to create a fund to help expand our undergraduates' opportunities to work with you on research. And we will likely develop a small innovation fund that will give resources to those of you who want to spend some time learning new teaching methodologies.

To lead our Teaching and Learning portfolio, I recruited someone from MIT. We have an unfortunate name confusion. His name is Steven Ehrmann, not Lerman. I have known him for many years by reputation. I almost didn't choose him because of the name question. We have a surplus of Steve's and now we have an Ehrmann, Lerman, and a former Lehman.

Another portfolio is Academic Affairs and Planning. A longstanding member of the GW faculty, Professor Forrest Maltzman, who had formerly been chair of the Department of Political Science, has taken on this broad portfolio as senior vice provost.

And then the last vice provost position, Budget and Finance, is still open with an ongoing search. We need a senior leader for this important area to help us think strategically about academic budget priorities and how we do the budgeting process.

Reflecting on this new structure, I believe it aligns with the major resources and assets of the university. It encompasses our students, our faculty, and our ability to be diverse and inclusive. It addresses planning for academic excellence and enhancing our teaching and learning. It addresses the need for a Vice Provost for Budget and Finance to manage this area. My hope is that for you as faculty, the organizational structure will give you a clear understanding of who to go to for various things in the Office of the Provost,

how to get things done in our office, and how we can best support you in your teaching, research and academic life.

Towards this goal of transparency, we have also put information on our website outlining roles. To the extent there is something you think our office is doing or should be doing that is not on the website, please let us know and we will figure out, who should do it, and publish this on the website. My goal is to make our office more accessible and useful to faculty, students, and all the members of our community.

I want to briefly talk about embarking on a strategic planning process, as President Knapp mentioned. One does these things with a bit of trepidation. I have now read 15 or 20 university strategic plans. They range from ones I find fascinating and insightful to the ones I think could be written by a computer program. There are ones that really speak to the nature of that particular university and ones that could have been written for 500 universities and just changing the names would make them equally applicable

We are trying to create a strategic plan that speaks to the specifics of our university, that reflects our unique location, our unique history, our identity, what we are best at. We are also, of course, trying to build a strategic plan that helps guide actions and investments.

I should emphasize that the vision we have for the strategic plan is not a blueprint for everything we will do. Universities are far too dynamic places to write a blueprint for everything we will do. One of the great things about a university is the way its faculty, students, and staff constantly generate new initiatives and perspectives. We want this to continue and flourish. No one plan can possibly embrace the range of intellectual activities that need to happen at a great university. Instead, the plan that we want to create will likely set forth a relatively small number of broad initiatives that we will focus a significant piece of our incremental resources on.

What are the big-picture things we need to embrace and undertake? Of all the things we could do, what makes sense for us: what makes sense for us given our urban location and given the current composition of our faculty and staff? What makes sense in terms of our competitive advantages, and what makes sense in terms of our resources and our ability to generate additional resources? I do not envision this plan then listing 50 or 100 different things we will do. But I also do not want people to think that because perhaps an individual passion and scholarship does not appear in this plan, that we want them to curtail or stop this activity. That makes no sense. A strategic plan has to be drawn with a very broad brush and help direct the way we want to build future resources and at the same time allow for the organic activity that goes on at any great university. The last thing we want to do is have people thinking that they should stop innovating because the plan is supposed to say it all.

Now let me tell you how we want to go about this. We have developed a planning process that includes as many members of our community as feasible, a process that brings you, our faculty, in at various stages. We also want to develop a plan that looks ahead, and we have chosen a time horizon of ten years, a period that President Knapp has called a



decade of transformation. Again, the plan will help guide our investments and decisions in this period.

The first step in the planning process is what Eric Spiegel of Siemens calls strategic visioning. This means asking the question, “What future are we planning for?” We need to build a plan that is based on projections for the economic environment, social norms, educational needs, and social challenges that may unfold over the next decade. What will the world look like ten years from now? We will spend some time building out scenarios of what will the world be like in ten years? What will be the great questions that universities are going to be asked to address? What are the great educational challenges? What will students want from a great university? We will think about the future we are planning for.

We will eventually have a list of key thematic areas and then build out working groups for each that will engage many of the faculty and staff, students, trustees and alumni. Each one of the working groups will have a charge and each will report back to a central steering committee for this plan. In each of the major areas, we will ultimately select certain goals. So, if we want to be great at X in the next ten years, what are our goals for that? What does it mean to be great? What are the metrics against which we would measure our greatness, both in qualitative and quantitative terms?

We also want people looking at resources. If we aspire to be one of the world’s leaders in -- fill in the blanks: sustainability, globalization; whatever we believe are the important objectives for our university -- what are the resources we will need to get there, and where will we these resources come from? Will they be internally generated? Will resources come from corporate philanthropy, individual philanthropy, foundations, federal government funding? The answer in many of these cases will be a mix of the above. But we do not want to build a plan that is completely divorced from the resources we will need to succeed. We also, of course, do not want to under shoot and be totally constrained by our current resources. We want a plan that will inspire giving.

Speaking of inspiring giving, we want to align our fundraising with the strategic plan. There will be, in fact, a part of the planning process in which, as we look at our goals and resources needs, we will work with the development and alumni relations office to align their priorities to the greatest extent possible with the priorities in the plan. We should be focusing a lot of our fundraising energies around those things we believe are most important over the next decade.

We hope to do this in a period of a year. We will be reporting back to the Faculty Senate and its Executive Committee frequently. The Board of Trustees, of course, will be hearing about this. We will ask some of you to volunteer to be part of working groups and other activities. We will draw together public forums to discuss these ideas. Our goal is to have this be the university’s strategic plan. Not my plan, not President Knapp’s plan, but our plan. We hope this strategic plan will inspire our faculty, students, staff, and potential donors to understand that we aspire to move from being very good to being truly great over this decade of transformation.

In response to a question from the audience about top priorities in the plan, Provost Lerman responded that will be determined in the plan. I don't -- I can give you some of my thoughts but my thoughts aren't the last word in this. I hope to lead a process in which we figure out as a university what are the most important priorities. But certainly, three, four, and five is about the right number of strategic initiatives. Some of the plans I've read lay out so many things that basically what it feels like is they said, "What are all the things we're currently doing and let's roll them up and call it a plan." That's not the plan that certainly I've aspired for in this process, but rather it's a plan that makes choices and says here are the -- maybe this many, maybe this many, I'm not sure but a small number of major priorities. But I think that's something I'd rather -- I don't want to put a stake in the ground and say, "These are my priorities; now, let's build a plan around them." I want to participate in a process that helps create those priorities.

In response to a follow-up question concerning research, Provost Lerman responded, I can imagine -- the question is researching what, of course. That's more an interesting question. I think there's a shared desire and it certainly has been President Knapp's clear priority for the whole university since he arrived here, and certainly something I signed up for when I decided to come is to -- the way to create the universities greatness is to continue our traditions of great teaching and education and build a larger base of world class research, and so we'll be doing both of those. The real question though is, in what? What is the full range of activities we want to build that in?

## REPORT OF THE FACULTY SENATE TO THE FACULTY ASSEMBLY

Michael S. Castleberry, Chair  
Executive Committee of the Faculty Senate  
October 4, 2011

First, I want to extend a warm welcome to the members of the Faculty Assembly, the emeriti faculty, and newly-appointed faculty here today. On behalf of the Faculty Senate, I offer the following brief report.

### FACULTY SENATE RESOLUTIONS

During the 2010-2011 session the Faculty Senate considered four resolutions. The resolutions are briefly summarized below.

#### *Resolution 10/1, "A Resolution Presenting Recommendations on the Proposal For a New School of Nursing"*

By way of background, at the Senate meeting on April 9, 2010, the Faculty Senate was presented with a report by the Special Committee on the Proposed School of Nursing (SON). Appointed by the Executive Committee and chaired by Professor Edward Cherian, the Committee was asked to review the proposal to establish a School of Nursing and to provide their response and recommendations to the Faculty Senate. In Resolution 09/5 and the accompanying Report, the Committee advised the Senate that the proposal, received on February 26, did not have sufficient supporting information that would enable it to make an informed recommendation. It also requested that the Special Committee be provided with information that would include a strategic and financial plan.

The resolution further recommended that no further action be taken regarding approval until the Senate was given the opportunity to consider the comprehensive plan and provide sound, well-informed recommendations to the Administration and the Board of Trustees.

Subsequent to this action of the Faculty Senate, the Special Committee was provided with additional materials by Senior Associate Dean Jean Johnson. Further discussions and work on the proposal followed. Resolution 10/1, presented by the Committee, was considered by the Senate at a special meeting held on May 12, 2010. The Resolution expressed the Senate's support for the establishment of a School of Nursing conditional upon several understandings: (a) That at least three tenured faculty members who are not academic administrative officials would be appointed by the faculty of the SON by August 31, 2011; (b) that at least 75% of the regular, active-status faculty of the SON would hold tenured or tenure-accruing appointments by August 31, 2014; (c) that, by August 31, 2010, the Dean of the SON would submit a supplemental memorandum to the Faculty Senate Special Committee on the Proposed SON which would address in sufficient detail the

remaining concerns specified in the Special Committee's Report dated May 3, 2010 attached to the Resolution as Appendix A. And further, that the Faculty Senate's support for the SON expressed in Resolution 10/1 is contingent upon final approval of the amendment to the asterisked footnote on page 18 of the *Faculty Code* proposed in Resolution 09/3, adopted by the Faculty Senate on March 12, 2010, so that said footnote would not apply to the SON.

Resolution 10/1 was adopted by the Faculty Senate at the special meeting on May 12, 2010 and forwarded immediately to the Administration. The Resolution was approved by the Board of Trustees on May 14, 2010.

*Resolution 10/2, "A Resolution on Faculty and Staff Compensation Increases and Compensation Policy"*

Presented by the Fiscal Planning and Budgeting Committee the Resolution commended the University Administration and the Board of Trustees for the decision to continue its past policy for a 4% merit pool in the budget for Fiscal Year 2010 and strongly urged the Administration and the Board to provide for a 4% merit pool in the budget for Fiscal Year 2011. subject to the University continuing to maintain its strong current financial position.

The resolution was discussed by the Administration and members of the Board's Finance Committee, with the Committee concluding that a three percent increase for FY 2011 was consistent with prevailing economic and market conditions.

*Resolution 10/3, "A Resolution to Request Additional Information on the Budgetary and Financial Implications of the Proposed Science and Engineering Complex"*

Presented by the Faculty Senate's Committee on Fiscal Planning and Budgeting, the resolution requests that, if there is a University commitment to construct the SEC building, the Administration provide for continued, frequent, regularly scheduled reports to the Faculty Senate and meetings with a Special Committee of the Senate on the financial and budgetary impact of the SEC building including: (1) The direct costs of construction, as well as related costs associated with furnishing, operating and staffing the SEC building, together with the replacement costs of parking facilities; (2) The status of fundraising for philanthropic contributions to meet the goal of \$100 million; and (3) The status of additional Federally funded research activity that will produce new debt-service related cost recoveries of \$9 million per year; and (4) Any other options or plans under consideration to finance the direct and related costs of the SEC building. (5) A risk and contingency analysis for funding the construction and operating costs of the SEC building, including an explanation in detail of how potential future shortfalls in sponsored research revenue or philanthropic contributions or potential increases in costs will be funded.

Resolution 10/3 was adopted as amended by the Senate. The Administration agreed to provide the requested additional information to the Senate.

*Resolution 10/4, "A Resolution to Clarify the Procedures Governing Awards of Emeritus Status to Retiring Faculty"*

Presented by the Committee on Professional Ethics and Academic Freedom, Resolution 10/4 recommended that Article VII.B. of the *Faculty Code* be amended so that faculty recommendations to confer emeritus status are treated as appointments.

Resolution 10/4 was adopted by the Senate at its meeting on April 8, 2011, and forwarded immediately to the Administration. Because Resolution 10/4 calls for an amendment to the *Faculty Code*, it required action by the Board of Trustees. The Board approved the Resolution at its meeting on May 13, 2011.

## REPORTS

The Executive Committee arranged for the presentation of nine reports to the Faculty Senate. These included:

Two updates from the Innovation Task Force (Associate Vice President Lenn), a report on Noncompliance with the *Faculty Code* by the School of Public Health and Health Services (Joint Senate Subcommittee of Professional Ethics and Academic Freedom and Fiscal Planning Budgeting), a report on the Proposed School of Nursing (SON) by the Special Committee on the Proposed SON (the Special Committee received a memorandum from Dean Johnson August 24, 2010), a report on summer activity by the Chair of the Special *Ad Hoc* Committee on Financial and Operational Planning for the Science and Engineering Complex, an update on Human Resources (Chief Human Resources Officer Lemieux), a report on Fiscal Planning and Budgeting Committee Activities (Professor Cordes, Chair), an update on Core Indicators of Academic Excellence (Provost Lerman), and an update on University Parking Transition Issues (Associate Vice President O'Neil Knight).

In addition, the Executive Committee continued a process it instituted during the 2001-2002 session of presentation of school status reports by the Deans. Accordingly, the Senate received reports from: the School of Business (Dean Doug Guthrie), the Graduate School of Education and Human Development (Dean Michael J. Feuer) and the School of Public Health and Health Services (Dean Lynn Goldman).

Chairman of GW's Board of Trustees W. Russell Ramsey accepted the Senate's invitation to address the Faculty Senate at its meeting on February 11<sup>th</sup>.

## PERSONNEL MATTERS

### *Grievances*

No grievances were received during the 2010-11 session.

### *Nonconcurrences*

The Executive Committee received a nonconcurrency with a faculty promotion and tenure recommendation originating in the School of Engineering and Applied Science. The Executive Committee reviewed the matter and recommended that the Dean withdraw his nonconcurrency with the faculty recommendation in the case. The Dean did not withdraw his nonconcurrency and the Department elected to forward the matter to President Knapp. The President decided to extend the tenure clock for the faculty member and make a determination in one year.

Respectfully submitted,

*Michael S. Castleberry, Chair*  
*Faculty Senate Executive Committee*

### *Members of the Executive Committee:*

#### *2010-2011*

*Brian L. Biles (SPHHS)*  
*Bruce J. Dickson (ESIA)*  
*Miriam Galston (GWLS)*  
*Charles A. Garris, Jr. (SEAS)*  
*Diana E. Johnson (CCAS)*  
*Gary L. Simon (SMHS)*  
*Philip W. Wirtz (SB)*  
*Michael S. Castleberry, Chair (GSEHD)*  
*Steven Knapp, President, ex officio*

#### *2011-12*

*Bruce J. Dickson (ESIA)*  
*Miriam Galston (GWLS)*  
*Charles A. Garris, Jr. (SEAS)*  
*Alan E. Greenberg (SPHHS)*  
*David W. McAleavey (CCAS)*  
*Scheherazade S. Rehman (SB)*  
*Gary L. Simon (SMHS)*  
*Michael S. Castleberry, Chair (GSEHD)*  
*Steven Knapp, President, ex officio*