

**THE GEORGE WASHINGTON UNIVERSITY**  
Washington, D.C.

**MINUTES OF THE REGULAR MEETING  
OF THE FACULTY SENATE HELD ON  
DECEMBER 14, 2012 IN THE STATE ROOM**

**Present:** President Knapp, Provost Lerman, Registrar Amundson and Parliamentary Charnovitz; Deans Feuer and Goldman; Professors Acquaviva, Brazinsky, Castleberry, Cordes, Dickson, Garris, Greenberg, Hamano, Helgert, Kim, McAleavey, Newcomer, Sidawy, Simon, and Swaine

**Absent:** Interim Dean Akman, Deans Barratt, Berman, Brown, Dolling, Eskandarian, Guthrie, and Johnson; Professors Barnhill, Briscoe, Dhuga, Dickinson, Fairfax, Harrington, Lantz, Parsons, Rehman, Shesser, Stott, Williams, and Yezer

**CALL TO ORDER**

The meeting was called to order at 2:14 p.m.

**APPROVAL OF THE MINUTES**

Professor Helgert advised that the \$13 million cost estimate in the November report of the Physical Facilities Committee for renovation and construction of the Superdorm was incorrect. The correct amount was provided after the meeting by Dean Konwerski, who reported the cost at approximately \$130 million. The Senate approved the addition of this information to the meeting minutes, and the minutes of the meeting held on November 9, 2012 were approved as corrected.

**CHANGE IN THE ORDER OF THE AGENDA**

Because a quorum was not present at the beginning of the meeting, Professor Castleberry requested and received unanimous consent to change the order of the agenda so that items 5, 6, and 7 could be presented as the next items of business.

**CAMPUS SMOKE-FREE INITIATIVE**

Vice President for Human Resources Sabrina Ellis made a brief report. As planned, GW's intent to launch the Initiative was announced on November 15. The announcement was the culmination of many months of activity in which students were involved. Ms. Ellis also indicated that she had met with the Executive Committee of the Faculty Senate and the Joint Committee of Faculty and Students to discuss plans to achieve a smoke-free campus.

A task force is now meeting to talk about how this initiative will be implemented. There are four principal components, those being the policy itself, signage to inform everyone GW is a smoke-free campus, a smoking cessation program, and policy enforcement.

GW currently has a smoke-free policy that includes all buildings. The new policy will be expanded so that it is consistent with present D.C. law, which allows property owners to ban smoking 25 feet from their buildings. The policy currently has an implementation date of September 1, 2013. As smoke-free campus programs have been put in place at other colleges and universities in the country, there is always a cessation component to provide assistance to smokers as the campus is made smoke-free.

In response to a question by Professor Castleberry about feedback on the policy, Vice President Ellis indicated that she is chairing the task force on the faculty and staff side, and Dean of Students Konwerski is chairing on the student side. The student representative on the task force has met with a number of student organizations, and the task force itself is soliciting feedback to be considered as the initiative moves toward full implementation. The task force is discussing enforcement mechanisms that will be adopted in order to secure policy compliance. It will also continue discussing ways to make more information available to the campus community on how the University will move forward with the initiative. Both Dean Konwerski and Vice President Ellis expressed the opinion that the more feedback was received and considered, the easier policy implementation would be. Vice President Ellis said she thought it would probably be a good idea for her to cycle back either to the Senate Executive Committee or the Joint Committee of Faculty and Students with updates as appropriate, or perhaps even to the Faculty Senate itself.

#### REPORT ON THE GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Dean Michael Feuer presented the report, and distributed hard copies of it at the meeting. The report is included with these minutes.

Dean Feuer characterized the Graduate School of Education and Human Development (GSEHD) as a small School with a big agenda, having campus locations in the Washington Metropolitan Area as well as in Hampton Roads, Virginia. As set forth in the report, the School consists of five departments, each of which offers masters degree programs, an Educational Specialist degree, and an Ed.D. program. A Ph.D. program in Counseling is offered through GW's Columbian College of Arts and Sciences. GSEHD is accredited by the National Council for the Accreditation of Teacher Education (NCATE), the District of Columbia, and two other accreditation bodies associated with Counseling and related educational programs, and another for Rehabilitation Education.

GSEHD'S many connections with local, national, and international groups presents a broad footprint for the School's programs and strategic initiatives. The School exercises a leadership role in many organizations including the American Educational Research Association, the National Board for Professional Teaching Standards (NBPTS), Chi Sigma Iota (counseling) and also collaborates with the National Capital Language Resource

Center (NCLRC). Of particular interest is the establishment of DC EdCORE, the DC Consortium on Educational Evaluation and Research.

GSEHD houses 5 Centers approved by the Office of the Vice President for Research including the Center on Education Policy, Center for Applied Developmental Science and Neuroeducation, the Center for Advancement of Research in Distance Education (CARDE), the Center for Excellence and Equity in Education (CEEE) and the Center for Rehabilitation Counseling Research and Education (CRCRE).

Recognizing the importance of supporting the development of individual students and faculty interests, GSEHD established many conference formats that annually engage faculty and students. Of particular note is the School's Educational Symposium for Research and Innovation (ERSI) and the Conference on Human and Organizational Studies, organized by the Department of Human and Organizational Learning.

Finally, Dean Feuer noted that he had just been elected as President-elect of the National Academy of Education, (NAEd). His two-year term of this highly regarded organization will begin in fall, 2014. The two-year term is renewable.

Dean Feuer said that when he arrived at GW in the fall of 2010, he launched a process of strategic planning in the School involving all faculty, including different clusters of faculty who do not typically interact across the departments. A number of questions were posed to the faculty groups and from their work was built what has become an emerging vision of GSEHD's future. Several themes emerged that began with a widespread consensus in the School that it already has a significant niche, but it could have an increased role in the connections between education and more broadly, human capital development, both in the U.S. and internationally. During these discussions, GSEHD conducted an inventory of its existing programs, 57 in all. The menu of degree and certificate programs and specialization programs is quite broad and diverse and the School is actively discussing the criteria by which decisions are made about consolidations, additions, or perhaps even subtractions.

With respect to the physical and intellectual infrastructure of the School, as almost everyone knows, GSEHD facilities are not optimal -- the physical plant should be improved to offer a model for innovative teaching and learning. With respect to the intellectual infrastructure, the School has already started making a number of strategic investments to improve its capacity to develop fundable proposals and increase the chances of attracting sponsored research. In addition, faculty in the School have a very strong view about the importance of the staff, and a number of activities and initiatives have been launched to involve staff in thinking and decision-making about the future of the School. As a faculty, GSEHD has expressed a commitment to diversity and inclusion, or a rights agenda, especially in education. In addition, there is an overwhelming sentiment in the School that the lifeblood of the institution and the future of the School in the nation and the world depends upon its ability to recruit and retain the best faculty. Finally, the School is very committed to innovative partnerships; several of these initiatives are already underway with the Business, Law, and Engineering Schools, as well as with Nursing, Public Health, and the School of Medicine and Health Sciences along with Colombian College of Arts and Sciences.

Dean Feuer reviewed data in the report about GSEHD students from the class of 2012, including results of a survey about why students enroll in graduate education programs, the value of a GSEHD degree, career pathways, and the labor market for graduates. Survey respondents enroll in GSEHD for a number of reasons, including professional development, personal growth, career change and salary advancement. The vast majorities also rate their degrees as having prepared them to succeed in their chosen profession and achieve their personal and career goals. Not surprisingly, roughly 70% find employment in some branch of the education system K-12 through higher education. A significant portion work in public agencies, nonprofit or even for-profit companies. This is not surprising because GSEHD defines education broadly as a field that embraces not only K-12 and postsecondary institutions, but deals with the kind of human capital development that takes place in workplaces, the military and elsewhere. In terms of income, more than 60% of GSEHD graduates earn more than \$50,000 per year when they graduate. This level of compensation seems modest, but salaries are comparable to or higher than those earned by graduates from GSEHD's peer institutions.

Dean Feuer concluded his remarks by describing the School's progress toward achieving compliance with the *Faculty Code* requirement that 75% of a School's faculty be tenured or on the tenure track. The School is still formally out of compliance, but since 2010, the trend has been moving in the right direction. In 2010, the ratio was 65% tenured or tenure-track faculty to 35%; if recruitments underway in the School all work out, the result for 2013 is projected at 70%/30%. Currently, 8 searches are in process.

The report also presents a breakdown of the overall compliance ratio projections for 2013 by department. A picture of faculty distribution with natural attrition depicts several scenarios for reaching the 75-25% goal over the next 6 years. Clearly, attrition via retirement and replacement of tenure and tenure-accruing lines and non-tenure-accruing and contract lines will not achieve the goal; a combination of attrition and growth in tenure lines will be required. Several pathways to compliance are depicted in the report, the surest of which would be to grow the number of tenure lines substantially while at the same time replacing non-tenure lines with tenure lines.

Dean Feuer said he thought for a number of reasons, including the goals of the School and the University, one of the most important factors for the quality of programs and the institution's reputation in the world hinges very much on the ability or willingness to recruit and retain tenure-accruing or tenured faculty. Also important are development efforts and growing programs that enable GSEHD to expand, certainly into areas where enrollment growth and research opportunities can be expected.

#### OPEN DISCUSSION ON THE DRAFT UNIVERSITY STRATEGIC PLAN

Professor Castleberry said that the Strategic Plan will be discussed at each of the Senate meetings during the spring semester. He added that all of the members of the Senate have been asked to go back to their schools, programs, and departments to make sure that people are engaged in the process. A Strategic Plan that does not have input from every level about the impacts of evolving trends on the University's future direction will not be as good a plan as one where people have considered how it will affect curricular offerings, departments and programs, and recruitment efforts.

Professor Castleberry said he thought that if schools and departments do not get involved in discussions about the Plan, the discussions will happen without them, decisions will be made and go forward, and the chance for input will be lost. It is important for the faculty and the Senate to seize the opportunity to provide meaningful input as the Plan is finalized. It is also important for the Senate to decide how best to reflect and transmit the wisdom of its constituent groups to the University Administration. Following these remarks, Professor Castleberry asked Provost Lerman if he would provide an update on recent conversations about the Plan.

Provost Lerman spoke briefly about the timeline for the Strategic Plan. The draft Plan was distributed in early October, 2012 and it has been the subject of conversation at each Senate meeting during the fall semester, either as a formal agenda item or as an update under the Provost's Remarks.

During the process of re-editing the draft Plan, an enormous amount of feedback has been received, both verbally and in writing. Most of this input has taken the form of comments made in a variety of forums involving a broad spectrum of campus community members. A series of meetings was organized by Academic Affairs, to which all department and program chairs were invited in groups of 8 to 12 to have lunch and discuss the plan. The groups were formed more or less randomly so that different schools were included in each lunch meeting. These meetings provided not only an opportunity to provide input about the draft Plan, but also a chance for department and programs across the schools to converse with each other.

Provost Lerman said he also organized another town hall meeting with student leadership, the third that has been held. A general town hall for the entire University community also provided input about the draft Plan.

Perhaps the biggest single item in that Plan that engendered the most conversation has to do with how the University admits undergraduate students. This topic is the one on which the range of opinions is probably the broadest. The draft Plan recommends that GW admit students as students of the University, rather than as students in any one School. It is expected that students will find their way to the various Schools over time, somewhere in their freshman or sophomore years.

A number of questions were posed about this concept, particularly by the SEAS faculty. One is how to assure that the balance of student preferences will ultimately more or less match the capacity of the schools. The Provost said he thought this can be dealt with by shaping the University's Admissions process to match institutional capacities with student interests and admit a pool of students who in all probability will distribute themselves more or less in line with the capacity for teaching undergraduates within the schools.

A second concern has to do with how best to deal with programs that are clearly capacity limited. The School of Media and Public Affairs (SMPA) program in Columbian College of Arts and Sciences is a good example. SMPA is a school-within-a-school, with limited capacity. Students who choose to major in SMPA fields come from two sources.

There are those, who for lack of a better name we refer think of as “pre-majors”, who express a preference during the Admissions process for enrollment in SMPA and are admitted with the right to be in the SMPA programs. The other seats in the major are filled, usually in the freshman or sophomore year, by students who later express an interest in SMPA and meet a grade-point average requirement. By fine-tuning the GPA threshold, it is possible to match the capacity of the school and its faculty with the number of students admitted. The Provost said he believes this a good model for the admissions process going forward.

The third area of concern has to do with preserving school identity. A number of GW alumni identify strongly not with the University as a whole but with the school from which they received their degree. At the same time, some high school students apply to GW because they have a very specific interest in a particular school and no interest in enrolling in other GW schools. The pre-major admissions concept works well with these prospective students, as they can express a preference, for example, to enroll in SMPA and learn if they can or cannot study there and make their admissions decision accordingly. The Provost added that other schools have utilized this process with the same parameters, and there are demonstrable cases where it has worked effectively, for example, at Tulane.

Another piece of the puzzle is how to align the budget model with a very different way of providing undergraduate education by admitting students to the University as a whole rather than to/through individual schools. A detailed budget model will not be laid out in the Strategic Plan. What can be done is to outline the principles that a new budget model would follow. As an example, there should be some relationship between the teaching of undergraduates and budgetary outcomes by some metric, such as credit hours, so that those schools who choose to teach more undergraduates will have some of that reflected in their ultimate budgets. There needs to be an incentive for providing undergraduate education, and the key is to determine the incentives the University wants to create and include as principles behind a budget model.

The Provost then described the positive considerations in implementing a new admissions process. The most important reason is pedagogical. Although GW schools have articulated what every student should know and learn as part of an undergraduate education, the University has not. A particularly important consideration in this effort is the role of liberal arts studies and the acquisition of communications skills.

A second positive consideration is encouraging cross-disciplinary teaching. There is currently no incentive for faculty across schools to get together and teach because eventually those credit hours are going to be “owned” by someone. Because the University presently counts by major and not by credit hour, there is no incentive to encourage collaborative efforts.

The third consideration is encouraging and incentivizing the professional schools, where appropriate, to offer undergraduate courses. Two of the schools that come to mind are the Graduate School of Education and Human Development and the Law School. Pedagogically, this will allow the University to teach students better and provide a more meaningful education than it could by utilizing the present model. In addition, there are emerging fields where cross-disciplinary teaching is necessary. The new Sustainability

Program is a good example. There are presently five faculty members from five different schools teaching in this program. To make that happen under the current model, it was necessary to gather a group of faculty willing to participate and work out an appropriate way to administer it. These types of teaching arrangements are good prospects to match to the interests of potential donors.

In conclusion, the Provost said there are many other things in the draft Plan that people have commented on, many of which call for amplification. As an example, many people have expressed the view that not enough has been said in the Plan about the Virginia Science and Technology Campus. There is also not much in the Plan about graduate education and student life, and some students have asked that this be amplified. These and a number of other good ideas will be woven into the next version of the Plan.

Professor Simon said he thought it very difficult to address the kinds of things undergraduates should learn because so many departments and schools deal with this issue on a parochial basis. There is at present no simple way to teach a course that crosses multiple departments or multiple schools since tuition dollars are allocated on a course basis to a particular school or department. Provost Lerman said he thought some of this could be solved by a new admissions paradigm, however, the University needs to make a meaningful statement about what every student should learn while at GW, independent of their major. This is not a mandate to be imposed by Rice Hall; rather it is one that the faculty has to grapple with. Provost Lerman added that he and Professor Castleberry have been discussing how to create a working group to develop ideas to address this.

Professor Castleberry concluded the discussion by speaking to the issue of accommodating student life concerns into the Strategic Plan. He related that he had recently heard about this, particularly about graduate student life, from President Narla of the Student Association. Outside of the newer schools, there is a lack of adequate gathering and study space for these students. Other improvements both within and outside the classroom need to be made to enhance graduate student instruction and interaction. These concerns really should be addressed in the final version of the Strategic Plan.

**RESOLUTION 12/4, "A RESOLUTION TO AMEND THE PROCEDURES FOR THE IMPLEMENTATION OF THE FACULTY CODE WITH RESPECT TO DEAN SEARCHES"**

Professor Garris, Chair of the Committee on Professional Ethics and Academic Freedom, introduced Resolution 12/4. Professor Garris said that another version of the Resolution was discussed at the November Senate meeting, with the result that it was returned to Committee for further consideration. Resolution 12/4, as distributed with the agenda for the December meeting, was revised to address concerns raised during the discussion in November.

Professor Garris said that the *Faculty Code* has always provided for the tenured faculty at the University to form the a central core of all Dean Search Committees that consider nominations and report recommendations to the University Administration. Prior to 1990, this was done exclusively by the tenured faculty, however, in 1990 various groups in the University indicated that they wished to participate in these processes. On December

14, 1990, the Senate adopted Resolution 90/9 and the Resolution was accepted by the Administration. Resolution 90/9 provided guidelines for making Dean Searches more inclusive, so that various groups could be represented, including students (undergraduate and graduate), alumni, the Board of Trustees, and the University Administration. These representatives would participate in a non-voting supporting role to the elected faculty search committee. The guidelines also provided that schools could include representation from any group that it felt would be helpful in the search process.

Professor Garris reminded the Senate that shortly after Resolution 90/9 was adopted, he had served as the Chair of the Dean Search Committee in the School of Engineering. The Committee implemented the guidelines with much enthusiasm and the result was quite satisfactory. Since then, other schools have followed this same model, and virtually all of the searches conducted at the University have taken this inclusive approach. Professor Garris added that he thought there is more or less universal feeling among the faculty that it is important to be inclusive, and that input from these non-voting representatives is valuable the search process.

Although Resolution 90/9 was adopted in 1990, the *Faculty Code* was not modified in any way to reflect these guidelines. Thus, Professor Garris said that Resolution 12/4 is essentially housekeeping – the *Code* probably should have been amended then. Professor Garris next reviewed the provisions of Resolution 12/4. The Resolution calls for modifying the *Faculty Code* by adding a new section c) to Part C.2. of the *Procedures for the Implementation of the Faculty Code* which sets forth the process for faculty participation in the process of appointing all high-level academic administrators, including deans. The Faculty Dean Search Committee (FDSC) will still consist of tenured faculty members elected by their school. An expanded Dean Search Committee will consist of non-voting members participating in the process. Resolution 12/4 calls for the FDSC to meet in executive session to “deliberate and vote on the criteria for selecting a new Dean, the selection of candidates for preliminary and final interviews and/or the selection of nominees to be presented to the faculty or appropriate administrative officer in accordance with the first sentence of paragraph b.” The Resolution also provides that the Dean Search Committee, after consultation with the Provost, may invite students, staff, non-tenured faculty members, and alumni to meet with candidates chosen for final interviews and provide their recommendations to the Dean Search Committee.” Professor Garris commented that the last provision was added because there may be issues of confidentiality that have to be honored that might make it unwise to expand the pool of those meeting with decanal candidates beyond the Dean Search Committee membership.

Professor Garris mentioned one issue raised by Dean Goldman of the School of Public Health and Health Services (SPHHS) at the November Senate meeting – that voting members of the Dean Search Committee are limited to tenured faculty members. Dean Goldman voiced concerns that this was outdated, and that non-tenured faculty should be able to serve and vote on the Faculty Dean Search Committee. This issue was discussed by the PEAFF Committee, which strongly opposed the proposal. A primary reason for this restriction is the fact that tenured faculty are special in a number of ways. They have academic freedom and enjoy an independence of thought and expression that non-tenured faculty do not. In addition, tenured faculty members undergo a rigorous selection process, following which they must demonstrate over six years their suitability for promotion and



tenure in three areas: teaching, research and service. These requirements do not apply to non-tenured faculty members. In addition, tenured faculty continually serve on Committees and interact frequently with the deans and other administrators in their schools.

Professor Simon indicated he could not support Resolution 12/4 as written because it did not contain an exception for faculty members in the MFA who have regular faculty titles, but have not been awarded tenure since 1985. The pool of tenured faculty members has not increased since that time and if something is not done, there will one day be no more tenured faculty in the MFA. Professor Simon argued that this exception should be included for schools that cannot award tenure. Discussion followed. Professor Acquaviva observed as a point of clarification that the School of Medicine and Health Sciences can award tenure. Professor Simon agreed, but said that the vast majority of the faculty in SMHS cannot be awarded tenure, and he found it objectionable that, because he works for a clinical department, if he had been hired six years later he could not serve on a Faculty Dean Search Committee.

Professor Castleberry spoke in support of the Resolution, but added that the *Faculty Code* does not provide for the Faculty Senate a role in developing a policies pertaining only to one school rather than all of the schools. Professor Garris said he agreed with Professor Simon that the tenure situation for MFA/clinical faculty issue was an important issue. However, it really does not affect the problem Resolution 12/4 seeks to solve. Professor Simon said he thought the Resolution reinforces the problem, as the lack of tenured faculty disenfranchises a large portion of the medical faculty, and he urged that consideration of the Resolution be delayed until this issue is resolved.

Professor Swaine commented on the second sentence of the first Resolving Clause, which seems to envision that the Faculty Dean Search Committee that is elected by the regular, active-status faculty of a particular school be given the delegated authority to concur, or not to concur, with the participation of non-voting members. He added that he thought it might be better written to make the inclusion of such non-voting members contingent on the approval of the school's regular, active-status faculty, who might decide the question themselves or delegate the authority to their Faculty Dean Search Committee.

Professor Swaine also expressed concern about the wording of the portion of the Resolving Clause pertaining to Faculty Dean Search Committee executive sessions, which provides that this be done after receiving recommendations from the Dean Search Committee. He said he thought this could be improved by clarifying that the idea is to provide the opportunity for the Dean Search Committee to provide recommendations, rather than create a situation where a search could not proceed because the Dean Search Committee had not done so.

Finally, Professor Swaine said he was uncertain about whether the last sentence of the first Resolving Clause was correct in specifying that recommendations of non-search committee members meeting with candidates should report to the Dean Search Committee (as written) or the Faculty Dean Search Committee.

Discussion followed. Professor Garris said he thought the sentiment on the PEAFC Committee was that it was a bit awkward to have the Faculty Dean Search Committee go

back to the regular, active-status faculty of a school to have them vote on the inclusion of non-voting members on the full Search Committee. The idea is that the Faculty Dean Search Committee is given the authority by the regular, active-status faculty. However, it does not preclude the Faculty Dean Search Committee from choosing to go back to the regular, active-status faculty of a school to solicit advice. Professor Garris said he had no objection to an amendment that would clarify this portion of the Resolving Clause. Further discussion followed about the best way to do this.

Professor Swaine moved that the language of the second sentence of the first Resolving Clause be modified to provide that members of the Dean Search Committee might be invited for membership with the concurrence of the appropriate faculty, or if so designated by the faculty, the Faculty Dean Search Committee and the motion was seconded. Professor McAleavey expressed support for the amendment, after which a vote was taken and the amendment was approved.

President Knapp called upon Lynn Goldman, Dean of the School of Public Health and Health Services (SPHHS), who said she wanted to clarify her comments at the last Senate meeting during which she conveyed the sentiments about Resolution 12/4 of two SPHHS representatives who could not be present. She then outlined her own views, agreeing with Professor Garris that tenured faculty are indeed special in many ways, and that fact is recognized in the SPHHS. She said that other universities permit more engagement by non-tenured faculty and representatives of other stakeholders in dean searches, and GW should also do this. At these other institutions the tenured faculty are clearly in the majority on the search committee, and no one is suggesting they should be outvoted by staff or anybody else. In addition to urging that voting not be restricted to the tenured faculty, Dean Goldman said she thought the emphasis on the Faculty Dean Search Committee going into executive session where the real discussions and decisions are made was misplaced as it creates the feeling that everyone involved in the search is engaged and these opinions are valued, but the final decisions are made by the tenured faculty on the Faculty Dean Search Committee.

Dean Goldman concluded her remarks by speaking to the special role that non-tenured faculty, including non-tenured and research faculty, play in the SPHHS. She also clarified that the School does not really utilize different criteria for hiring its research faculty than it does for tenure-track faculty. High standards of excellence are demanded of research faculty, and unlike tenured faculty, these individual must demonstrate their worth on a year to year basis. Dean Goldman said she would agree that the tenured faculty may have a broader background than their non-tenured colleagues and have a better idea of what is needed in a Dean. However, to say that means no one other than the tenured faculty can participate or vote should not be stated or implied in the Dean Search process.

President Knapp noted that, due to the imminent loss of a quorum, the discussion would have to be continued at the next meeting. He urged that everyone keep the discussion in mind until then.

## INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

## GENERAL BUSINESS

Due to the loss of a quorum and the lateness of the hour, by unanimous consent, the order of the agenda was changed. General Business items are covered in these minutes in the order listed on the agenda rather than the order in which they were presented.

- I. Nomination for election of the following faculty member to Senate Standing Committees: Appointment, Salary and Promotion Policies: Shivraj Kanungo

This action item was postponed to the January 11<sup>th</sup> Senate meeting.

- II. Nominations for election by the Faculty Senate of the following faculty members to the Student Grievance Review Committee: Megan C. Leftwich and Igor Strakovsky

This action item was postponed to the January 11<sup>th</sup> Senate meeting.

## III. REPORT OF THE EXECUTIVE COMMITTEE

Professor Castleberry presented the report, which is included with these minutes.

## IV. INTERIM REPORTS OF SENATE COMMITTEES

Professor Garris, Chair of the Committee on Professional Ethics and Academic Freedom, presented an oral interim report on behalf of the Committee. He prefaced his remarks by saying this has been an exceptionally busy year for the Committee as it deals with three principal issues.

Professor Garris advised the Senate that the Committee has drafted a sample Dean Search procedure, but decided not to incorporate it into Resolution 12/4. Over the years, these procedures have been followed in a number of schools and have proven very useful. [The document was made available at the meeting and is included with these minutes.]

The PEAFF Committee has also been considering the Interim Policy on Sexual Harassment and Sexual Violence. This Policy was developed in response to a letter from the Department of Education Office of Civil Rights, and the Senate voted in September to approve its implementation for one year. The Policy has been sent for review by and input from a wide variety of people in the University community, with legal backgrounds in issues of sexual violence. The Committee has also met with Vice Provost for Diversity and Inclusion Terri Reed, Senior Associate Vice President Darrell Darnell and others who were

involved in developing the Policy, and a good deal of progress was made. The PEAFC Committee formulated its recommendations and transmitted these to Vice Provost Reed in Academic Affairs, and awaits a response from that office.

A third issue before the PEAFC Committee is the new Patent Policy, which is intended to enable innovation and creativity primarily, but not exclusively, in Science, Technology, Engineering and Mathematics (STEM) areas. The Policy will also cover business patents and methods, and other areas. The importance of the Policy is that it offers the possibility of opening up new revenue streams for the University, but it will also help in faculty recruitment. It enables faculty members to benefit from their creativity as well.

The Patent Policy has also been sent out for review, and feedback has been received from a wide swath of the University community. PEAFC is now making several modifications to the proposed Policy. The Committee believes it has proposed a number of innovative ideas, and it should be interesting to see how these are received. Professor Garriss estimated that in a week or two the Committee will submit to the Administration its proposed Policy for consideration.

#### V. PROVOST'S REMARKS

Provost Lerman reported that on the previous day, he and President Knapp joined an enthusiastic group of student and staff callers in a phonathon to welcome students admitted to the University on an early decision basis. These 600 incoming high school seniors constitute the largest group of early decision freshmen in the history of GW, and they will form a substantial portion of next year's freshman class. Provost Lerman said he thought their positive responses to this outreach greeting them into the GW community is really heartening. GW is their first choice, and for that reason, in many ways this will be the most committed and engaged group.

With respect to faculty recruitment, Provost Lerman reported that the schools are actively engaged in this process. There is every reason to expect that GW will once again attract a new cohort of young scholars to teach the new cohort of young students who join the University community. This combination is a great source of optimism about where GW is headed as a University, a virtuous cycle where great students lead to great faculty and great faculty lead to great students.

Provost Lerman concluded his remarks by observing that over the next several weeks, the Strategic Plan draft will be revised, and he invited everyone once again to submit thoughts, comments, and ideas about it to his office.

#### VI. CHAIR'S REMARKS

President Knapp commented briefly on the official launch of the University's Cybersecurity Initiative. Michael Chertoff, former Secretary of Homeland Security, will be the overall Chair of the Initiative. Also onstage at the Morton Auditorium as members of the panel were both Chairs of the House Committees on Intelligence and Homeland

Security, Congressman Mike Rogers and Michael McCall. Also present was Mort Zuckerman, who is the head of Boston Properties, the firm which developed the Square 54 Avenue project and is overseeing the development of the Science and Engineering Hall on the Foggy Bottom campus. Mr. Zuckerman is also the editor in chief of the *New York Daily News*, and an editor of *U.S. News and World Report*. Representatives of the Director of National Intelligence attended, as did Howard Schmidt, who is the White House Coordinator for Cybersecurity.

President Knapp said he thought the morning's presentation was sobering because the danger posed by cyberattacks is so extraordinary. A recent example was the destruction of 30,000 computers belonging to the Saudi Arabian oil company, Aramco. The attack did not merely compromise software or result in denial of service, but rather, destroyed the hard drives of the targeted computers. The prospect of a similar cyberattack on critical infrastructure in this country, makes it clear that cyberattacks are becoming a very significant threat. A number of speakers at the morning panel likened the situation to the one faced during the cold war because of the potential for very wide destruction, from massive power outages over large areas for a period of weeks to the destruction of hospital and banking records, including backup documentation.

President Knapp said he thought the University is in a unique position not only because of its location, but also because the distributions of strengths across its faculty in multiple schools can make a very serious contribution not only on the technical/engineering side, but also in education, law, public policy, business, and international affairs. And all of these disciplines can be brought together to address these very serious challenges in a holistic manner. The Cybersecurity Initiative is very consistent with the emphasis of the Strategic Plan because it has a global element, and it also involves producing citizen leaders in this field.

#### BRIEF STATEMENTS (AND QUESTIONS)

There were no brief statements or questions.

#### ADJOURNMENT

President Knapp wished everyone a safe, healthy, and enjoyable holiday season, and upon motion made and seconded, the meeting was adjourned at 3:44 p.m.

*Elizabeth A. Amundson*

Elizabeth A. Amundson  
Secretary

# *Report on GSEHD: Focus on Students and Faculty*



**MICHAEL J. FEUER, DEAN**

**DECEMBER 14, 2012**

Graduate School  
of Education  
& Human Development

THE GEORGE WASHINGTON UNIVERSITY

# GSEHD

A little school...



*...with a big agenda*



**Campus locations** in DC, VA, and MD, and internationally in Singapore and Hong Kong





# GSEHD: Some key facts



Department	Faculty	Enrollments
Counseling and Human Development	13	235
Curriculum and Pedagogy	10	154
Educational Leadership	29	764
Human and Organizational Learning	11	301
Special Education and Disability Studies	11	306
Total	74	1758

## Degrees offered:

- Master of Arts in Education and Human Development (M.A.)
- Master of Education (M.Ed.)
- Master of Arts in Teaching (M.A.T.)
- Education Specialist (Ed.S.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.) (*via CCAS*)

# Accreditation



- National Council for the Accreditation of Teacher Education (NCATE)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for Rehabilitation Education (CORE)
- State Education Agency-Board of Education of the District of Columbia

# GSEHD Leadership



- AERA
- National Board for Professional Teaching Standards (NBPTS) –Chi Sigma Iota (counseling)
- Educational Symposium for Research and Innovation
- Conference on Human and Organizational Studies
- Center on Education Policy
- DC EdCORE
- National Capital Language Resource Center (NCLRC)
- Distance Education (CARDE)
- Voyages Project (The Autism Center)
- National Academy of Education

## Strategic goals: glimpses from faculty planning (ongoing)



- Increased role in local, regional, national, international education and human capital
- Analysis of our existing menu: 57 varieties
- Student and faculty life: physical and intellectual infrastructure
- Staff development: our learning community
- The civic good: the future of diversity
- Faculty growth and recruitment of top caliber scholars
- Partnership and innovation: business, law, engineering, nursing, public health...

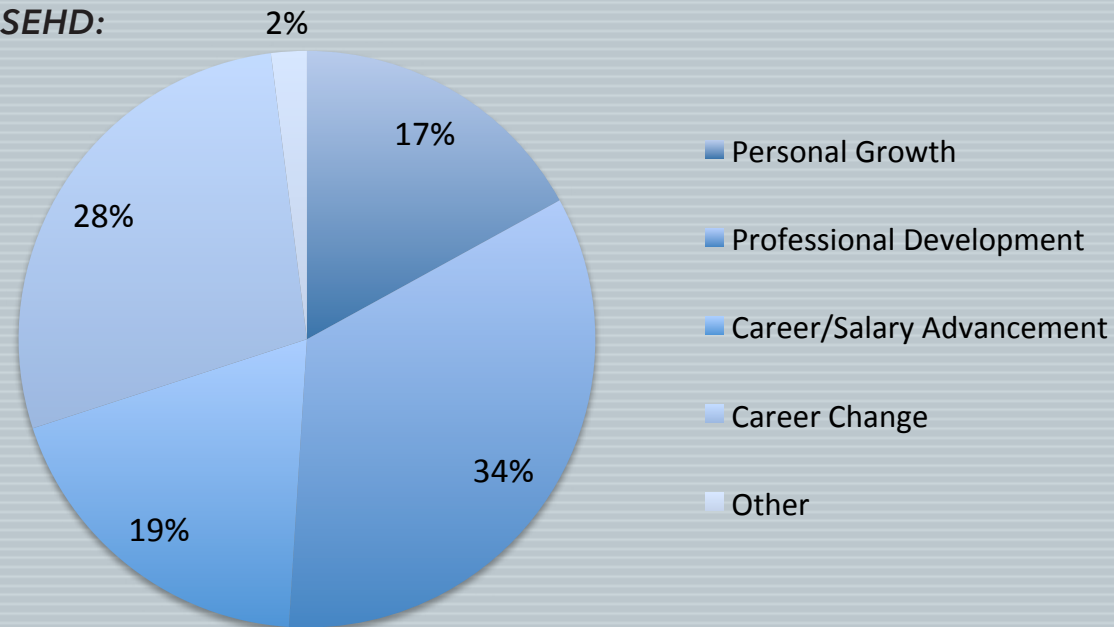
# About our students: data from the class of May 2012



SOURCE: GSEHD Office of Student Life (Office of Career Services)

Sample: 221 graduates surveyed, 45% response rate.

## WHY STUDENTS COME TO GSEHD:

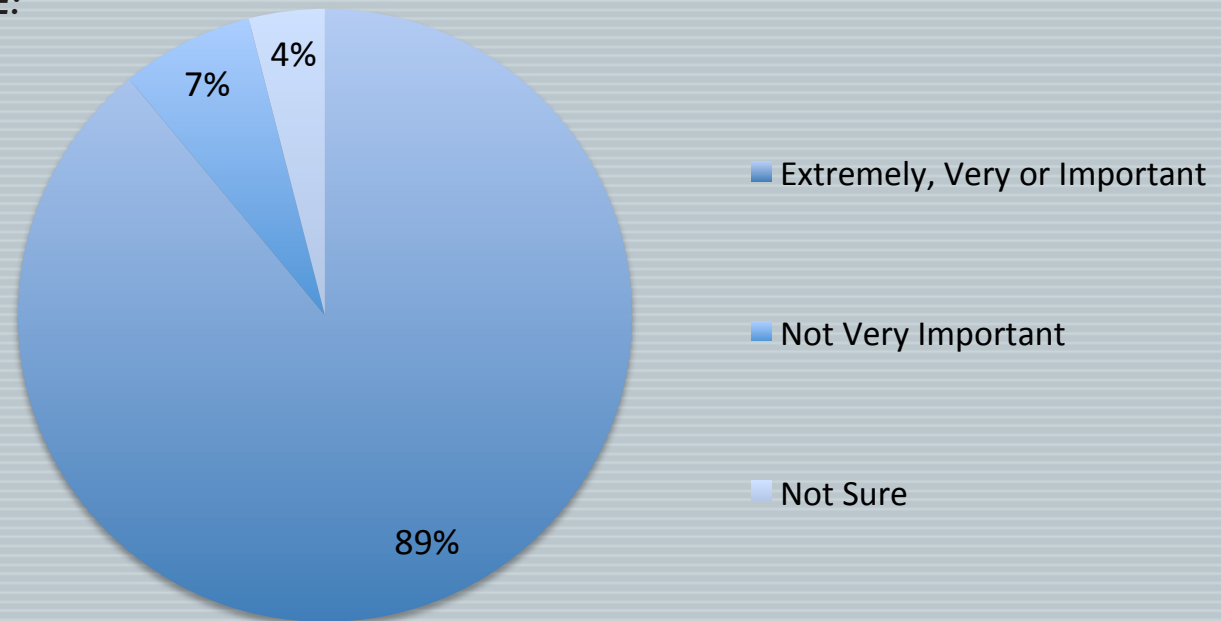


# Degree Value



- Our graduates believe their academic programs have prepared them to succeed in their chosen profession and achieve their personal and career goals.*

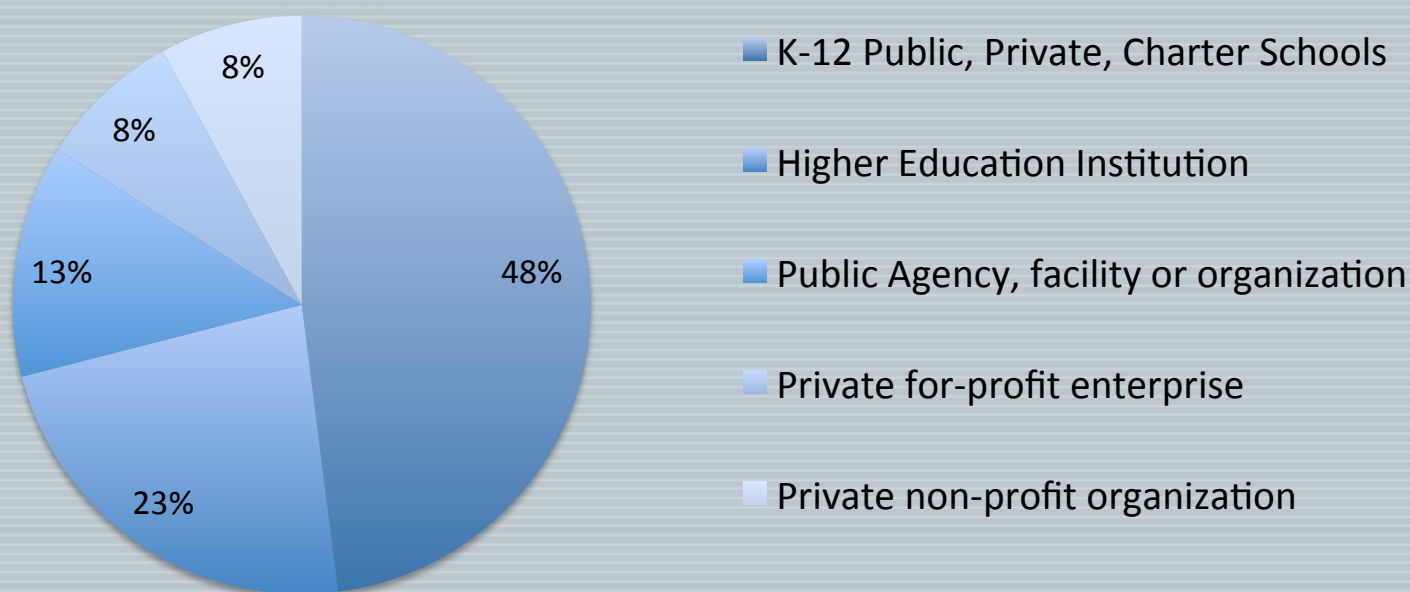
## VALUE OF A GSEHD DEGREE:



# Career Pathways of GSEHD Grads

- Our students typically find jobs within three months of graduation
- 75% of responding graduates are employed

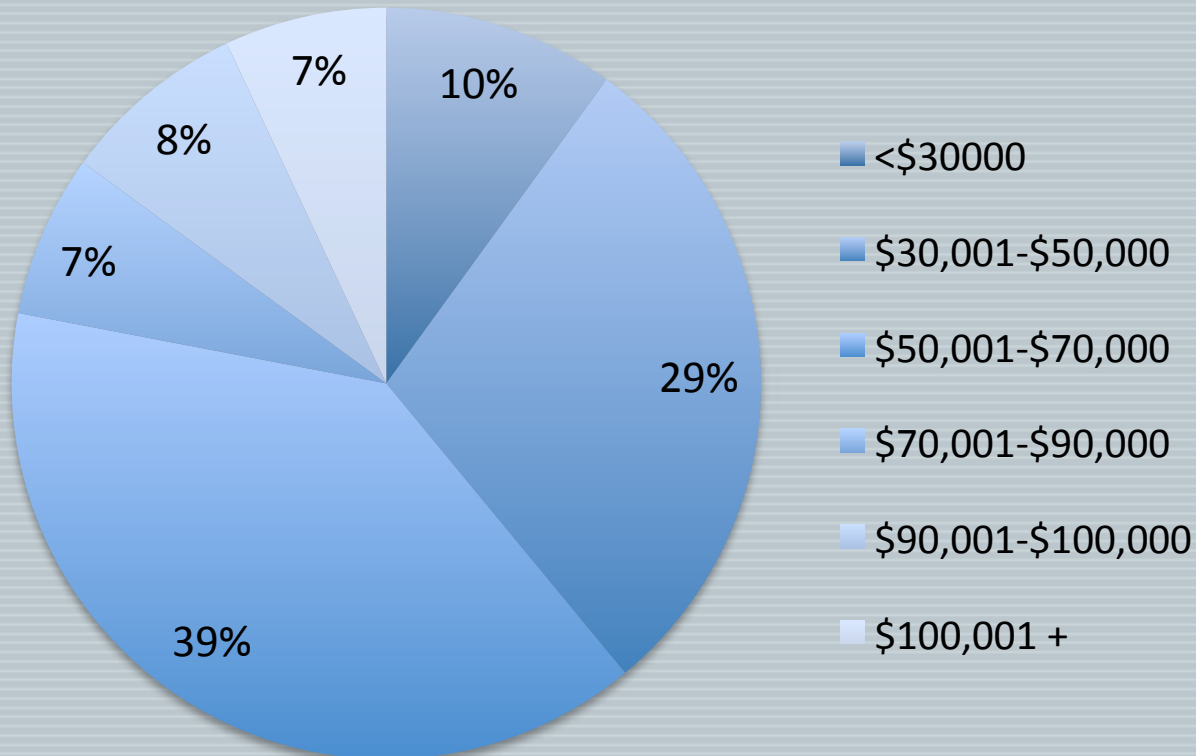
## EMPLOYMENT BY SECTOR:



# Labor Market for GSEHD Grads

## WHAT GRADUATES ARE EARNING:

- *Starting salaries are comparable to or higher than those for graduates of peer schools nationally*
- *More than 60% of GSEHD students earn more than \$50,000 upon graduation*





## About our faculty: inching toward compliance



Ratio of tenured or tenure-accruing to contract:

2010	2011	2012	Projected 2013
65/35	66/34	68/32	70/30

## Anticipated ratio for 2013: 70%-30%



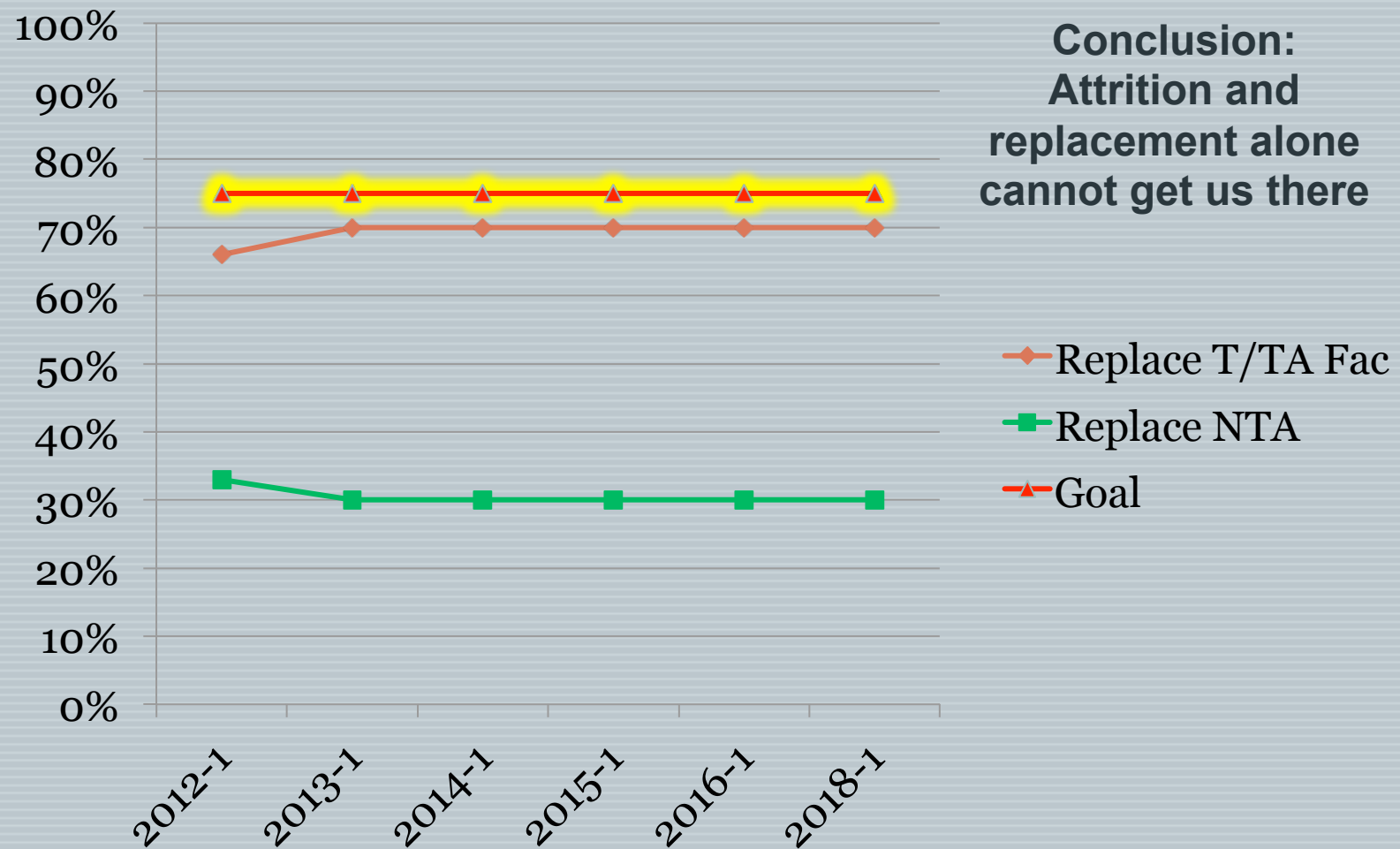
Department	Tenured or tenure-accruing	NTA
Curriculum and Pedagogy	55%	45%
Counseling and Human Development	71%	29%
Educational Leadership	73%	27%
Human and Organizational Learning	58%	42%
Special Education and Disability Studies	85%	15%

Strategies to reach compliance: relying on *attrition* and  
anticipating *growth*



- Retirement/exit and replacement of faculty
- Program expansion and increased faculty lines
- Combination strategies

# Faculty distribution with natural attrition



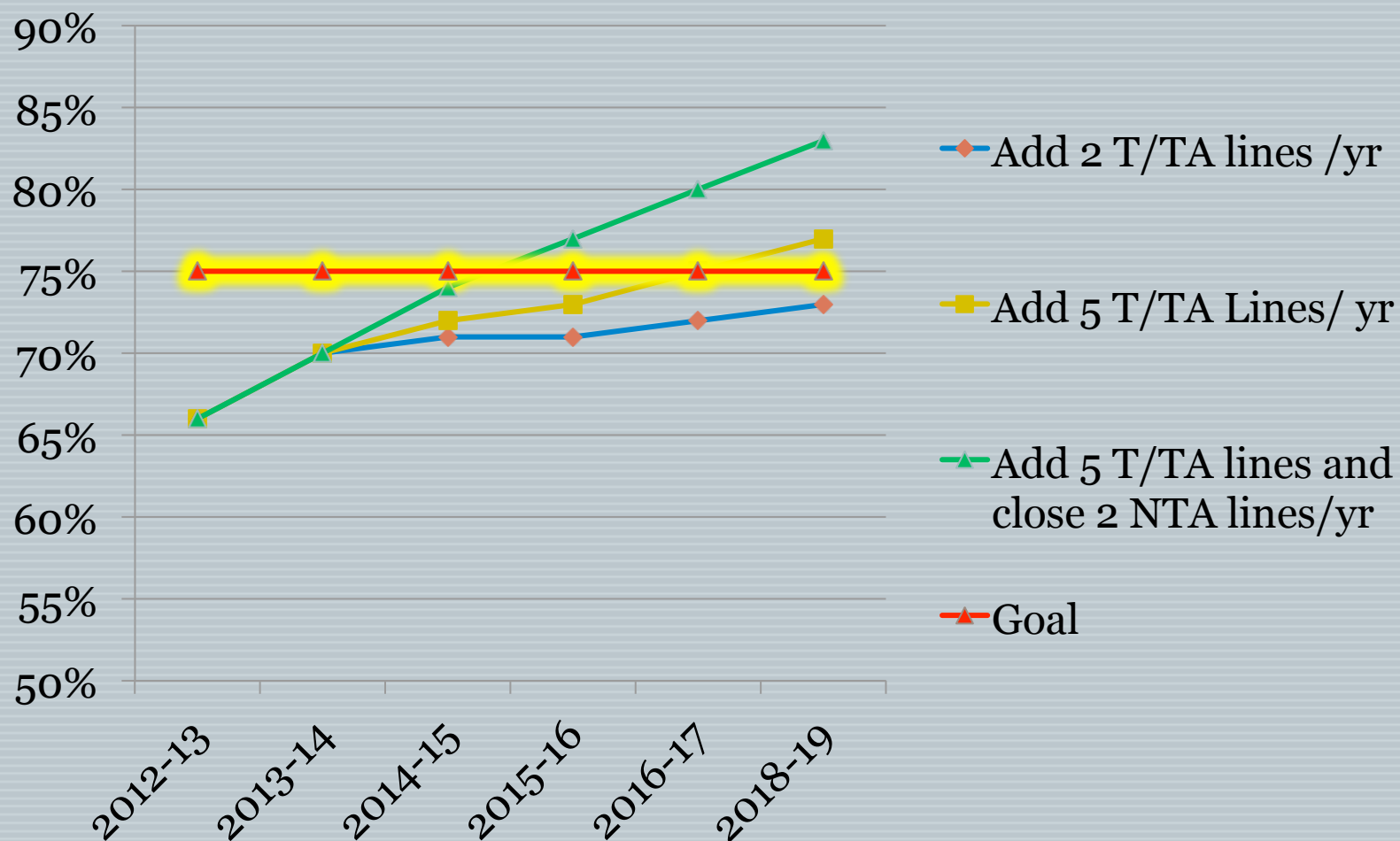
# Growth Scenarios



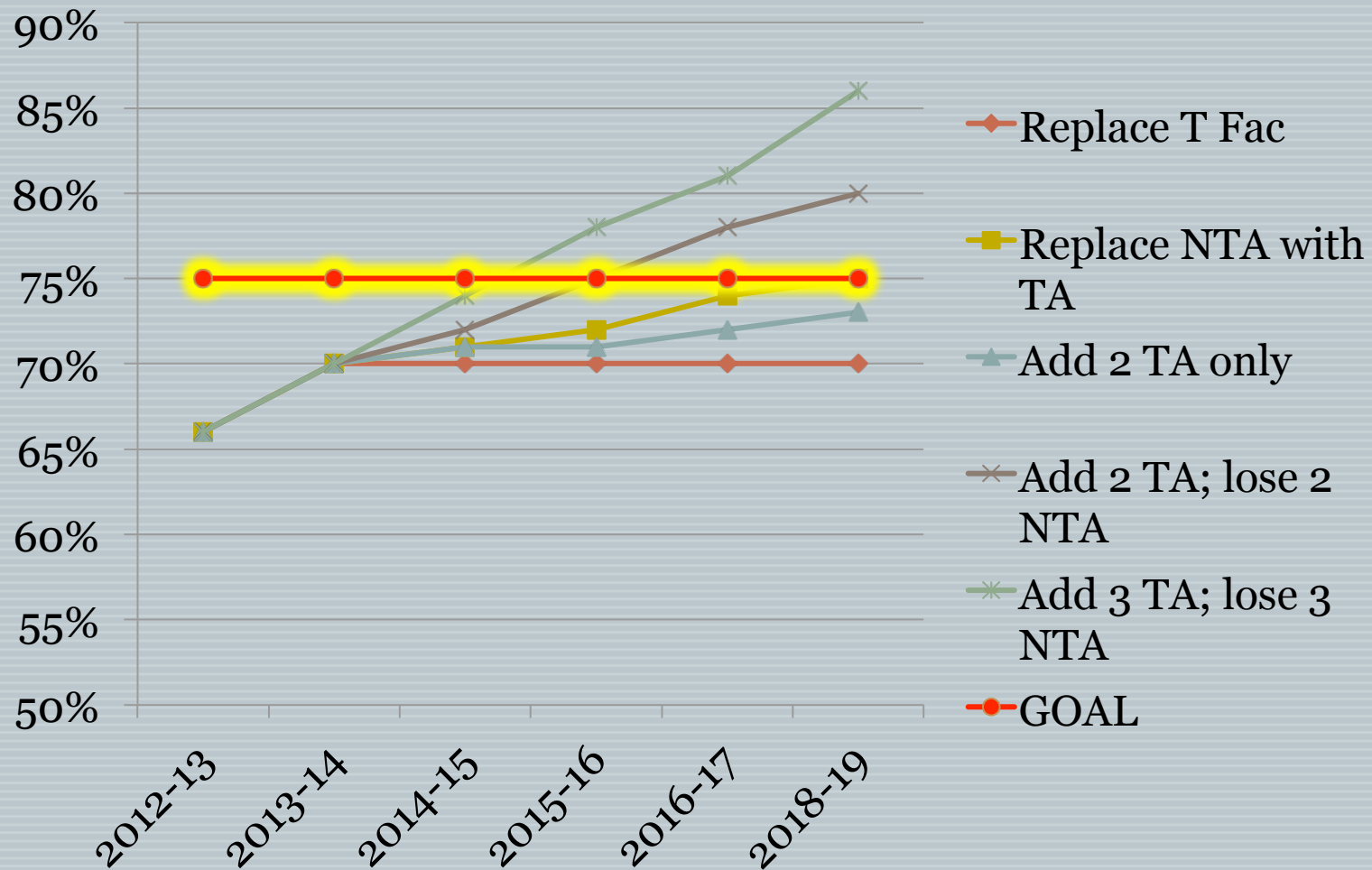
- Add two tenure/tenure accruing lines per year
- Add five tenure/tenure accruing lines per year
- Add five tenure accruing lines and close two non-tenure accruing lines

# Pathways to compliance:

*How long would it take under  
varying assumptions of annual growth?*



## Paths to compliance: another view



# Your advice sought



- Robust recruitment and considerable market response
  - ✦ 8 searches underway this year
  - ✦ >100 applications already received
- Getting to compliance (and beyond):
  - ✦ ***What do you recommend?***
  - ✦ **Thank you for listening**
  - ✦ **Contact: MJFEUER@gwu.edu**



**A RESOLUTION TO AMEND THE *PROCEDURES FOR THE  
IMPLEMENTATION OF THE FACULTY CODE* WITH RESPECT TO  
DEAN SEARCHES (12/4)**

**WHEREAS,** Article IX.A. of the *Faculty Code* provides: “The regular, active-status faculty shares with officers of administration the responsibility for effective operation of the departments and schools and the University as a whole. In the exercise of this responsibility, the regular, active-status faculty plays a role in decisions on . . . the appointment of . . . deans”; and,

**WHEREAS,** Part C.2.b) of the *Procedures for the Implementation of the Faculty Code* (“*Code Procedures*”) provides that the University may appoint the dean of a School only after a search committee consisting of tenured faculty members of that School (“Faculty Dean Search Committee”), who have been elected by the regular, active-status faculty of that School, has “considered nominations, and reported its recommendations . . . to the faculty that elected it or to the appropriate academic administrative officer” as provided in the School’s bylaws; and

**WHEREAS,** Resolution 90/9 adopted by the Faculty Senate on December 14, 1990 (copy attached as Exhibit A), approved guidelines that (i) permit representatives of students and alumni to provide recommendations to the Faculty Dean Search Committee and to participate in interviews of decanal candidates, and (ii) permit the Provost to “name an academic administrator . . . to participate as an advisor” to the Faculty Dean Search Committee; and

**WHEREAS,** in recent years representatives of students and alumni, academic administrators and members of the Board of Trustees have been appointed to serve as nonvoting members of Dean Search Committees in several Schools; and

**WHEREAS,** the participation of nonvoting members on Dean Search Committees is not expressly authorized by the *Code Procedures*; and

**WHEREAS,** the Faculty Senate believes that the *Code Procedures* should be amended to authorize the inclusion of nonvoting members on Dean Search Committees and to establish appropriate guidelines for their participation; and

**WHEREAS,** the Faculty Senate believes that the *Code Procedures* should also be amended to permit students, staff, non-tenured faculty members and alumni (with the approval of the Dean Search Committee, after consultation with the Provost) to meet with candidates who have been

selected for final interviews and provide their recommendations to the Faculty Dean Search Committee in accordance with Resolution 90/9; and,

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

- (1) That Part C.2. of the *Procedures for the Implementation of the Faculty Code* be amended by adding a new paragraph c), which shall read as follows:

“c) The committee of tenured faculty members elected pursuant to the first sentence of paragraph b) above shall be designated as the “Faculty Dean Search Committee,” and those elected tenured faculty members shall be the voting members of the committee organized to conduct a dean search (the “Dean Search Committee”).

~~The Dean Search Committee may also include (with the concurrence of the Faculty Dean Search Committee) the following nonvoting members: appropriate representatives of interested constituencies, including~~

Non-voting members of the Dean Search Committee may be invited for membership (with the concurrence of the appropriate Faculty, or if so designated by the Faculty, the Faculty Dean Search Committee) and may include students and alumni, as well as an academic administrator appointed by the Provost and a University Trustee appointed by the Board of Trustees. After receiving recommendations from the nonvoting members of the Dean Search Committee, the Faculty Dean Search Committee shall hold executive sessions to deliberate and vote on (i) criteria for selecting a new dean, (ii) the selection of candidates for preliminary and final interviews, and/or (iii) the selection of nominees to be presented to the faculty or to the appropriate academic administrative officer in accordance with the first sentence of paragraph b). In addition, the Dean Search Committee (after consultation with the Provost) may invite students, staff, non-tenured faculty members and alumni to meet with candidates chosen for final interviews and provide their recommendations to the Dean Search Committee.

- (2) That Part C.2. of the *Procedures for the Implementation of the Faculty Code* be amended by designating existing paragraph c) as paragraph d).

Faculty Senate Committee on Professional Ethics and Academic Freedom  
November 28, 2012

As amended by the Faculty Senate and postponed to January 11, 2013

## APPENDIX A

### A RESOLUTION TO ENDORSE GUIDELINES FOR SEARCHES FOR DEANS OF THE GEORGE WASHINGTON UNIVERSITY (90/9)

WHEREAS, The Faculty Senate Committee on Administrative Matters as They Affect the Faculty has reviewed the process for searches for Deans and has developed general guidelines; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That the attached Guidelines are endorsed for use by Dean Search Committees.

Committee on Administrative Matters as They Affect the Faculty  
November 11, 1990

Adopted December 14, 1990

## SEARCHES FOR DEANS OF THE GEORGE WASHINGTON UNIVERSITY

### Preamble

In an effort to improve the search process for Deans and to promote cooperation and coordination within the University community in this matter, the Faculty Senate Committee on Administrative Matters as They Affect the Faculty recommends the adoption of the following guidelines. These guidelines serve to expand on the procedures stipulated in the Faculty Code.

### Background

Based on discussions with various parties involved in recent dean searches, several issues have surfaced which support the adoption of Guidelines for Dean searches. The following list highlights the key points:

Deans play a critical role in relation to university administration, faculty, students, and alumni. Therefore the dean search process should encompass participation of these four groups.

Dean searches are not conducted frequently in any given school or college. As a result these units are unable to develop procedures to facilitate efficient operation of the process.

It is important for faculty search committees to understand what is expected of Deans in our University.

Expeditious processing and review of applications is critical to assure that potentially qualified candidates are not lost from the applicant pool because of earlier job offers from other institutions.

Use of an executive search firm can be useful in developing a large pool of qualified applicants.

Given the large number of persons involved in the dean search process, confidentiality of information about candidates for these positions is critical.

### Recommendation

The Committee on Administrative Matters as They Affect the Faculty hereby recommends the adoption of the following Guidelines:

GUIDELINES FOR SEARCHES FOR DEANS OF  
THE GEORGE WASHINGTON UNIVERSITY

All schools and colleges are requested to develop a mechanism for the selection of a committee of students which will play a formal supporting role to the elected faculty search committee. This student committee would have the opportunity to participate in interviews of candidates, reporting their recommendations to the faculty search committee. The identity and mandate of the student committee would be made known to all students in the unit.

All schools and colleges are requested to develop a mechanism for the selection of a committee of alumni which will play a formal supporting role to the elected faculty search committee. This alumni committee would have the opportunity to participate in interviews of candidates, reporting their recommendations to the faculty search committee. The identity and mandate of this alumni committee would be made known to the alumni in the unit.

At the time that faculty search committees are elected by any school or college following the bylaws of that unit, the Vice President for Academic Affairs may name an academic administrator from outside that school or college to participate as an advisor to the committee with regard to the definition of selection criteria, screening of resumes, interviewing of candidates, and other functions of the committee.

Support services for Dean searches will be provided by the office of the Assistant to the Board of Trustees. This office will provide staff assistance for scheduling campus visits for interviews and other administrative services required by the search process. This office will also facilitate the utilization of an executive search firm, should the faculty committee choose to contract for such services.

The Chair of the Dean Search Committee should report at least monthly to the respective faculty and to the Vice President for Academic Affairs on the status of the search.

Each faculty search committee should develop procedures to assure confidentiality of information about candidates for dean positions.

## **EXAMPLE PROCEDURES**

### **FOR DEAN SEARCHES**

#### **COMMITTEE REPORT OF**

**The Faculty Senate Committee on Professional Ethics and Academic Freedom**

**November 30, 2012**

#### **PREAMBLE:**

Article IX.A. of the George Washington University *Faculty Code* and Part C.2.b) of the *Procedures for the Implementation of the Faculty Code* affirm the central role of the Faculty in the dean search process. However, the Faculty Senate recognized in Resolution 90/9, adopted on December 14, 1990, that students and alumni should have an opportunity to advise the Faculty during the dean search process. In addition, the participation of representatives of the University Administration, the School Advisory Council, the Board of Trustees (BOT) and other important stakeholders is desirable in order to ensure the success of the search. The Faculty Senate of The George Washington University supports an inclusive dean search process that allows all major stakeholders in the GW community to contribute substantially to the process. The exemplary procedures in this report are consistent with the Faculty Code and with Faculty Senate Resolution 12/4. This example of dean search procedures is intended to be helpful in facilitating the development of procedures by any school embarking on a Dean Search. In providing the example procedures presented herein, the PEAFC committee emphatically does not intend to imply that the procedures described are appropriate for every school, nor do we suggest that conforming to these procedures is intended to be a requirement. Nevertheless, the PEAFC Committee believes that some helpful guidance based on the collective experience of other schools who have undergone successful dean searches may be useful. In that spirit, we are providing this report.

## I. DEFINITIONS:

**FACULTY COMMITTEE (FC):** A special or standing committee elected by the regular, active status faculty of THE SCHOOL from among THE SCHOOL faculty's tenured members [Faculty Code, Procedures for Implementation of the Faculty Code, Art. C.2.b)]

**REPRESENTATIVES (REPS):** One representative from each of the following groups will be solicited:

- a. Undergraduate Students
- b. Graduate Students
- c. GW Administration
- d. Board of Trustees
- e. SCHOOL Advisory Council
- f. Alumni
- g. g. Other groups whose representation is considered helpful by the FC. These representatives may include non-tenured faculty, research faculty, clinical faculty, etc.

The student representatives will be sought from the STUDENT ORGANIZATION, the Administration representative will be appointed by the Provost, the Trustee Representative will be sought from the Chair of the Board of Trustees, the SCHOOL Advisory Council Rep will be sought from the Chair of the SCHOOL Advisory Council, and the Alumni Rep will be sought from the President of the SCHOOL Alumni Association. An individual may serve as the representative for more than one group.

**SEARCH FIRM (SF):** A firm hired by GW to assist the Search Committee in various administrative tasks.

**DEAN SEARCH COMMITTEE (DSC):** A committee consisting of three components: The FC, the REPS, and the SF. As the Faculty Code<sup>2</sup> imposes a special responsibility on the FC [Faculty Code Section IX.A., and Faculty Code Procedures, Part C.2.b)], the FC will be the only component to vote.

**CHAIR:** A Faculty member elected from among the FC who serves as the representative of the DSC. The Chair is responsible for the coordination and administration of the search. The Chair will prepare reports to the Faculty and the Administration, schedule meetings, coordinate and assign subcommittees, coordinate inputs from representatives and from the search firm, and serve as a liaison with candidates.

## II. CHARGE OF COMMITTEE

The DSC is charged to establish criteria for the selection of the dean, consider nominations, and report its recommendations in accordance with the SCHOOL bylaws



to the SCHOOL faculty and the President of the University. [Faculty Code. Procedures, Art. C.2.b)]

### III. STANDING RULES

- a. Meetings will be conducted according to Robert's Rules of Order.
- b. Votes will be taken by secret ballot upon the request of any member of the FC.
- c. In the event that members of the FC cannot attend a meeting, their votes by proxy are permitted, and should be conveyed directly to the Chair of the DSC prior to the meeting.
- d. Executive sessions shall be called by the Chair in which only FC members will participate.
- e. The highest level of confidentiality commensurate with careful scrutiny of candidates shall be maintained. In the early phases of the search, it is expected that the level of confidentiality will be higher than in the later stages.
- f. The Chair will report the progress of the search to the PROVOST monthly or as necessary, and to the Faculty at every scheduled SCHOOL Faculty meeting.
- g. The Chair may call information-gathering meetings with the DSC and appropriate university faculty and administrators in order to be better informed in marketing THE SCHOOL to potential candidates.

### IV. CRITERIA [See Faculty Code. Procedures, Art. C.2.b]

- a. An initial draft of the dean search criteria will be created by a subcommittee formed by the Chair, and the draft will be distributed to DSC members. A meeting of the DSC will be called to discuss the criteria.
- b. The FC will consolidate the results of the discussion and will adopt proposed criteria for approval by the regular, active-status SCHOOL faculty.
- c. The resulting Criteria will be presented to the regular, active-status SCHOOL faculty as a resolution at the earliest scheduled meeting, for debate and approval. Once approved, the resulting criteria will serve for the remainder of the search.

### V. PROCESS OF SEARCH

- a. The committee will conduct a national search for a dean for the school. With the assistance of SF if the committee chooses to use one), it will prepare advertisements to be placed in national professional periodicals and national



newspapers requesting nominations and applications for the position of dean.

- b. Funding for the Search will be provided by Academic Affairs.

#### STAGE 1

- a. Applications and nominations shall be sent to the Office of Academic Affairs, which will place all applications and nominations on Blackboard. Access to Blackboard will be provided to all DSC members. The names of the applicants will be held strictly confidential.
- b. The SF will contact by telephone every person nominated and solicit an application, and shall gather and provide to the DSC background information about each applicant. This information shall be placed in Blackboard under the candidate's file.
- c. The SF will assist the DSC to establish a dean search Web site that will feature information about the search, the position, SCHOOL, and the University.
- d. All members of the DSC will be asked to review all applications. However, in order to ensure that each application receives a thorough and timely review, the Chair shall assign the applications to DSC members for review such that each application will be reviewed by at least three FC members. These reviewers shall present their findings and assessments to the DSC.

The Chair will call periodic meetings of the DSC to discuss the individual applications. Every member of the DSC shall rate each applicant on a scale from 1 to 3, based on the Criteria, where 1 is highly recommended, 2 is recommended, and 3 is not recommended.

- e. After completing the previous step (Step d), the Chair will convene a meeting of the FC to rank the Stage 1 applicants, with the goal of selecting approximately 12-16 candidates for STAGE 2 interviews. The FC's ranking of applicants and selection of candidates for Stage 2 interviews will be based on the ratings and the comments of the DSC members, and on the applications themselves.

#### STAGE 2

- a. The full DSC shall participate in Stage 2 interviews as provided below. Confidentiality of the names of candidates will be emphasized.
- b. The SF will be asked to obtain at least five telephone references for each of the candidates. The SF will be requested to take careful notes on their finding. These results will be posted on Blackboard.
- c. The SF may be asked to make certain inquiries about the candidates as deemed appropriate.

- d. The SF will prepare a brief prospectus on THE SCHOOL to be given to the candidate. The Chair will consult with the DSC to determine which information is to be provided.
- e. The initial interviews will be held at a convenient location where the candidate is unlikely to encounter SCHOOL colleagues. These meetings might occur in Rice Hall, Virginia Campus, or in rented space near an airport.
- f. Private meetings with each candidate by each group shall be conducted as follows:
  - a. DSC (1.0 hr)
  - b. FC (0.5 hr)
  - c. Administrative REP (0.5 hr)
  - d. Private meetings with other REPS as requested.
- g. The Chair will convene the DSC to discuss the results of the STAGE 2 interviews.
- h. The Chair will convene a meeting of the FC to rank the Stage 2 candidates and select candidates for Stage 3 consideration, based on the input and discussions of all the DSC members in the previous step (Step g). The goal of the FC will be to select approximately five candidates for STAGE 3 interviews and presentations on campus.

### STAGE 3

- a. A detailed Prospectus on THE SCHOOL shall be prepared by the SF in collaboration with the DSC which will be provided to each STAGE 3 candidate.
- b. Each STAGE 3 candidate shall be invited to campus. The following activities may be scheduled:
  - 1. A public seminar, by the dean candidate, on his/her education philosophy, research accomplishments, administrative philosophy, leadership, and vision for THE SCHOOL.
  - 2. Private meeting with DSC
  - 3. Lunch with Department Chairs
  - 4. Meeting with THE SCHOOL Associate Deans and THE SCHOOL Administrative staff
  - 5. Private meetings with faculty of each department.
  - 6. Private meeting with President and PROVOST.
  - 7. Private meeting with students.
  - 8. Private meeting with trustees.
  - 9. Private meeting with NAC members.

10. Private meeting with Alumni.
  11. Visit to VA Campus & meeting with AVP for VA Campus.
  12. Dinner with DSC.
- c. After each visit, each group will be polled and written evaluations solicited according to the SCHOOL criteria. The Chair will compile these evaluations.
  - d. At the conclusion of the STAGE 3 interviews, the DSC will convene to discuss the findings. The FC will then move into executive session and rank the candidates for the purpose of selecting nominees to be recommended to [the Faculty OR the Administration] in accordance with Part C.2.b) of the Faculty Code Procedures and SCHOOL bylaws.
  - e. Depending on the ranking, the DSC, in accordance with Faculty Code Procedures, Part C.2.b) and SCHOOL bylaws, will make its recommendation of nominees to [the Faculty OR the Administration]. The DSC will provide a detailed explanation of the reasoning behind its recommendation. The DSC will endeavor to provide [the Faculty OR the Administration] with a recommendation of at least three unranked nominees. However, in the event, for example, that one nominee is not deemed to be comparable to the other two, only two nominees' names may be forwarded for the consideration of [the Faculty OR the Administration].
  - f. In the event that [the Faculty OR the Administration] does not find the recommendations acceptable, or the Administration is unable to negotiate favorably with the nominees submitted, the DSC will reevaluate lower-ranked STAGE 3 candidates and (subject to the prior approval of the FC in executive session) may provide additional recommendations. If the DSC considers the remaining candidates in the pool to be unacceptable, the DSC will decide on appropriate further action.

Report of the Executive Committee  
Michael S. Castleberry, Chair  
14 December, 2012

The draft Strategic Plan has been distributed to all Senate committees and in January and February we will be requesting that Committee chairs present feedback from their Committees. During this time we will begin to formulate the pattern of responses to the ideas presented in the Plan.

We are requesting that all members of the Senate address these issues in their reports to the faculties of their schools. It is our hope that responses to the plan will come from all of the departments and schools of the university as we continue to discuss the ideas and concepts that will guide us over the next decades.

Faculty Personnel Matters

In previous reports I have noted the different grievances and non-concurrences which have occurred during the summer and fall. I am remiss in not citing the resolution of these cases as is customary in the Chairman's report. Therefore,

--there were three decanal and Provost/Executive Vice President for Academic Affairs nonconcurrences from the School of Business. One was resolved when the faculty member left the university. Two were reviewed by the Executive Committee with one decision that there was a compelling reason not to support tenure and in the second, that there was not a compelling reason. This second case was reviewed by the President who agreed with the Dean in his nonconcurrency with faculty recommendations to award promotion and tenure. A grievance in connection with this matter has been filed the Dispute Resolution Committee.

-there were two nonconcurrences from CCAS. One case in which the department and APT committee voted 'no' and the dean voted 'yes' for tenure and promotion was heard by the Executive Committee. The Executive Committee recommendation was that there were compelling reasons to support the

departmental recommendation. The second case involved a departmental approval, an APT disapproval, a decanal approval, and a Provost and Executive Committee disapproval. The case was appealed to the President who found for approval.

-there was an ongoing grievance from SPHHS concerning tenure revocation that began last spring and continued into the fall. The final resolution of this case did not uphold revocation of the faculty member's tenure. Another grievance originating in CCAS is in process at this time before the Dispute Resolution Committee.

-there is one remaining nonconcurrence case from CCAS in process at this time.

The next meeting of the Executive Committee is, because of the holiday schedule, next Friday, December 21<sup>st</sup>. Please submit any resolutions or topics for consideration at the December meeting to Sue Campell in the Senate Office before that time. The next meeting of the Faculty Senate is January 11th.

On behalf of the members of the Executive Committee we wish you all a very happy holiday season and we look forward to working with you in the new year on all of the activities we have underway.