THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
FEBRUARY 14, 2014 IN THE STATE ROOM

Present: President Knapp, Provost Lerman, Registrar Amundson, and
             Parliamentarian Charnovitz; Professors Brand, Brazinsky,
             Castleberry, Costello, Downes, Galston, Garris, Gee, Hawley,
             Helgert, Lantz, Marotta-Walters, McAleavey, Newcomer,
             Parsons, Prasad, Pulcini, Rehman, Roddis, Sidawy, Simon,
             Swaine, and Yezer

Absent: Deans Akman, Brown, Dolling, Eskandarian, Feuer, Goldman and
             Johnson; Interim Deans Kayes and Maggs; Professors Briscoe,
             Cordes, Dickinson, Fairfax, Harrington, Jacobson, Katz, Lindahl,
             McDonnell, Miller, Price, Shesser, Stott, Swiercz, Weiner, and Williams

CALL TO ORDER

President Knapp called the meeting to order at 2:20 p.m. and called upon Professor Rehman, who said she was very sad to announce the passing earlier in the week of Professor Bill Griffith, Elton Professor of Philosophy and Professor of Public Policy. As many in the Senate know, Professor Griffith served for over 35 years as an elected Senate member and he chaired the Senate Executive Committee for six years. He also served on many Senate and University committees throughout his career. A memorial tribute will be prepared, with the hope it will be presented at the March Senate meeting. Professor Rehman added that she wanted on behalf of the Senate to send sincere condolences to Professor Griffith's family, colleagues and friends. She then called for everyone present to stand for a moment of silence in his memory.

APPROVAL OF THE MINUTES

The minutes of the meeting held on January 10, 2014 were approved as distributed.

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

REPORT FROM THE UNIVERSITY LIBRARIAN

University Librarian and Vice Provost for Libraries Geneva Henry presented the report, displayed in power point format. The report is included with these minutes.

Librarian Henry presented her vision for the Libraries in the framework of the University's newly adopted Strategic Plan. She said a draft of the plan had been given to her when she was interviewing for the Librarian post and she was asked to think about where

GW's libraries fit into that. Education, research, and service are pillars of any research University, and the Library has key roles to play in each of these areas. She added that she concluded that it would be difficult to imagine how the goals of the Strategic Plan could be fulfilled without a very strong research library.

Librarian Henry briefly outlined her vision for the Library in the context of the themes and the goals of the Strategic Plan which outlines four main themes of innovation through cross-disciplinary collaboration, globalization, governance and policy, and citizenship and leadership. In terms of the first theme, Librarian Henry said she thinks of the library as a hub for engaging faculty and students across the University as well as the surrounding community. Like most research universities, GW has been established around discipline-based activity, and this model is quite strong in very focused areas. The Library can serve as the logical place where cross-fertilization of ideas takes place and is encouraged. Students are already there and they are working across disciplines. That used to happen more with faculty as well, but with the advent of more and more digital information, it seems to happen less, with the result that the Library is no longer a place that is primarily a destination for discovering information because it is now so ubiquitous. The new model for libraries is that they have become the place to access the expertise that can help in discovering the information.

In addition to serving as a meeting ground for bringing the whole community together, another function of the Library is to provide education for innovative communications across the disciplines. Students in the 21st century are expected to graduate from the University with a set of skills that 20th century students were not expected to have, and for the most part, most of them have not acquired skills in using multimedia to communicate. Smart phones, GIS (geographic information systems), and video communication are part of the way in which people learn, and knowledge about these media is critical for creating new scholarship; we need to provide students with the tools to make them competitive, whether they are going on to graduate school or into the academy or the outside workforce. Libraries are the places where this additional education can happen because they can provide workshops and tutorials to help students embrace these technologies, tell their stories and communicate their knowledge.

GW's librarians are already very engaged with the faculty in the areas of teaching and learning. One of the goals for the librarians is to devote more time to understanding what faculty members' research is about. As data becomes a critical part of information, librarians can help researchers work with data sets and help them to efficiently organize information so that it is readily retrievable. Greater knowledge about faculty research underway also assists in the goal of forming research collaborations among faculty.

The 21st century from a collections perspective will not be known for the number of volumes a library holds. That was a 20th century metric, and in the future a library will be known for its rare and unique materials. A search is underway for an Associate University Librarian for Special Collections and Archives so that more emphasis can be put into enhancements in this area, not only to meet the needs of current scholars, but as a means of attracting new ones. It is also important to look at how that is leveraged in partnership with other institutions that have complimentary collections so that GW's Special Collections become the hub for directing people to the sources of knowledge that they seek.

Another important aspect of serving as facilitators of cross-disciplinary collaboration is engagement with the local community and exploring what some might describe as unconventional partnerships. GW's location in the nation's capital is unique in the number of agencies and organizations within and adjacent to the D.C. metropolitan area. There is a wealth of knowledge, expertise, and activity here that the libraries are in a very good position to reach out and explore, particularly in areas where there might not be a natural affinity with a particular department on campus.

The libraries have a key role to play to advance the goals of the second theme of the University's Strategic Plan, that of globalization. The University already has a global resource center here and a number of unique collections that reflect various parts of the world, especially Russia, the Middle East, the Far East, and China, and these are building and growing, serving a great need in the University. In the area of service to celebrate and support cultural differences, many times the library is the place where students feel comfortable, viewing it as a sort of safe haven, and they form groups across disciplines where they are comfortable interacting with each other and exploring areas they might not encounter in their own disciplines. That is particularly true of graduate students.

Another area in which the libraries can play a key role is fostering engagement with the international community surrounding GW. This involves outreach that is not necessarily discipline-specific but instead focuses on learning what is going on in the community and providing a means, such as hosting events from small to large, to bring people to campus to talk about their interests, what they are doing, and how they can take part in the life of the University in their midst.

In the area of governance and policy, education around information policies, open access, and law are some of the things GW students should know about. In particular, this means providing education about what can and cannot be done with information, what copyright means, and talking with students about open access and alternatives to traditional copyright. This is the foundation for starting to talk about building a culture where information is shared willingly, and showing how to do this in a way that people know if they can or cannot use information based on the copyright license associated with it. Many of the librarians are already working with faculty members in their classes on such issues, and Librarian Henry encouraged faculty members not yet doing so to invite the librarians to their classes to share their expertise.

Another area in which librarians are closely involved is working with information used by research teams. Over the last ten years data has exploded in popularity, even more so as funding agencies are requiring increasing access to the datasets being generated through research. Librarians can play a key role in helping people understand what it means to share data, and what can and can't be shared. This is done in collaboration with many other parts of the University, including the Office of the Vice President for Research, the Division of Information Technology, and the General Counsel's Office. Everyone has a part in understanding these important issues, but librarians play a seminal role in communicating information in this area and fostering the ability to share information.

Partnering with federal agencies is also important in the data management and policy areas. As new policy mandates come out, librarians and the libraries have taken a very proactive role in working with these agencies to help them understand what these mandates mean from an implementation perspective. It is important to communicate their impact on the academy, and help these agencies shape and refine the mandates so that they are not only observed, but do not impede the ability of researchers to conduct their research.

In the area of citizenship and leadership, again, some of the Special Collections provide a very nice platform for this theme. As an example, the new National Churchill Library and Center that will be coming into Gelman will provide a unique perspective on leadership. The University's namesake, George Washington, was also a leader, and the University's acquisition of the Washingtoniana Collection will provide a unique opportunity for researchers to examine these materials from a leadership perspective. The Library can also play a role as a partner with outside organizations and their materials and establish itself as a hub for knitting together that knowledge and bringing scholars to the right place to work with the right materials at the right time. Access to primary source materials is not an opportunity that students, particularly undergraduates, enjoy very often -- certainly not as much as they should. To view events from the perspective of the person making history sheds a whole new light on them, and it energizes students and encourages their engagement.

The Library is also a natural partner in engaging with the community to enhance the GW experience. The Library can be the neutral place that can be a bridge in reaching out to the surrounding community members to embrace them and help them understand the work that goes on at the University and what they can give back to the community – it's a two way street. It is also important to note that librarians do model leadership values very much in their work, and this has a positive impact on efforts to build strong citizens and strong leaders among the student body.

Librarian Henry briefly outlined her priorities for the libraries, the first being getting research back into the libraries, primarily by engaging librarians with faculty research. The libraries can also offer shared research facilities where research about information is underway. While building wet labs and housing specialized research equipment in the libraries is unlikely, research that involves use of a computer or a data lab can reside in the Library, and it can be a shared facility for as much as 24 hours a day. Visualization labs are a natural for the Library, as these can be utilized across the disciplines. These are very expensive to build, maintain, and refresh the technology on an ongoing basis, so not every library will have one, but this sort of facility would be an enormous asset for many purposes.

As mentioned, librarians are already very engaged in teaching and learning, to the point where the demands for them to be in the classroom exceed the hours that they can physically do so. Discussions are underway about creating online modules for faculty and student use outside the classroom. This will potentially free up classroom time for more meaningful engagements at the same time that it provides ready access to this knowledge.

A third priority, already mentioned, is an increasing focus on GW's special and unique collections. From a collections perspective, these will define the 21st century library

along with the services libraries provide. Moving in this direction will need to be done while at the same time maintaining the core collections.

A fourth priority will be enhancing collaborations across the campus and the community. Outreach is already underway to enhance the very strong alliances in place. There are many other areas, especially with technology, where expertise that already exists can be leveraged. Work in this area of building partnerships to achieve mutual goals is a winning proposition for everyone.

Last but certainly not least is creating an environment to provide what students need to be competitive in the 21st century. Librarian Henry said she thought it important for the Library to have a multimedia lab and GIS capabilities along with work stations and appropriate software to enhance the ability to manage and analyze data. There will be an increased need for training faculty and students. These capabilities will be particularly important as the libraries partner more on grants and providing services that will enhance their ability to secure these.

Librarian Henry concluded her remarks by commenting on the Library Strategic Plan, the development of which is underway. This process is following the Provost's approach of bringing in stakeholders from the Library and the campus who will work together to create a draft Plan. This will be distributed, and feedback received will be incorporated into the draft before the perspectives of external organizations are sought to ensure objective assessments. The expectation is that this Plan will be an important part of creating a culture of change for the Library as it prepares to meet the challenges of the 21st century.

Discussion followed. Professor Yezer said that a rapidly evolving area in Economics is big data, and he asked if there was a staff member at the Library who could provide assistance in this area. Librarian Henry responded that she would be happy to provide him with a couple of contacts. She added that she was very active in this area at her former institution (Rice) and the names she would provide would likely be not only library staff but also people in other offices with expertise in this area.

Professor Newcomer asked if the Library has done anything specifically with the immediate community, for example, offering free library cards, or hosting discussions open to the community. Librarian Henry responded that Foggy Bottom neighbors already have library cards and access to the Special Collections. Presentations open to the community will continue to be held throughout the year. The Library is also exploring partnering with outside organizations to bring in therapy dogs during the final examination period, as students find this helpful during this highly stressful time.

Professor Pulcini said that the librarians have been very helpful in working with the School of Nursing (SON). The School's undergraduate program is at the Virginia Science and Technology campus, and the Master's and Doctoral programs are housed on M Street in northwest Washington. These are full distance learning programs and perhaps use the libraries differently than other schools do. Although the librarians are fully embedded in the School's courses and have been extremely helpful, Professor Pulcini asked for the Librarian's thoughts on how the Library can best serve the School. Librarian Henry

responded that the SON is the new model in many ways. Because its operations are not centralized on any one campus and its students use resources from the Gelman and Himmelfarb libraries, licensing of library materials creates a number of issues that need ongoing resolution to ensure that students have the access to materials they need from any location.

RECOMMENDATIONS ON THE NONCONCURRENCE PROCESS

Professor Murli Gupta, Acting Chair of the Committee on Appointment, Salary and Promotion Policies (ASPP), presented the recommendations of an ASPP subcommittee submitted with last year's Annual Committee Report. (The subcommittee's report is included with these minutes.) These recommendations were formulated in response to a problem that arose in the summer of 2012 when there were an unusual number of administrative nonconcurrences with departmental recommendations for a faculty member's promotion and tenure. Professor Castleberry, at that time Chair of the Faculty Senate Executive Committee, asked the ASPP Committee to examine the ways in which the promotion and tenure procedures are communicated to the faculty and how these procedures are navigated by the faculty chairs, deans, and other administrators across the University. A three-person subcommittee was asked to undertake this task and after several months' work, submitted the report included with these minutes to the ASPP Committee. The ASPP approved the report on May 2, 2013 and forwarded it to the Senate to be included with the Committee's Annual Report which was appended to the minutes of the May 10th Senate meeting.

The following suggestions were made for faculty and administrators to consider as they align expectations with guidelines in connection with the promotion and tenure process:

i.   Schools are advised to establish **"appointment, promotion, and tenure"** orientation sessions where deans and chairs of APT Committees talk directly with new faculty and provide them with the specific school policy in writing or direct them to it on-line.

ii.   Faculty are reviewed against the criteria that are in place for them at the time of their hiring, or as indicated in their appointment letters.

iii.   All school APT Guidelines are communicated in writing as well as orally.

iv.   Faculty are encouraged to ask about the process at every level as they are charting their course towards their ultimate goal of promotion or tenure.

v.   Faculty are encouraged to maintain ongoing portfolios of their accomplishments as they move toward promotion or tenure.

vi.   Departmental chairs and APTs do due diligence throughout the review process, to include reviewing for alignment with annual reviews, three year contract reviews, and final reviews for promotion and tenure.

vii.   Departmental APT committees explicitly state the balance expected from faculty in the three areas of research, education and service. Departmental APTs align their procedures and reviews so as to meet university deadlines.

viii.   The Provost's office establishes specific deadlines for promotion and tenure application submissions and communicates such deadlines to various schools and faculty.

Professor Gupta concluded by stating that sometimes departments "pass the buck" in saying yes to promotion and/or tenure for a faculty member because they don't want to be the "bad guy." Instead, they hope the Dean will issue a nonconcurrence with their recommendation. He urged the departments to take ownership for carrying out their due diligence at the department level and issuing denials when appropriate.

Following Professor Gupta's remarks, Professor Rehman indicated that the Executive Committee would forward the Committee's recommendations to the Committee on Professional Ethics and Academic Freedom for its consideration and recommendations.

ANNUAL REPORT ON CORE INDICATORS OF ACADEMIC EXCELLENCE

Provost Lerman presented the Report by displaying it in power point format. A copy of the Report is included with these minutes.

The complete Report provided by the Provost contains all of the information presented to the Board of Trustees, however, over the past year the Chair of the Academic Affairs Committee of the Board of Trustees asked that certain information from the Report be consolidated into a set of dashboard indicators. This information subset is now the first section of the Report.

Slide 1 of the dashboard segment of the Report concerns the quality of the incoming freshman class over the last 10 years, and it profiles the Median SAT (Verbal and Math) and ACT scores of freshman matriculants. The ACT test has become more popular nationally than the SAT over the last few years than it has historically been in the past. While there is debate about the relative worth of these two tests, by normalizing the scores on both, it can be seen that matriculant's scores are equivalent to approximately 1,300 on the SAT over the time period portrayed.

The second slide shows undergraduate student graduation rates after four and six years of study, the two traditional metrics for this data. The chart depicts information on graduation rates for the entering classes of 1997-2006. The six year graduation rate has in most years increased over this period, with a 79.6 rate for the entering class of 2006. Preliminary information about the class of 2007 is just now becoming available, and indicators are that this rate will come in at approximately 80.8%. While the long view is that this rate will continue to be 80% and better in future years there is room for improvement. The Provost said that a retention study will be done to gather more information than has previously been considered, in order to help the University develop measures highly predictive about which students will succeed and graduate from GW. It is known that the three primary reasons students leave the University are transfer to another educational institution, academic or financial difficulties, and physical or mental health issues. The retention study should indicate what the University can do programmatically to ramp up activities, particularly for students who can be identified relatively early in their educational

careers, to help them succeed academically and graduate. The University will also be looking at the admissions process to see if there are things that can be done to construct a freshman class that is better aligned with GW's academic programs so that students can have a better chance of success.

With respect to the information about six year graduation rates by race and gender, GW is very similar other institutions nationwide. There is a gender gap, where women students do better than men, so they are more likely to graduate. Graduation rates viewed through the lens of race and ethnicity shows that underrepresented minority students tend to graduate at lower rates than their non-underrepresented minority peers, so there is work to do in this area. Vice Provost for Diversity and Inclusion Terri Reed faculty members and others are beginning to focus on how to support students programmatically to make them more successful in graduating.

Another metric of interest to the Board is the faculty-student ratio. Retirement plans for faculty that were initiated several years ago, particularly in Columbian College of Arts and Sciences and the School of Engineering and Applied Science, have begun to take hold. Usually lines for retiring faculty remain dormant for a year or two to pay for the retirement package, and after that, new faculty are hired. In addition to having new faculty, there are slightly fewer students this year than last, so this has influenced the ratio. Still, this year is the first in at least ten years that the ratio is below 13, and the University is finally seeing some payoff for the investments in faculty that have been made.

Slides 6 and 7 provide information about post-baccalaureate plans six months after commencement and the percentage of master's and doctoral level students employed at graduation. In the last year reported, 2012, 65% of GW students reported they were employed six months after commencement, and 20% are in some form of a post-baccalaureate program including graduate or professional school. Another 6% are seeking employment, and 9% are doing something else, such as volunteer work or traveling. The data for 2010 on this chart is something of an outlier due to efforts to align reporting information from different sources. That should not obscure a fairly steady progression through the years leading up to the recession and through it. Now that some economic recovery is occurring, the job market has recovered somewhat, particularly for well-educated young people like the ones who graduate from GW.

The information on the percentage of master's and doctoral level students employed at graduation is somewhat different. Not surprisingly the people who have jobs is lower because so many of them have been preoccupied with trying to finish their degrees. As of 2013, 79% of doctoral students and 54% of master's students were employed at the time of their graduation.

The last slides in the dashboard segment of the Report include information already reported to the Senate by Vice President for Research Leo Chalupa at the January Senate meeting. The data on extramural expenditures and indirect costs associated with research provides information on research volume. The University is seeing substantial growth and outpacing its peers in its research volume, and 2014 results are expected to be even better. Slide 9 outlines the sources of extramural research funding for FY 13.

Professor Lantz noted that Provost Lerman had provided information on undergraduate students, an asked if any metrics would be available about the University's professional and graduate students. The Provost confirmed that this information was contained in another part of the Core Indicators Report.

Provost Lerman turned to the next section concerning Faculty Composition in the Report. With respect to the number and percentage of regular, active-status tenure-track and non-tenure-track faculty (excluding the MFA), Provost Lerman said he thought this is the first time this group has exceeded 1100. There is a net growth of about 153 of these regular faculty and a significant portion of that growth in faculty members has been in tenure track positions. This has occurred primarily in three schools, CCAS having the biggest increase. The School of Medicine and Health Sciences had 14 new faculty – these are not clinical faculty in the MFA, these are faculty whose lines are at GW. The School of Nursing continued its rapid growth in percentage terms by adding 7 new faculty members.

A second slide in the Composition segment of the Report provides information on the number and percentage of regular, active-status tenure-track and non-tenure-track faculty (including the MFA). Not surprisingly, most MFA faculty members are clinical, rather than tenured or tenure-track faculty and this quite radically alters the picture of faculty composition just presented. A substantial number of faculty whose teaching is based clinically have their appointments through the University, but they are employed and paid by the MFA (Medical Faculty Associates) rather than GW.

Slides 5 through 7 in the Faculty Composition segment of the Report provide information on the total number of full and part-time faculty by school (excluding and including the MFA faculty) and the number of tenure-track and non-tenure-track regular, active-status faculty by school. As shown on slide 8, since 2003, the trend has continued toward achieving closer gender balance in the faculty ranks. The percentage of women now exceeds 40%. The University has been extremely successful in recruiting female faculty to positions that have opened up either because of new lines or departing or retiring faculty. In many fields, women earn more Ph.D.'s than men; that has been true in biology and is also true in many other disciplines as well. Slide 9 shows the percentage of full-time female and male faculty by School as of 2012. Not surprisingly, the largest numbers are in the biggest School, CCAS.

Slide 10 shows the percentage of full-time underrepresented faculty for the years 2004, 2008 and 2013. These numbers tend to change very slowly and thus are not depicted on a yearly basis. Overall the charts show a positive outcome due to an increased emphasis on diversity. There is still work to do, particularly in the area of enriching the pool of applicants and reaching out to as many sources as possible to recruit highly talented Ph.D.s to GW.

Given the University's goal of globalization, Professor Yezer asked if the Report ought to include information about faculty members' country of origin. Provost Lerman responded that he would be happy to include this information but thought it unavailable. When people join the faculty, they typically have a resident visa, so employment data do not contain this information.

Provost Lerman next discussed teaching loads.   The biggest single noticeable change is that that as the faculty has grown, the University has been able to provide many of them with more time to pursue their research and writing.   Overall, among tenure-track faculty the average teaching load was 8 credits in 2011.

Professor Newcomer asked if this data included administrators such as department chairs who have a reduced teaching load, which would tend to reduce the numbers presented. The Provost confirmed that the data does not include deans but it does include associate deans and department chairs.   Another faculty member noted the absence of information about teaching loads in the School of Medicine and Health Sciences, and the Provost said he had not noticed the omission and would look into it and report back to the Senate.

In terms of teaching loads, the Report indicates that about 59% of undergraduate students for a given course enrollment are taught by a full-time faculty member, and about 43% are taught by a part-time faculty member. There are large variations between schools, however. Most of the undergraduate teaching in SEAS currently (and historically)is done by full-time faculty members.   The undergraduate population in tithe School of Public Health and Health services is intentionally kept quite small, and it is disproportionately taught by part-time faculty.

The picture for on-campus graduate students is slightly different. At this level in the SPHHS the vast majority of students are taught by full-time faculty.   Interestingly enough, a large fraction of graduate students are taught by part-time faculty in the SEAS.   Each school makes a strategic decision about this, taking into consideration who can best educate the students in a course. Professor Galston commented that in the Law School, part-time faculty teach specialized courses while the regular faculty probably teach 95% of the basic courses.

Provost Lerman next turned to the faculty salary data in the Report. The first slide in this section compares the average salaries of GW faculty by school against the AAUP 60th percentile. Overall, the University does better than the AAUP on all three metrics, at the full Professor, Associate and Assistant Professor levels.   Not surprisingly there is a lot of variability between the schools. However, in all three ranks Columbian College is below the AAUP 60th percentile, and the Graduate School of Education is below the average at the Assistant Professor level. In response to a question about whether salary information was prorated for faculty members on a twelve-month contract, the Provost said that the data presented is normalized – most faculty are on 9 month contracts, and if they work in the summer they have additional compensation. In some schools the typical contract is twelve months, so salary data is normalized so comparisons can be made. President Knapp noted that salary data for the SMHS was not included and asked if this was because the AAUP does not publish 60th percentile information for these. Several at the meeting confirmed that this was the case.

The next part of the Report discussed by the Provost concerns enrollments and enrollment caps. As most know, there are enrollment caps in place for the Foggy Bottom and Mount Vernon campuses that limit the number of students the University can have at each location.   Calculation of the caps differs for each of the campuses, formulas for which

was shared with the Senate last year. The Provost indicated he would be happy to provide this information again to anyone inquiring about them.

At the Foggy Bottom campus, enrollment is presently at 96.3% of the cap. Ideally, the percentage would be closer to 98%, but care must be taken to ensure that GW does not exceed the cap. At the Mount Vernon campus, which measures enrollment by each day of the work week, enrollment is between 80 and 85% of the cap. Not surprisingly, on Friday, enrollment is well under the cap, so the Provost said that if anyone wants to volunteer to teach a class on Friday there they would be welcome to do so.

In the interest of time, the Provost skipped discussing enrollment information for undergraduate and certificate program students contained in the Report.

In terms of master's degree enrollment on campus this has flattened out somewhat. There about 6,000 of these students enrolled on campus, but off campus there is a clear trend of growth, particularly in the SON and the SPHHS. As an example of the improving quality of students in the Master's degree population, Provost Lerman pointed to the GMAT scores of entering students at the School of Business. These scores have been growing steadily over the past four years.

With respect to doctoral enrollments on campus, these have been hovering around 900. They are taking fewer credit hours, and this translates into lower tuition revenues for the University. There was some real growth off campus. The SON"s doctoral program is essentially entirely off-campus through distance education.

There has been a decline in the Law School's Juris Doctor enrollments, a trend that is nationwide. The number of students attending law school has fallen relatively rapidly due to economic changes in the legal field. The number of students taking the Law School Admission Test, which is highly correlated with the number of applications to law schools, has gone from over 47,000 per year to below 30,000 a year. Not surprisingly, the competition for JD students has accelerated for this declining applicant pool. On the positive side, the applications and number of students in LLM programs are growing, so part of the GW Law School's strategy has been to somewhat offset the decline in the number of JD students by trying to increase enrollment in the LLM programs.

Provost Lerman concluded by focusing on enrollments in medicine and the health sciences areas. There is tremendous interest in and job opportunities for health sciences graduates in programs like physical therapy and physician's assistant programs. It is expected that the need for people in these professions will continue to grow as more people seek and get health coverage and as the population ages. On the other hand, there is a limit to enrollments in the Medical School. The MD program is highly sought after. Typically over 10,000 applications are received each year for an incoming class of 177, so only about 3% of applicants are accepted. This is by national standards a highly selective program. The obvious question is whether to grow the MD program, but there all sorts of complexities involved in doing this, not the least of which is how to find clinical placements for these additional graduates. This is probably one of the biggest gating factors. Professor Simon confirmed that in Washington, there are two problems. The first is that third and fourth year medical students need access to clinical sites and there are no additional clinical

sites. The second problem is a very serious problem in that most residencies are supported by Medicare, and Medicare is not increasing the number of residency slots. Potentially this can result in students graduating from medical school with $300,000 in student debt who cannot find a residency slot.

Provost Lerman invited Senate members to explore the information in the Core Indicators Report at their leisure and said in conclusion that he would be happy to hear from anyone with questions about items in the Report.

GENERAL BUSINESS

I.   NOMINATION FOR ELECTION TO SENATE STANDING COMMITTEES

Professor Rehman moved the nomination of Professor Linda A. Briggs to the Appointment, Salary and Promotion Policies Committee. Professor Briggs was elected.

II.   REPORT OF THE EXECUTIVE COMMITTEE

Professor Rehman presented the report that is included with these minutes.

III.   PROVOST'S REMARKS

In response to Professor's Rehman's comments concerning the administration's role in providing information during the grievance process, Provost Lerman said that the administration has provided access to all of the documents associated with the grievance in process. The critical question is whether or not physical copies of these documents are made available or if access is provided by allowing people to review the files, as the Executive Committee does during the nonconcurrence process. There is only one copy of record that is tracked through the system, and additional copies are not provided. This is not for any secrecy reason. These dossiers include letters from outside evaluators which are arguably, the most sensitive documents. The concern is that if it becomes known that copies of these letters are provided, external reviewers will refuse to write them if they believe that all reasonable precautions have not been taken to keep them confidential.

Provost Lerman said he thought that this was not an effort to in any way withhold information from the grievance committee -- it is simply the form in which access to the information will be provided. He added he thought this is a procedural interpretation question, because all of the information is available to the grievance committee in terms of access rather than physical copies.

Professor Rehman responded to these comments by saying that, while she sympathized and agreed with a number of the Provost's comments, the grievance process outlined in the *Faculty Code* is quite clearly laid out on pages 28 and 29. The grievance process can be used for anything from grievances concerning discrimination complaints to tenure and promotion matters, and the grievance process is quite specific. Both parties to a grievance have the right to copy materials relevant to a grievance. The only exception is if these materials are deemed privileged and if that claim is made, it must be shown that they

are in fact privileged. Professor Rehman said that in her view, it is always beneficial for an institution to have an internal arbitration process, as this is preferable to having disputes handled in the legal system.

President Knapp said he did not think it appropriate to continue a debate about this at the meeting. He added he thought it a little bit paradoxical if the University's own tenure procedure does not provide for more than one copy of documents, but that when there is a grievance arising from that procedure, a complete shift would be made in the way in which the documents are handled. This appears to be a difference of interpretation and it might even be an inconsistency within the *Faculty Code* that will need to be ironed out and at some point reconciled.

Provost Lerman announced that Kathleen, Merrigan, formerly a faculty member at Tufts University and most recently a former Deputy Secretary of Agriculture, has been recruited as the University's new Executive Director of the Sustainability Initiative. She has already met with the University's Trustees, and will begin her work at GW on March 10th.

IV.   CHAIR'S REMARKS

President Knapp reported on the College Opportunity Summit recently convened at the White House. The theme of this gathering was about expanding access to higher education on the part of communities, particularly for lower income families, minority communities and first generation college goers. This is not just a question of the financing of educational opportunities for these students, but whether there is enough support and advice available to them. One of the shocking statistics that came to light was that the average number of students advised by each college adviser in high schools across the country is about 400 students. In California the ratio is 1 adviser to 1,000 students. Largely as a result of reductions in funding across the county, opportunities for students to obtain access to and help with college and financial aid information and applications has been reduced. There are also questions about whether families are even aware of the financial aid availability that their sons or daughters could enjoy. While Provost Lerman outlined in his report what GW is doing to enhance strong retention and successful degree completion statistics, the national picture is not nearly as good.

For a couple of decades now, GW has awarded Trachtenberg Scholarships to attract students from schools in Washington, D..C., where there are 40 public and charter high schools. The program also serves to send the message to the community that this financial aid is available. That, of course, serves to encourage students to go to college. It also helps parents to realize that college attendance is a possibility in the lives of their children.

In advance of the Summit, the University pledged a number of things it would do to advance the effort. Among these will be holding workshops at GW where families will be able to come to campus and receive assistance in completing applications for college admission and financial aid. This will be offered to students applying to GW and elsewhere. GW will also establish a liaison with the 40 D.C. schools in the community, as well as look for other ways to make it easier for families to apply to higher education institutions.

President Knapp said that a week after the Summit he had announced the establishment of a University-wide Access and Success Task Force to address issues such as the expanding gap in college attendance and graduation rates for first time students, particularly those from minority and lower income communities.

Heading the Task Force will be Vice Provost for Diversity and Inclusion Terri Reed. The group will have representation from across the University of faculty, staff, and students, and it will focus not only on access but success, i.e. what the University can do to support students once they matriculate at GW. It is also important to see that appropriate mechanisms are in place to help students less well prepared to be successful. GW has taken something of a leadership role in the kinds of resources made available to veterans, who also come from many different kinds of backgrounds than other students, are often older, and frequently have stereotypes to confront.

The work of the Task Force will be reported to the University community as it proceeds. This will be a multi-year process, and it remains to be determined what White House support for it will be. At this point there is no discussion of legislation to help in this effort, and it is really one of the many things the government administration has been doing to encourage people to volunteer and accomplish things President Obama considers important, because it does not always work out when these ideas are presented to Congress. The program is worthy of support by GW because it is consistent with the University's values, and certainly in line with the role that it plays and will continue to play in the D.C. community as the largest University in the nation's capital.

BRIEF STATEMENTS (AND QUESTIONS)

Professor Simon referenced information concerning law school data in the Core Indicators Report, and asked if the Law School is the canary in the coal mine with its declining enrollments. He also asked if the University was burying its head in the sand with respect to tuition costs and their impact, particularly for students in areas that are not wide open in terms of job opportunities, for example, in the humanities. He also asked what is being done about sustainability in terms of a college education, particularly for the middle class.

Addressing first the issue of tuition costs, President Knapp noted that the University has just done a survey that showed that there is a great deal of understanding about GW's unique fixed tuition cost program, and it has to a surprising extent encouraged students to enroll at GW because they know in advance what they will have to pay over a five-year period for tuition. In addition, over the last seven years, the University has moderated yearly tuition increases, holding them at a level of 3%. This is below tuition increases at other institutions. A third way of responding to rising tuition costs is seeking more philanthropic support for scholarships. GW's Power and Promise Scholarship fund has been one of the more successful fundraising activities for the University. Clearly, all of these efforts to increase affordability for students benefit the middle class, as well as other students.

There has been a lot of discussion nationally about employment opportunities for college graduates. A recent study came out a few days ago showing that the gap between

people with and without college degrees in terms of annual and lifetime earnings has actually widened, not narrowed, in recent years. So it is now even more important than ever for people to get a college education to enhance their earning power. Another study that came out two weeks ago dealt specifically with the question of salaries for graduates in the humanities. It showed that, whatever difficulties humanities graduates experience in getting jobs in the short term, over time their lifetime earnings exceed those of those who earn professional degrees [for example, in business and law] other than engineering and science degrees. There is, of course, a lot of debate about these statistics.

There is no question that rising tuition costs will continue to require attention. The President said he thought the Law School is a unique situation as there has been a pretty radical change in the economic model of the whole law industry that took place during the downturn when the pattern of hiring associates right of school shifted pretty dramatically. It has certainly been reported in the press that entry-level legal jobs are not as available as they were, and that pretty quickly translated into the rather substantial drop in law school applications. There is also the issue that the Provost mentioned in his report. GW's Law School is in the top tier, and has not experienced the downturn that other schools have. The pattern that has emerged is likely to continue for some years to come. The Law School Dean and the faculty are making efforts to address this in various strategic ways including growing the number of LLM students enrolled. This is because more people are studying law because of its relevance to their industry, rather than seeking a professional law degree so that they can practice.

In sum, President Knapp said that he thought all of this is a mixed picture, but that he did not think the metaphor of the canary in the coal mine is appropriate. Certainly there is a lot of national angst and anxiety about college affordability and access. A lot of that is likely to subside as the economy recovers, but efforts to address these issues must and will continue.

ADJOURNMENT

Upon motion made and seconded, the meeting was adjourned at 4:11 p.m.

Elizabeth A. Amundson
Elizabeth A. Amundson
Secretary
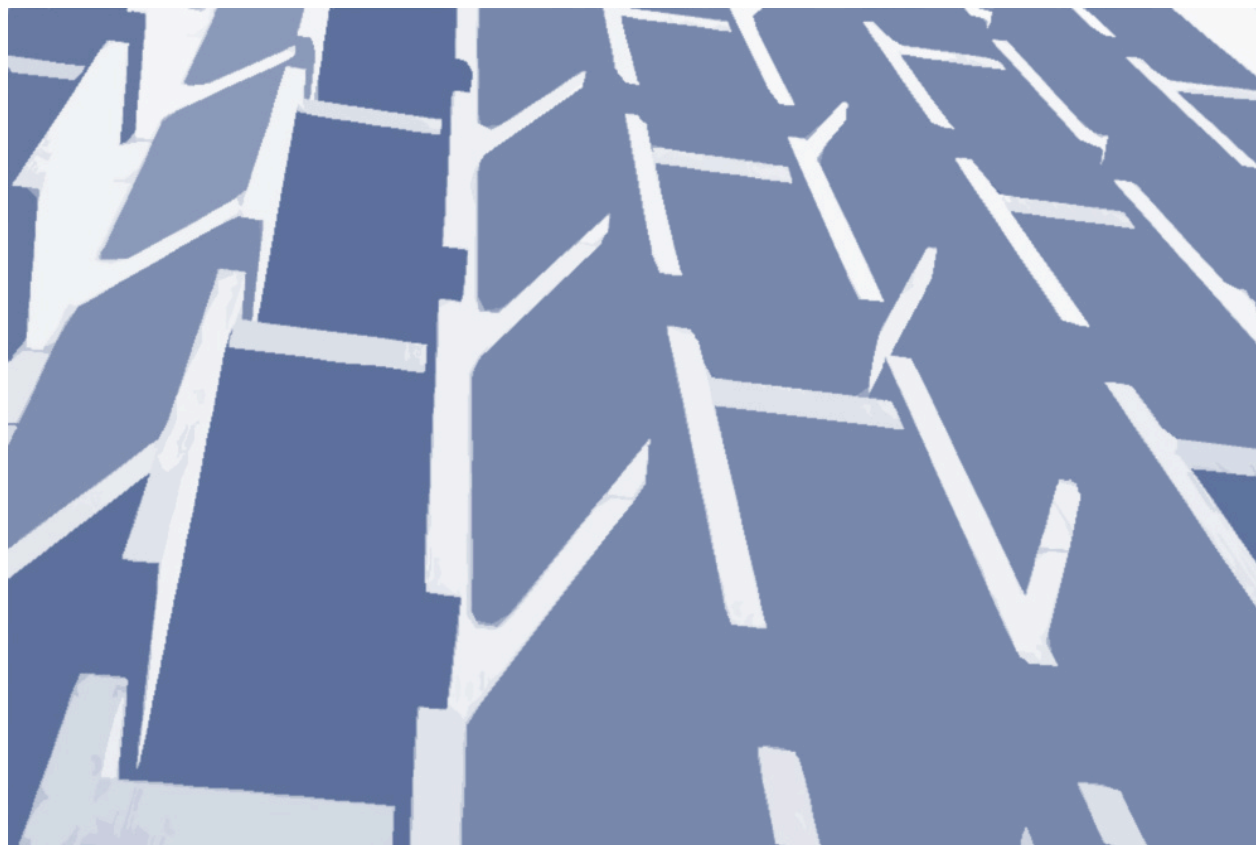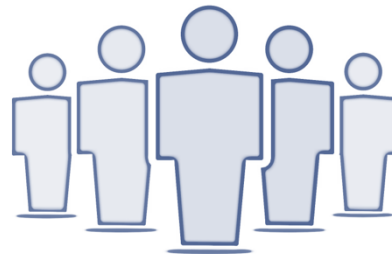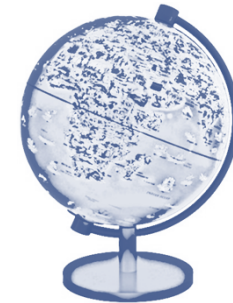
Vision

GW Libraries

GW Faculty Senate
14 February 2014

Geneva Henry, University Librarian and Vice Provost for Libraries

GW Strategic Plan Themes and Goals

- Innovation through cross-disciplinary collaboration

- Globalization

- Governance and policy

- Citizenship and leadership

Innovation through cross-disciplinary collaboration

- Library as hub for engaging faculty and students across the university

- Education for innovative communication across disciplines

- Librarians engaged with with faculty research, facilitating connections

- Rare and unique materials for scholars in many fields

- Engagement with the DC community to explore unconventional partnerships

Globalization

- Global Resource Center and unique collections reflective of the world

- Services to support and celebrate cultural differences

- Engagement of the international community surrounding GW

Library as a common cultural norm

Governance and Policy

- Education around information policies and law, open access

- Librarians involved with research teams to ensure ability to share information

- Partners with federal agencies in data/information management and policy
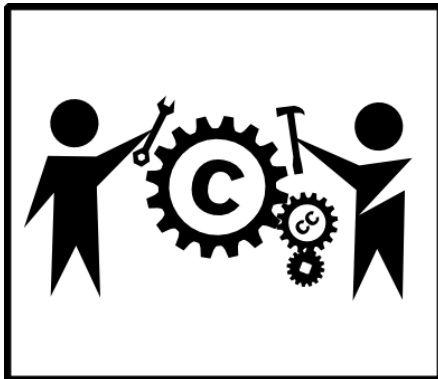
Citizenship and Leadership

- Integration of leadership collections into the curriculum (e.g. Churchill)

- Provide opportunities for student engagement in research in shared facilities

- Library as natural partner engaging with the community to enhance the GW experience

Model leadership values

PRIORTIES

- Get research back into the libraries
  - Engagement of librarians with faculty research
  - Shared common research facilities

- Engagement in teaching and learning

- Focus on our special, unique collections

- Collaborate across the campus and the community

- Create the environment our students need to be competitive in the 21st Century

Library Strategic Plan

- Following the provost's approach

- Strategic planning group from across the library

- Draft release for feedback and enhancement

- External organizational perspectives to ensure objective assessment

- Create a culture of change

Let's talk!

The George Washington University
Faculty Senate Committee on
Appointment, Salary, and Promotion Policies
(including Fringe Benefits)

Subcommittee Report on Nonconcurrences

The Context

In the past year in particular, and in the last three or four years in general, there has been an increase in the number of administrative non-concurrences in faculty promotion and/or tenure decisions. While we all recognize that this is a period of change as the university improves its academic standing, we believe that there are a few steps that can and should be taken to (i) navigate the new appointment, promotion, and tenure guidelines and (ii) communicate the processes to the faculty more effectively.

The overarching theme that seems to have emerged as a result of the discourse on this topic at various schools in the university is that there is a need for the newer and revised expectations to be communicated unambiguously and that the process of communicating these expectations needs to be institutionalized sooner rather than later. This essentially means developing a collective understanding of what should be done and how we should go about doing it.

The Specifics

It is understood that the Faculty Code is the overarching source document for all stakeholders, including administrators at university and school levels, department chairs, and faculty.

Given the diversity of program and departmental needs across the schools in the university, a uniform set of policies and procedures would not be effective; however some overarching principles can be constructed to ensure that both the new expectations and the process for communicating these, are known to all stakeholders. There is an urgent need for the following principles to be communicated:

1. The Provost's office, through the deans, specifies the expectations for timelines and standards for documentation of faculty members' progress through the promotion and tenure process.
2. All school and departmental Appointment, Promotion and Tenure (APT) committees update and align their guidelines regularly and communicate their decisions.
3. A transparent and collaborative process between university, school, department, and program faculty is expected to ensure effective decision-making. This process will prevent decisions by deans, who might be new to the university, from explicating standards of performance that either are rejected by departments, by subgroups of faculty or by deans. While such disagreements form an important part of the academic process, new faculty need clear messages about expectations as the university transitions towards greater academic excellence.

4. Departmental bylaws and APT Committee guidelines align with and reflect the shared set of expectations, and work from similar templates. Schools who have not reviewed bylaws and guidelines are expected to do these on a regular schedule that is communicated at the beginning of each academic year. Schools are encouraged to separate bylaws, which can only be amended according to strict timelines, from APT Committee guidelines which may need more flexibility in interpretation and in application.

The ASPP Committee offers some *process* suggestions for faculty and administrators to consider as they align expectations with guidelines.

i. Schools are advised to establish "appointment, promotion, and tenure" orientation sessions where deans and chairs of APT Committees talk directly with new faculty and provide them with the specific school policy in writing or direct them to it on-line.

ii. Faculty are reviewed against the criteria that are in place for them at the time of their hiring, or as indicated in their appointment letters.

iii. All school APT Guidelines are communicated in writing as well as orally.

iv. Faculty are encouraged to ask about the process at every level as they are charting their course towards their ultimate goal of promotion or tenure.

v. Faculty are encouraged to maintain ongoing portfolios of their accomplishments as they move toward promotion or tenure.

vi. Departmental chairs and APTs do due diligence throughout the review process, to include reviewing for alignment with annual reviews, three year contract reviews, and final reviews for promotion and tenure.

vii. Departmental APT committees explicitly state the balance expected from faculty in the three areas of research, education and service. Departmental APTs align their procedures and reviews so as to meet university deadlines.

viii. The Provost's office establishes specific deadlines for promotion and tenure application submissions and communicates such deadlines to various schools and faculty.

ix. The Provost's office collaborates with the deans regularly, including orienting new deans on ways to communicate the deans' expectations for raising the standards for promotion and tenure. This process includes training on school-wide APT procedures. There is a need for clear adherence to standards that were negotiated for faculty who are already in the pipeline when a particular dean is hired but whose decisions will be made under a new dean.

Report created by Professors Anton Sidawy, Shivraj Kanungo and Sylvia Marotta-Walters (Subcommittee of ASPP Committee)

Modified and Approved by ASPP Committee for transmission to Faculty Senate: May 2, 2013
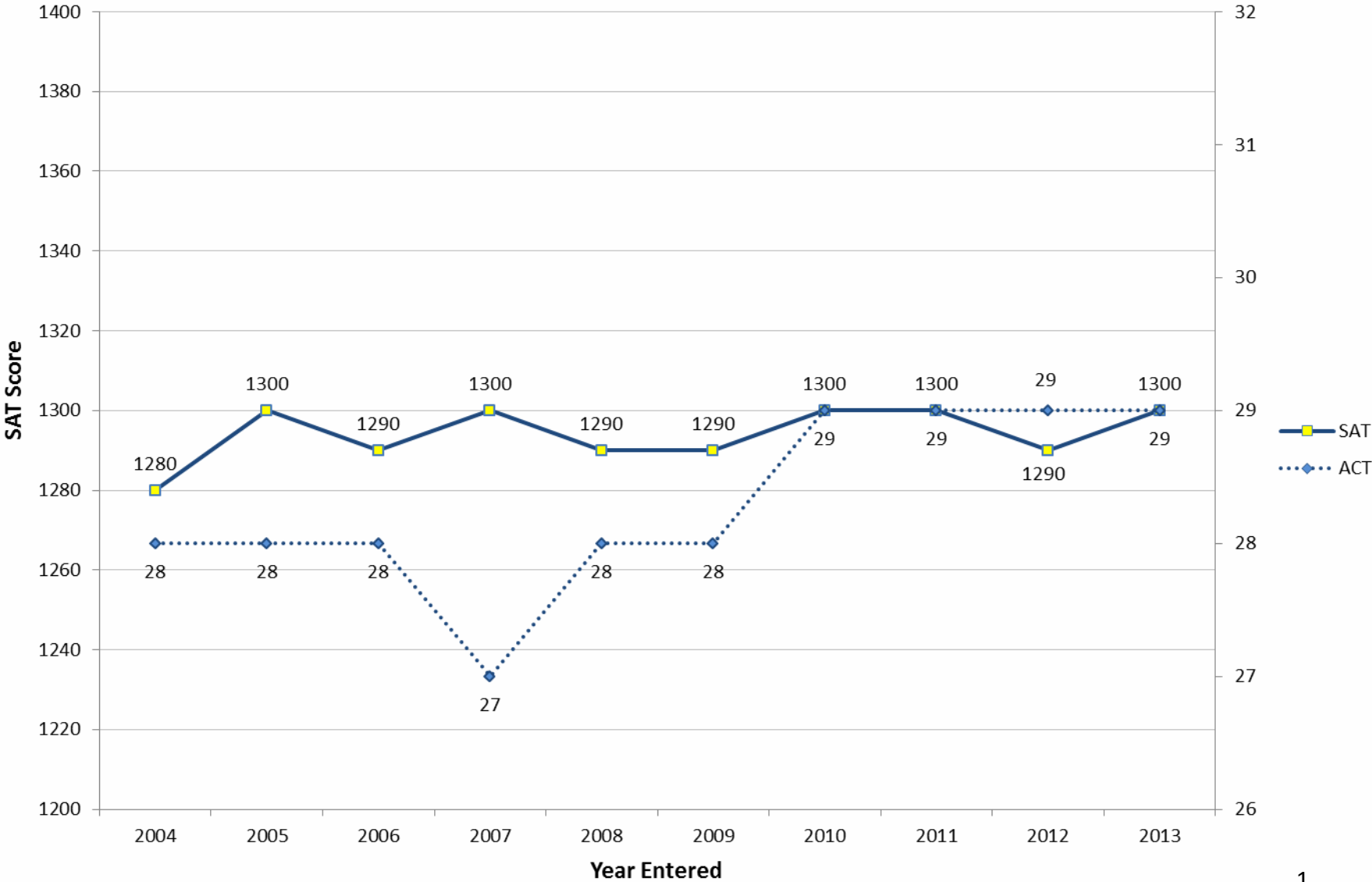
Academic Affairs
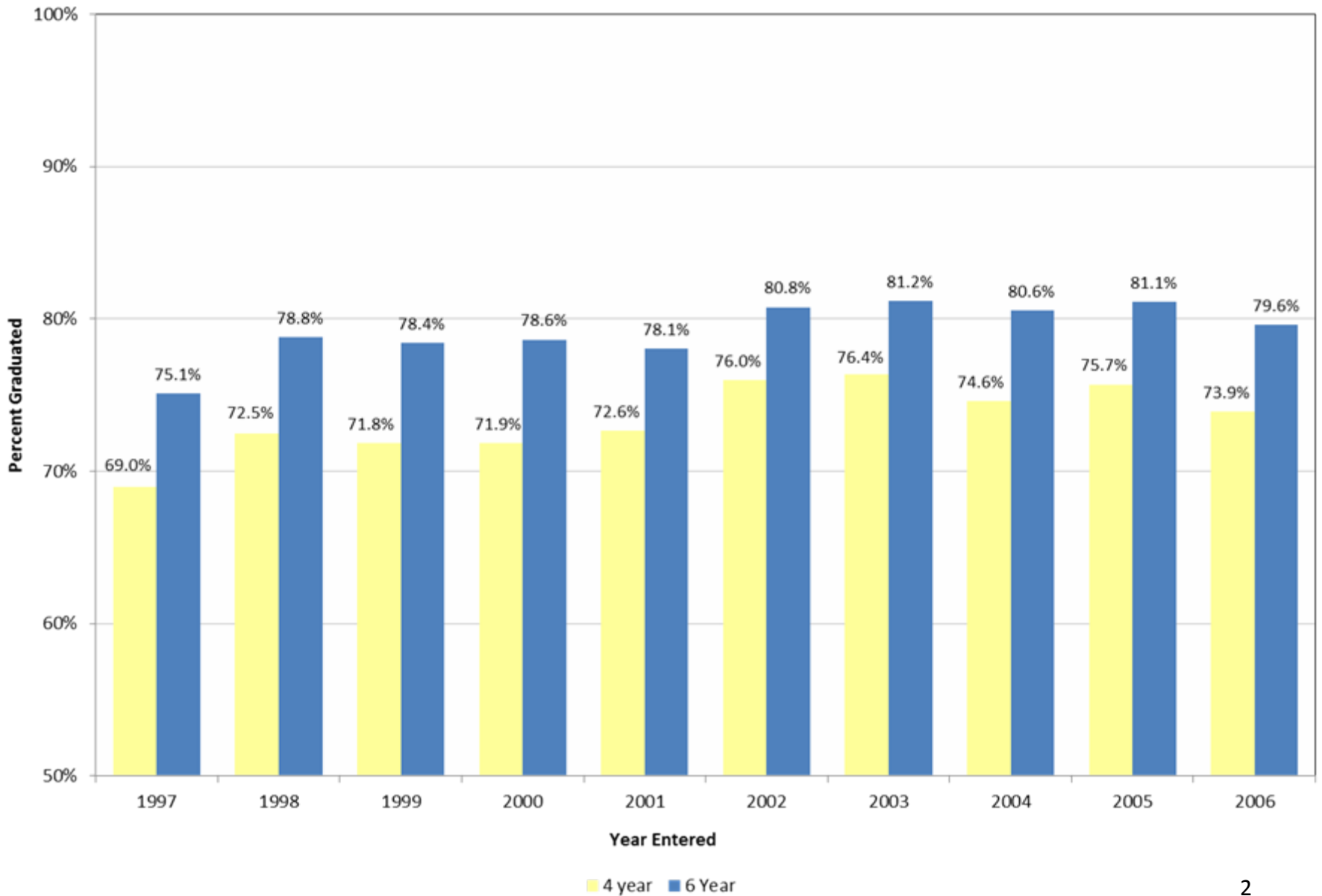
Academic Excellence Metrics

Data as of January 15, 2014

Academic Affairs Committee of the Board of Trustees
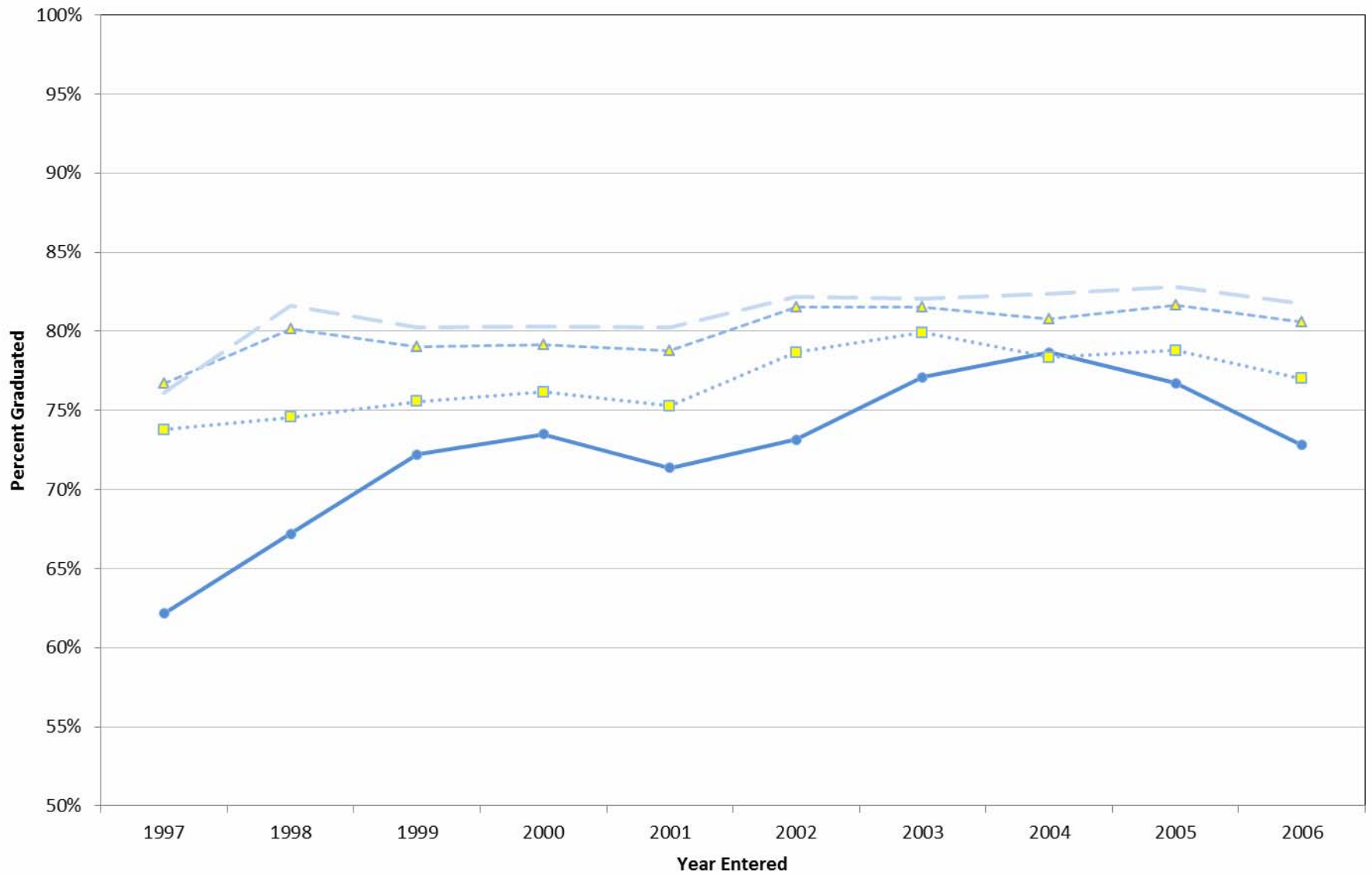**Provost and EVP for Academic Affairs Steven Lerman**
February 6, 2014

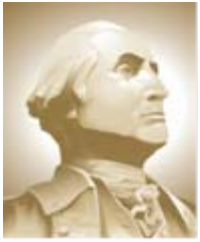Median SAT (Verbal and Math) and ACT Scores of Freshmen Matriculants

Four and Six Year Graduation Rates

Six Year Graduation Rates by Race and Gender

3

Student-Faculty Ratio*

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Ratio	13.6	13.5	13.6	13.4	13.5	13.0	13.0	13.0	13.7	12.7

*Excludes schools that have only post-baccalaureate students or a very small number of undergraduate students (e.g., GSEHD, Law, SMHS, CPS)

Median GRE Percentiles of Matriculants in Master's and Doctoral Programs

Post-Baccalaureate Plans Six Months after Commencement

Legend:
- ■ Employed full- or part-time
- □ Attending graduate or professional school
- ▨ Actively seeking employment
- □ Other activity (travel, family obligations, serving as a volunteer)
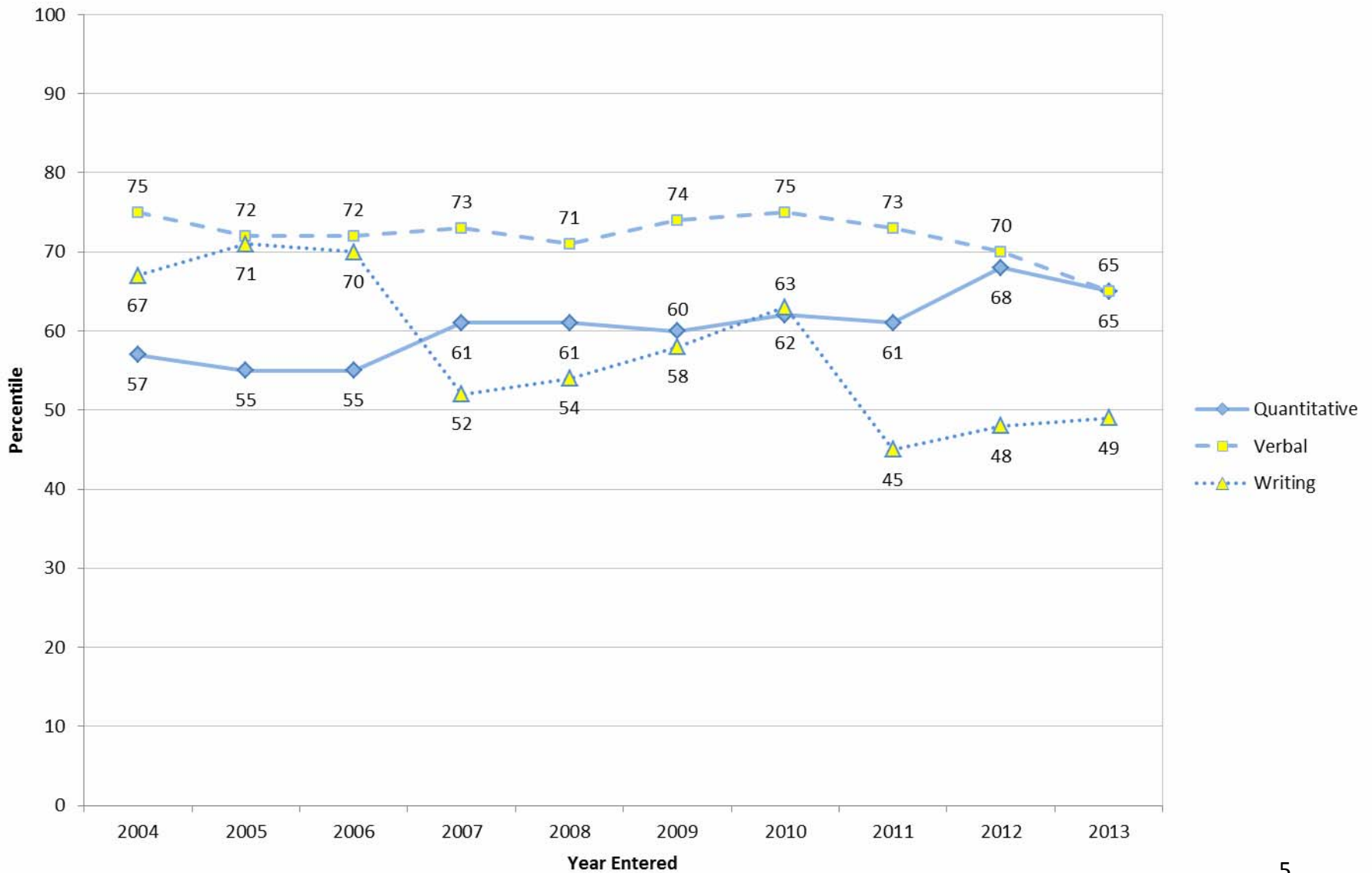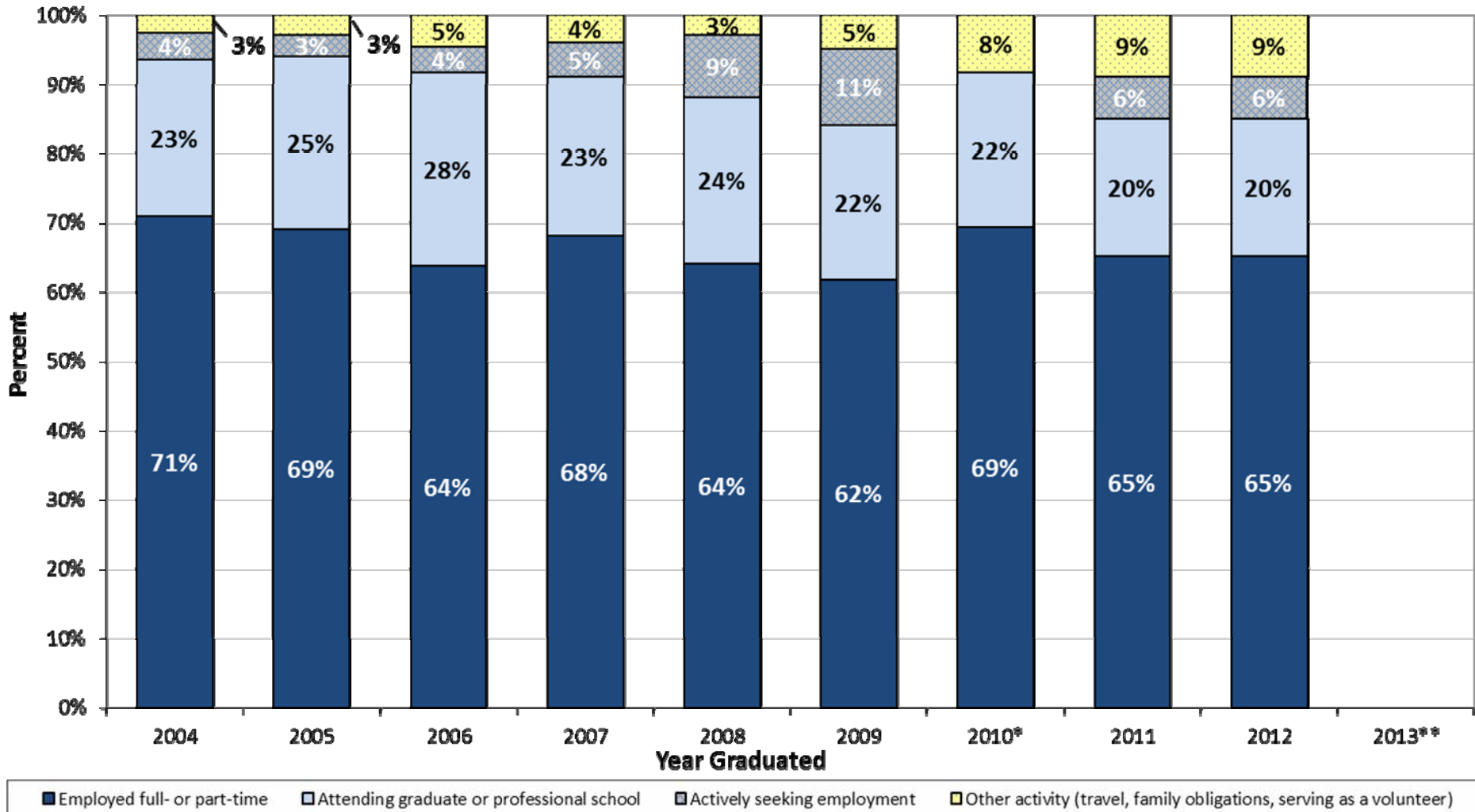
* The response choice "actively seeking employment" was not included as a choice.
** Not yet available.

6

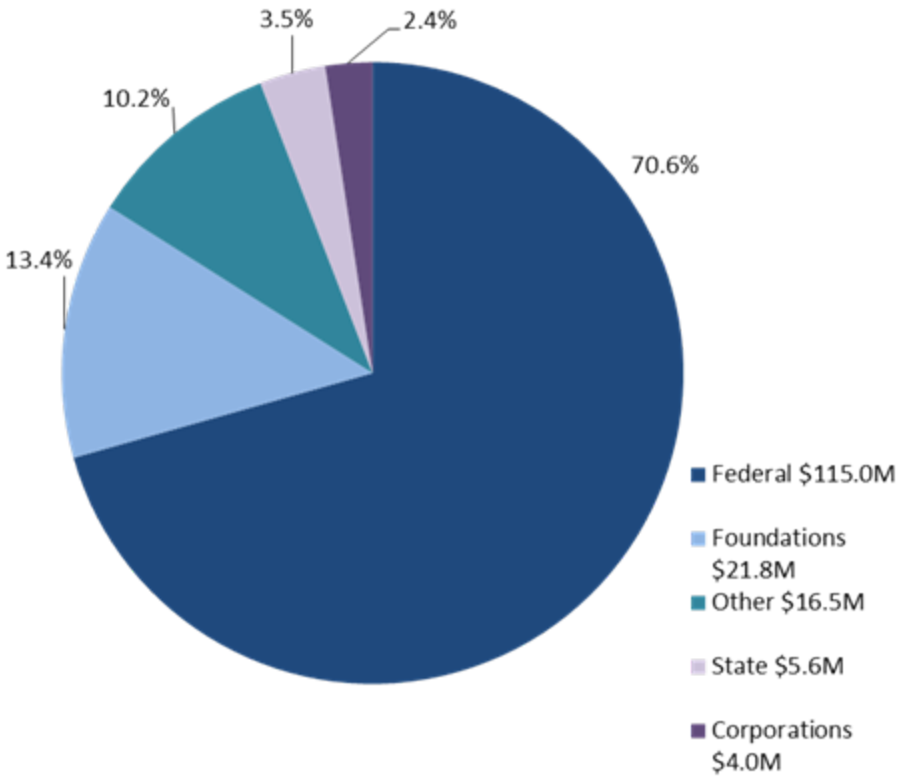# Percentage of Master's and Doctoral Level Students Employed at Graduation

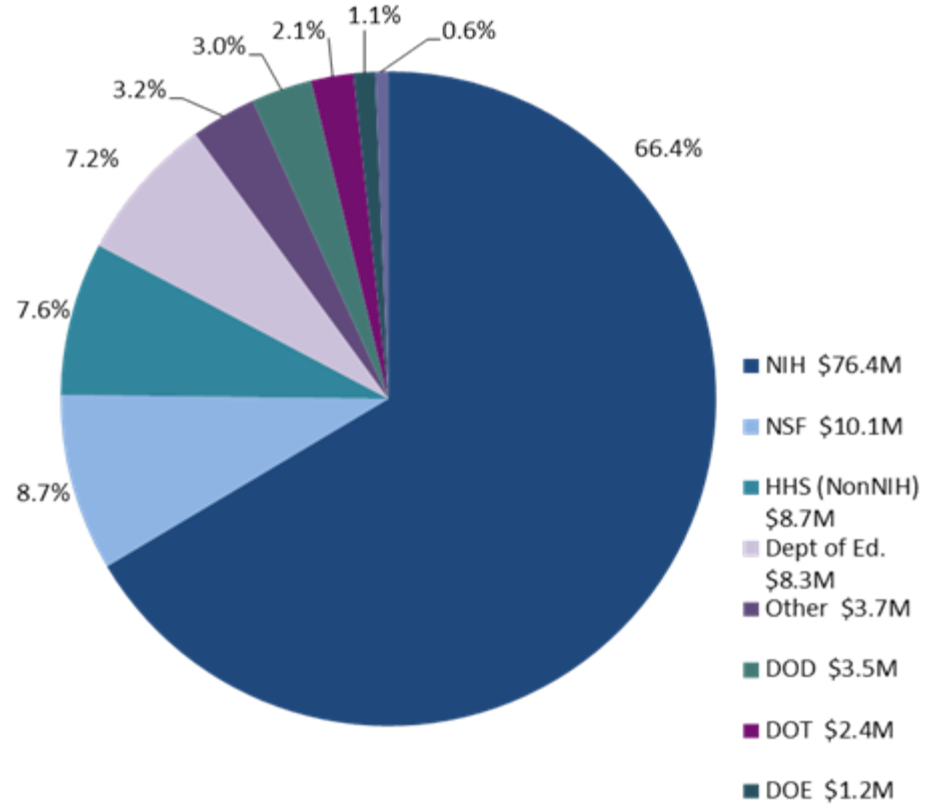

7

Extramural Expenditures and Indirect Costs
Fiscal Year

8
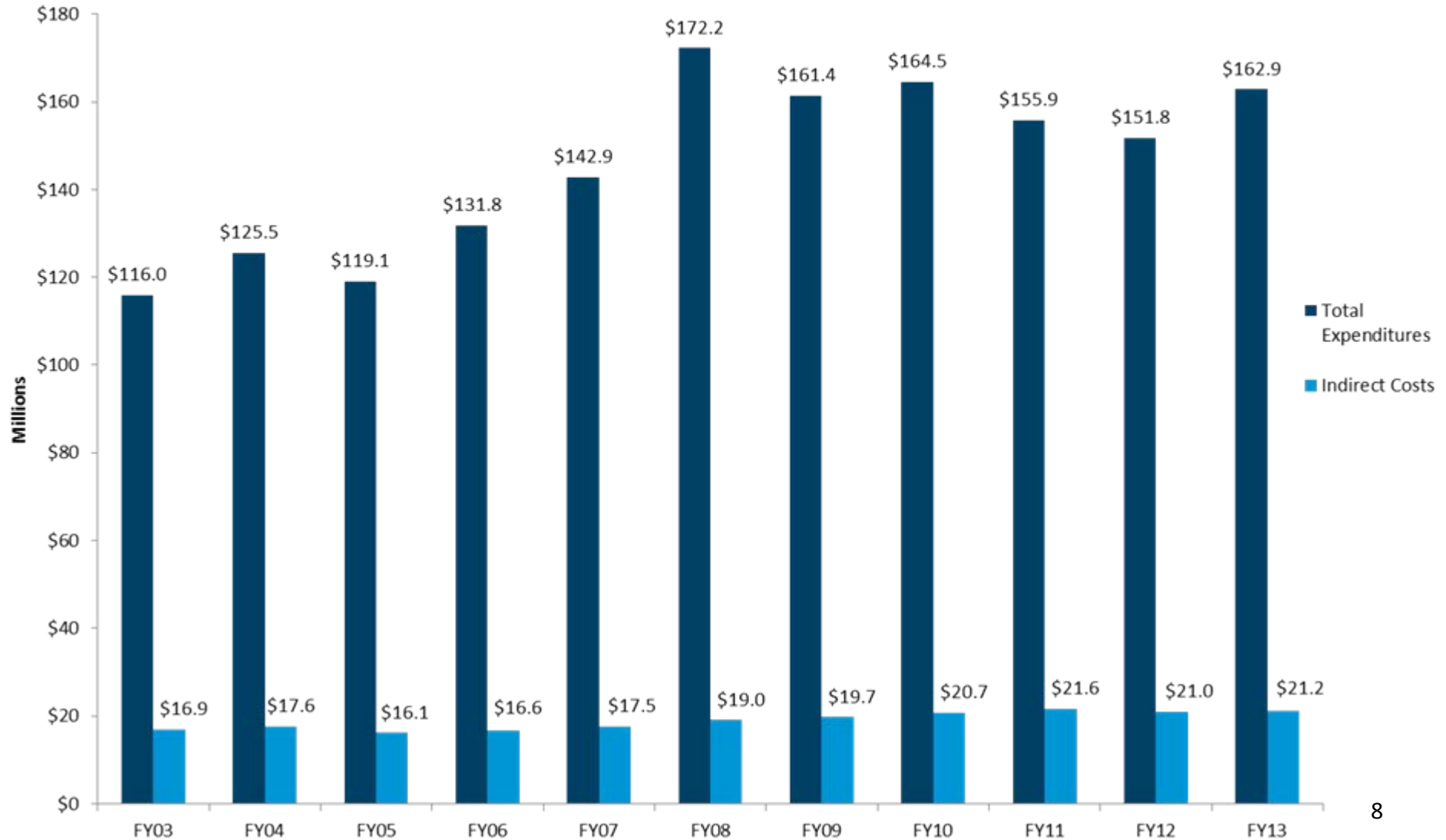
Sources of Extramural Funding
FY13

All Funding
[$162.9 Million Total]

- Federal $115.0M
- Foundations $21.8M
- Other $16.5M
- State $5.6M
- Corporations $4.0M

70.6%, 13.4%, 10.2%, 3.5%, 2.4%

Federal Sources
[$115 Million Total]

- NIH $76.4M
- NSF $10.1M
- HHS (NonNIH) $8.7M
- Dept of Ed. $8.3M
- Other $3.7M
- DOD $3.5M
- DOT $2.4M
- DOE $1.2M

66.4%, 8.7%, 7.6%, 7.2%, 3.2%, 3.0%, 2.1%, 1.1%, 0.6%

Academic Affairs

Core Indicators of Academic Excellence

Faculty Counts and Characteristics
Faculty Teaching Loads

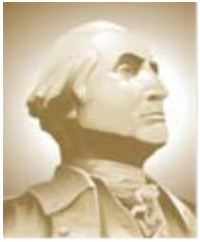**Enrollment Caps**

Undergraduate Enrollment Trends
Graduate Enrollment Trends

Data as of January 15, 2014

Presentation to the Faculty Senate
Provost and EVP for Academic Affairs Steven Lerman
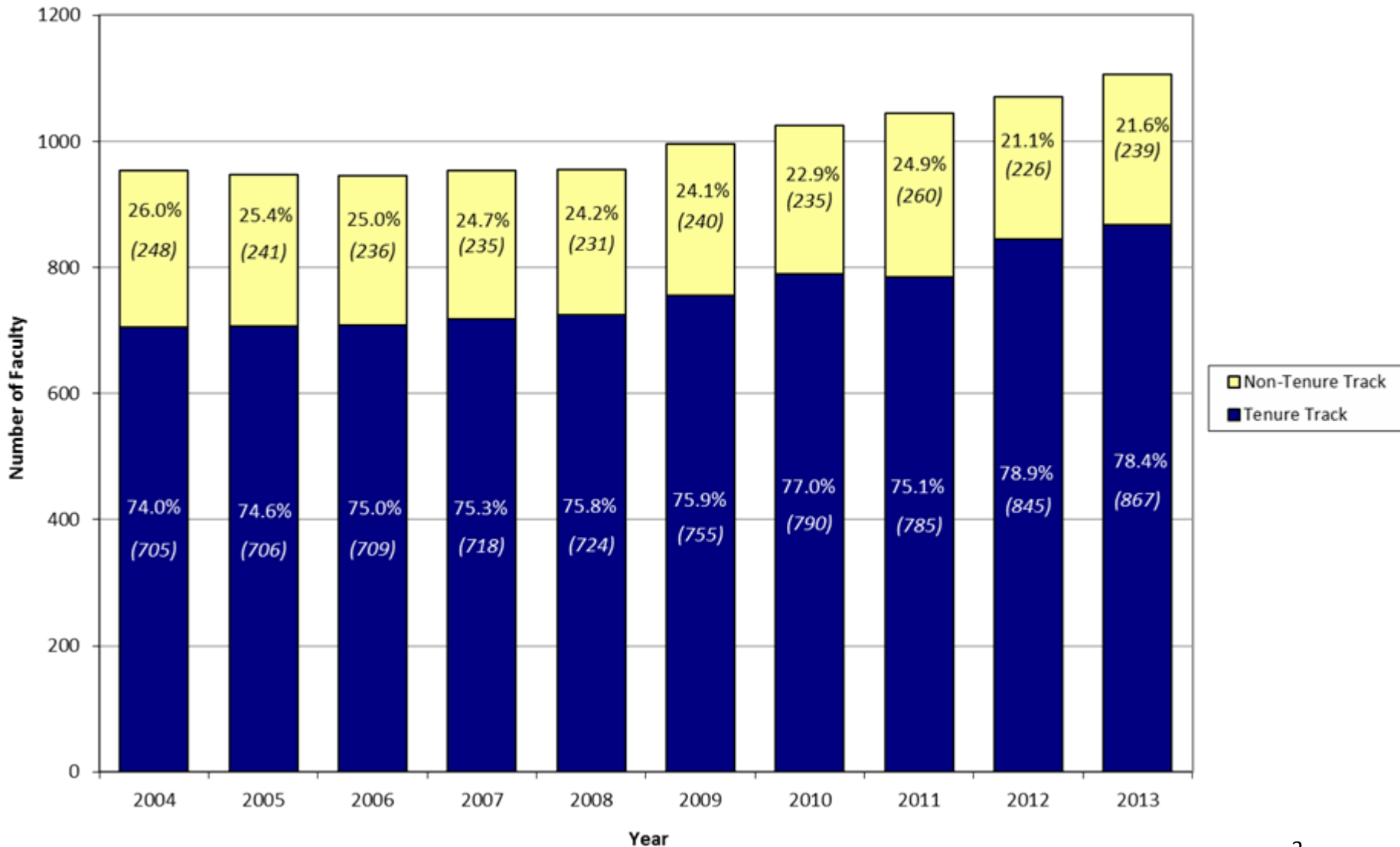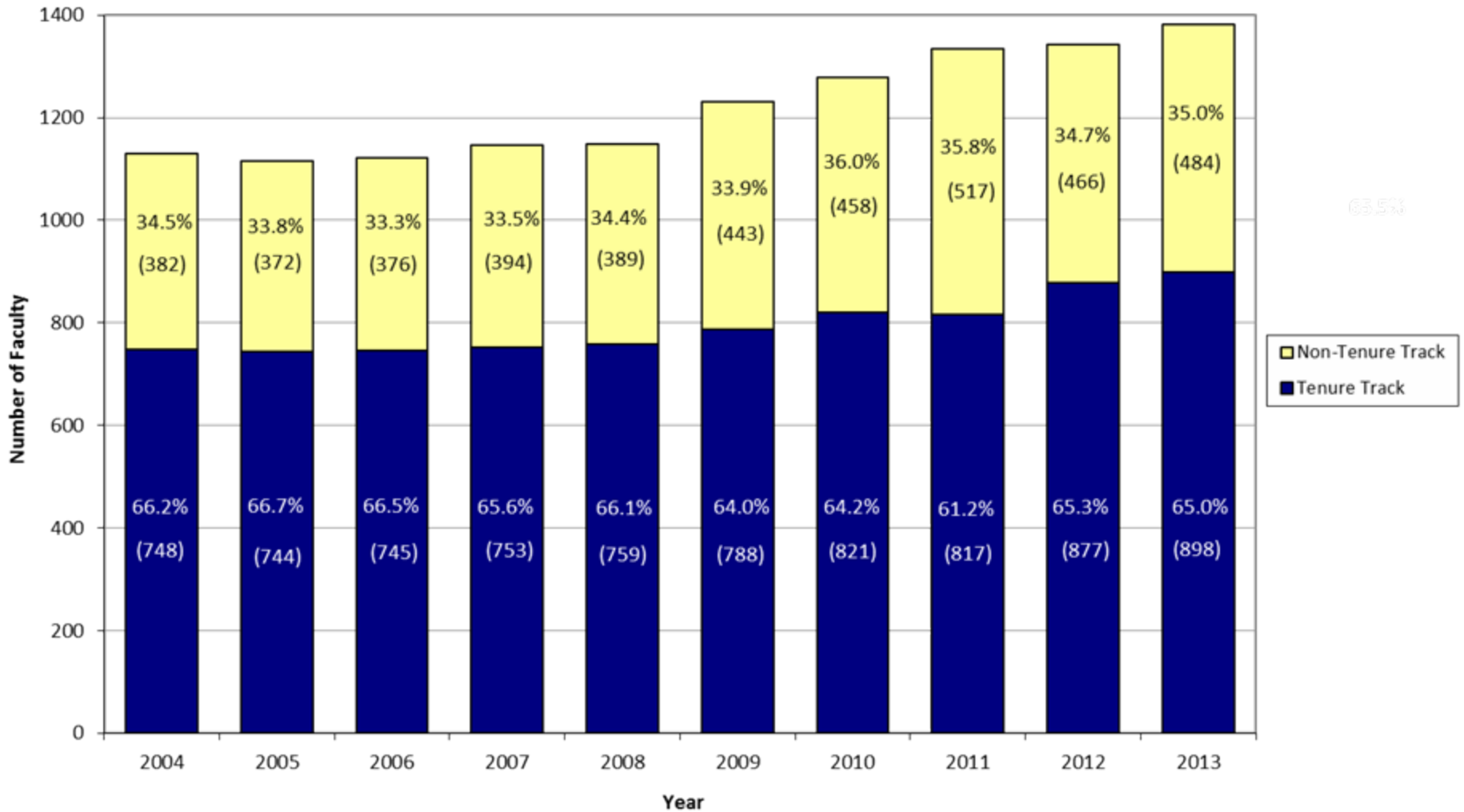**February 14, 2014**

Faculty Composition

Number and Percentage of Tenure Track and Non-Tenure Track Faculty*
(Excludes MFA)

*Includes associate deans

Number and Percentage of Tenure Track and Non-Tenure Track Faculty*
(Includes MFA)

Total Number of Full-* and Part-Time** Faculty by School (excludes MFA)

School	2004 FT	2004 PT	2005 FT	2005 PT	2006 FT	2006 PT	2007 FT	2007 PT	2008 FT	2008 PT	2009 FT	2009 PT	2010 FT	2010 PT	2011 FT	2011 PT	2012 FT	2012 PT	2013 FT	2013 PT
CCAS	420	573	409	571	410	560	423	489	408	492	423	521	424	523	429	532	450	565	477	530
ESIA	44	62	44	58	44	68	47	68	49	82	54	87	55	92	56	72	61	93	57	93
SB	122	90	122	80	121	70	114	81	118	59	118	66	122	64	120	66	108	73	105	62
SEAS	85	90	81	77	81	75	80	79	80	83	83	83	86	90	86	72	87	112	91	85
GSEHD	70	101	73	95	66	105	69	100	70	107	72	98	74	93	76	69	76	96	71	84
LAW	76	138	76	161	79	170	79	178	79	191	84	192	83	193	82	199	84	210	80	230
CPS	3	21	3	26	8	32	12	59	14	57	15	62	16	56	17	48	16	81	20	78
SMHS	83	1,652	89	1,556	88	1,578	85	1,606	94	1,594	91	1,460	84	1,377	85	1,354	92	1,206	86	1,358
SON	-	-	-	-	-	-	-	-	-	-	-	-	14	39	18	32	19	30	26	29
SPHHS	50	208	50	231	48	245	44	228	43	240	55	245	67	304	76	341	81	279	93	234
Total	**953**	**2,935**	**947**	**2,855**	**945**	**2,903**	**953**	**2,888**	**955**	**2,905**	**995**	**2,814**	**1,025**	**2,831**	**1,045**	**2,785**	**1,071**	**2,745**	**1,106**	**2,783**

*Includes both tenure track and non-tenure track faculty; SMHS includes MFA Faculty
**Excludes research, visiting, special service, and affiliated faculty

5

Total Number of Full-* and Part-Time** Faculty by School (includes MFA)

School	2004 FT	2004 PT	2005 FT	2005 PT	2006 FT	2006 PT	2007 FT	2007 PT	2008 FT	2008 PT	2009 FT	2009 PT	2010 FT	2010 PT	2011 FT	2011 PT	2012 FT	2012 PT	2013 FT	2013 PT
CCAS	420	573	409	571	410	560	423	489	408	492	423	521	424	523	430	532	451	565	477	530
ESIA	44	62	44	58	44	68	47	68	49	82	54	87	55	92	57	72	61	93	57	93
SB	122	90	122	80	121	70	114	81	118	59	118	66	122	64	123	66	108	73	105	62
SEAS	85	90	81	77	81	75	80	79	80	83	83	83	86	90	87	72	87	112	91	85
GSEHD	70	101	73	95	66	105	69	100	70	107	72	98	74	93	77	69	76	96	71	84
LAW	76	138	76	161	79	170	79	178	79	191	84	192	83	193	83	199	82	210	80	230
CPS	3	21	3	26	8	32	12	59	14	57	15	62	16	56	17	48	17	81	20	78
SMHS	260	1,652	258	1,556	264	1,578	279	1,606	287	1,623	327	1,486	338	1,405	374	1,395	364	1,253	362	1,405
SON	--	--	--	--	--	--	--	--	--	--	--	--	14	39	18	32	19	30	26	29
SPHHS	50	208	50	231	48	245	44	228	43	240	55	245	67	304	76	341	81	279	93	234
Total	**1,130**	**2,935**	**1,116**	**2,855**	**1,121**	**2,903**	**1,147**	**2,888**	**1,148**	**2,931**	**1,231**	**2,840**	**1,279**	**2,859**	**1,334**	**2,826**	**1,346**	**2,792**	**1,382**	**2,830**

Tenure Track and Non-Tenure Track Regular Active Status Faculty* by School

| School	2004 TT	2004 NTT	2005 TT	2005 NTT	2006 TT	2006 NTT	2007 TT	2007 NTT	2008 TT	2008 NTT	2009 TT	2009 NTT	2010 TT	2010 NTT	2011 TT	2011 NTT	2012 TT	2012 NTT	2013 TT	2013 NTT
CCAS	312	108	308	101	308	102	322	101	316	92	324	99	325	99	323	106	346	104	367	110
ESIA	37	7	38	6	38	6	39	8	38	11	42	12	45	10	42	14	49	12	48	9
SB	100	22	100	22	100	21	96	18	102	16	103	15	106	16	104	16	106	2	104	1
SEAS	78	7	76	5	76	5	73	7	72	8	74	9	78	8	75	11	83	4	86	5
GSEHD	41	29	43	30	41	25	43	26	47	23	47	25	47	27	45	31	51	25	46	25
LAW	65	11	65	11	68	11	68	11	69	10	73	11	79	4	75	7	76	5	71	9
CPS	0	3	0	3	1	7	1	11	1	13	1	14	1	15	1	16	1	15	1	19
SMHS	52	31	57	32	57	31	58	27	59	35	62	29	56	28	57	28	64	28	58	28
MFA	43	134	38	131	36	140	35	159	35	158	33	203	31	223	32	257	32	240	31	245
SON	--	--	--	--	--	--	--	--	--	--	--	--	8	6	12	6	13	6	20	6
SPHHS	20	30	19	31	20	28	18	26	20	23	29	26	45	22	51	25	56	25	66	27
Total	748	382	744	372	745	376	753	394	759	389	788	443	821	458	817	517	877	466	898	484

*Includes associate deans; SMHS and MFA faculty are listed separately.

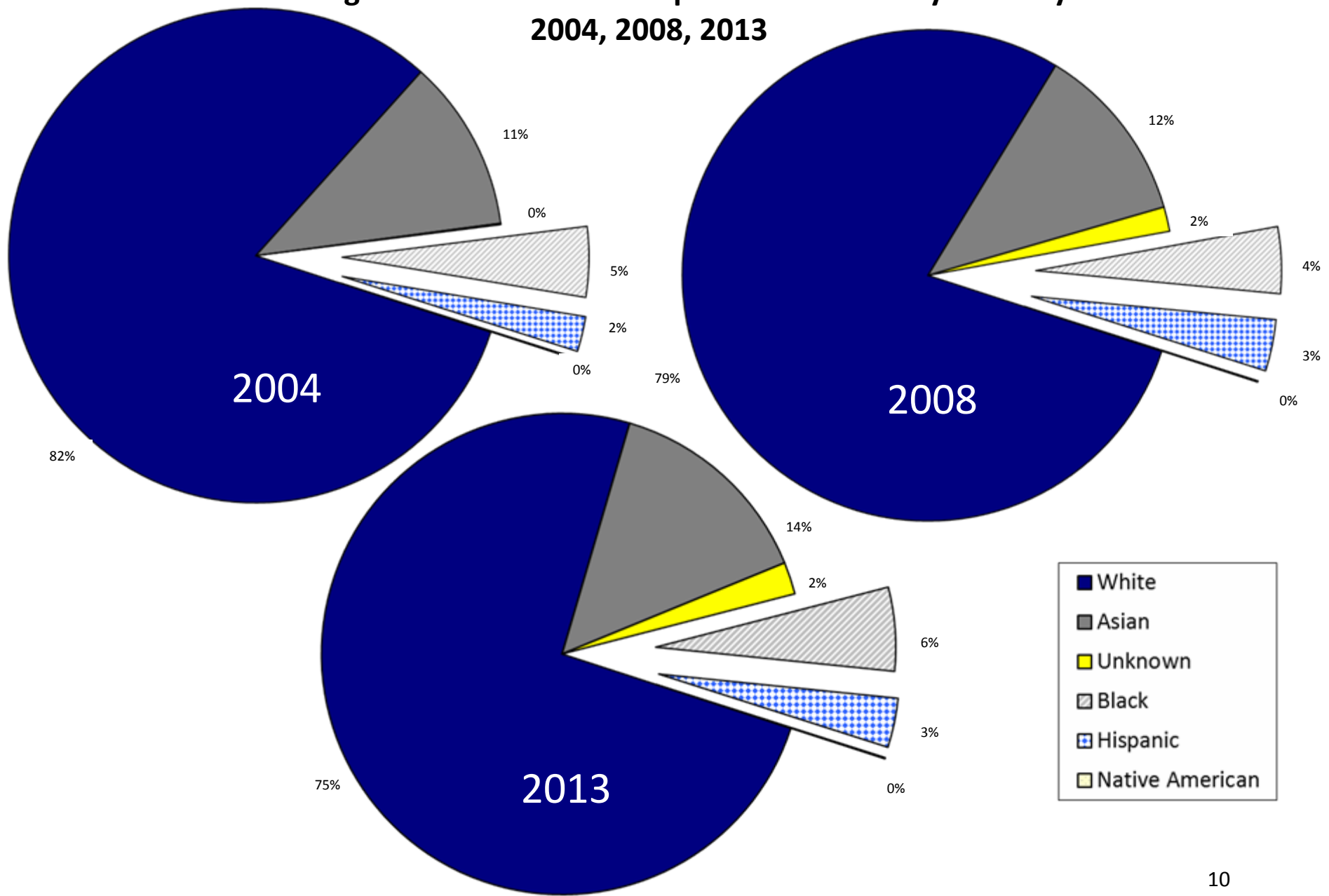# Total Number and Percentage of Full-Time Female and Male Faculty*
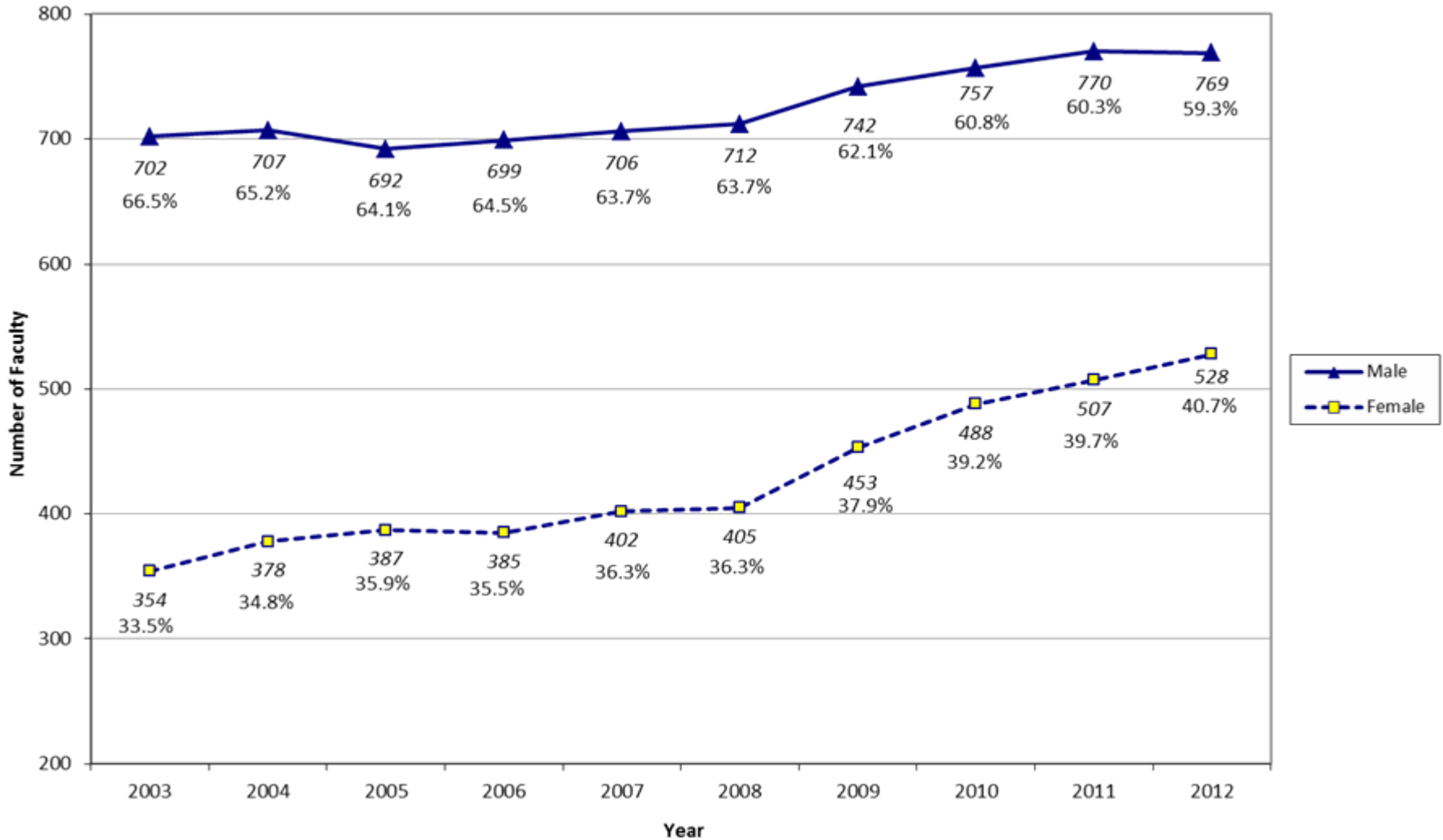
*Excludes deans and associate deans; includes all schools; SMHS includes MFA faculty

8

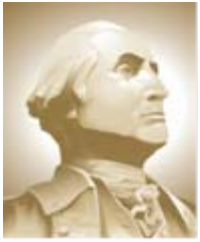Percentage of Full-Time Female and Male Faculty* by School: 2012
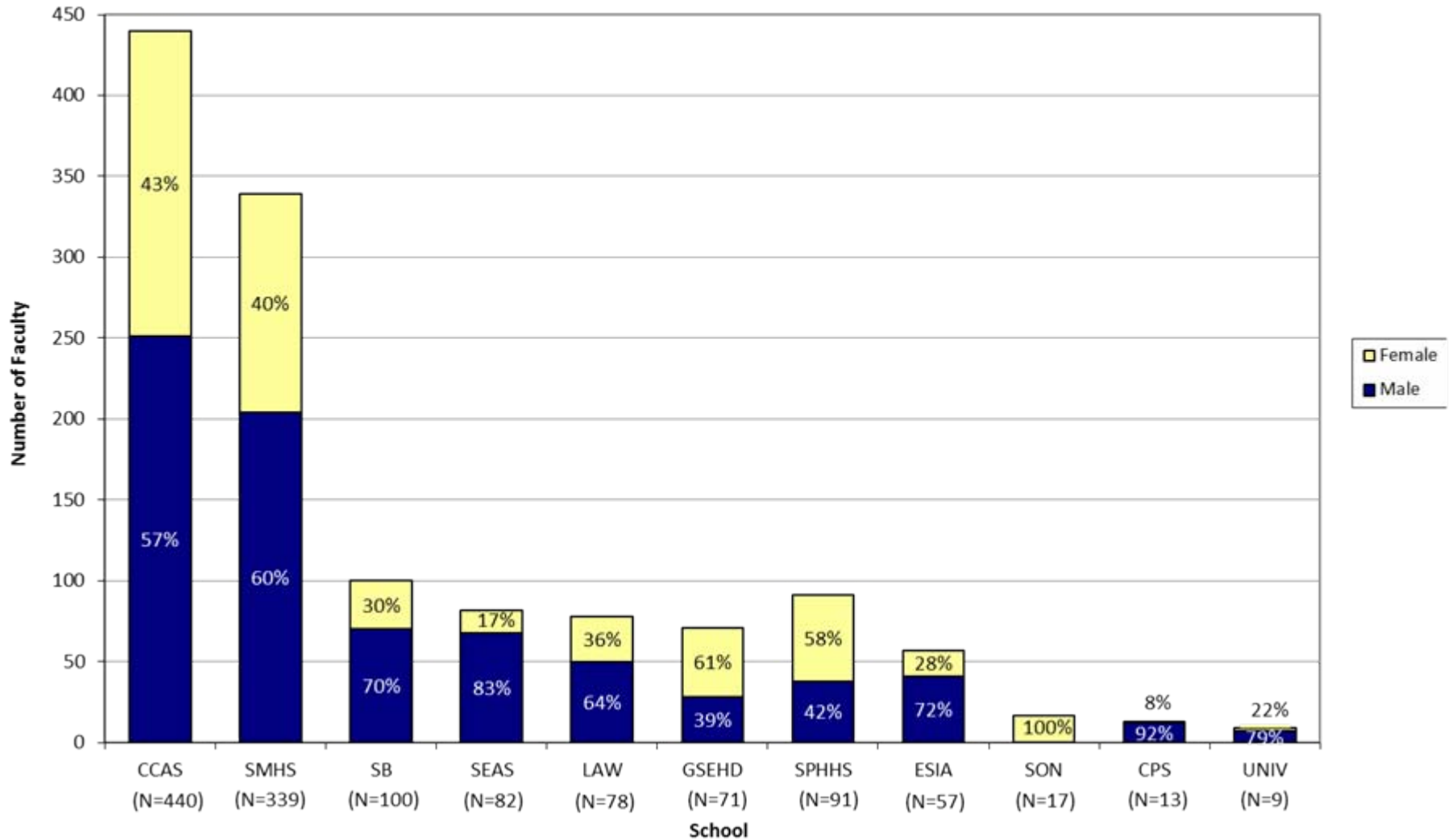
*Excludes deans and associate deans; SMHS includes MFA faculty

Percentage of Full-Time Underrepresented Minority* Faculty: 2004, 2008, 2013

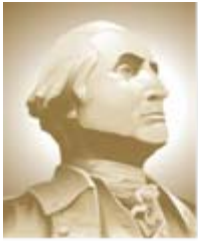*Includes black, Hispanic, and Native American faculty; excludes deans and associate deans; SMHS includes MFA faculty

10

Faculty Teaching Loads

Average AY Teaching Load
in Course Hours of Tenure Track and
Non-Tenure Track Faculty

| School	2006 TT	2006 NTT	2007 TT	2007 NTT	2008 TT	2008 NTT	2009 TT	2009 NTT	2010 TT	2010 NTT	2011 TT	2011 NTT	2012 TT	2012 NTT
CCAS	10.6	14.3	10.4	15.3	10.4	16.5	10.0	15.5	9.6	13.8	9.8	14.6	8.7	14.4
ESIA	8.9	5.6	10.3	9.3	9.7	9.8	10.1	10.1	10.0	9.7	10.1	10.4	10.3	10.0
SB	11.2	13.7	11.6	12.4	11.6	12.4	10.9	11.7	10.7	11.9	10.3	14.1	10.8	N/A
SEAS	10.8	12.8	10.0	10.0	10.8	11.2	10.3	12.8	9.8	12.4	10.2	9.5	9.7	9.8
GSEHD	9.7	11.9	11.4	9.3	8.9	10.3	10.4	9.4	10.3	10.2	9.7	10.4	9.3	9.3
LAW	8.5	7.5	10.3	9.3	8.0	7.9	8.7	10.0	8.8	8.3	8.7	5.8	8.4	16.0
CPS	N/A	11.0	N/A	13.5	9.0	13.5	9.0	13.9	12.0	11.7	12.0	10.9	12.0	11.9
SPHHS	7.6	9.8	6.7	7.7	5.8	8.5	6.8	7.7	6.2	8.5	5.8	9.3	5.3	9.9
TOTAL	10.4	13.2	10.3	12.8	10.2	13.5	9.9	13.0	9.6	12.0	9.7	12.8	9.7	12.8

Percentage of Students Enrolled in On-Campus Undergraduate Courses Taught by Full- and Part-Time* Faculty: Fall 2013
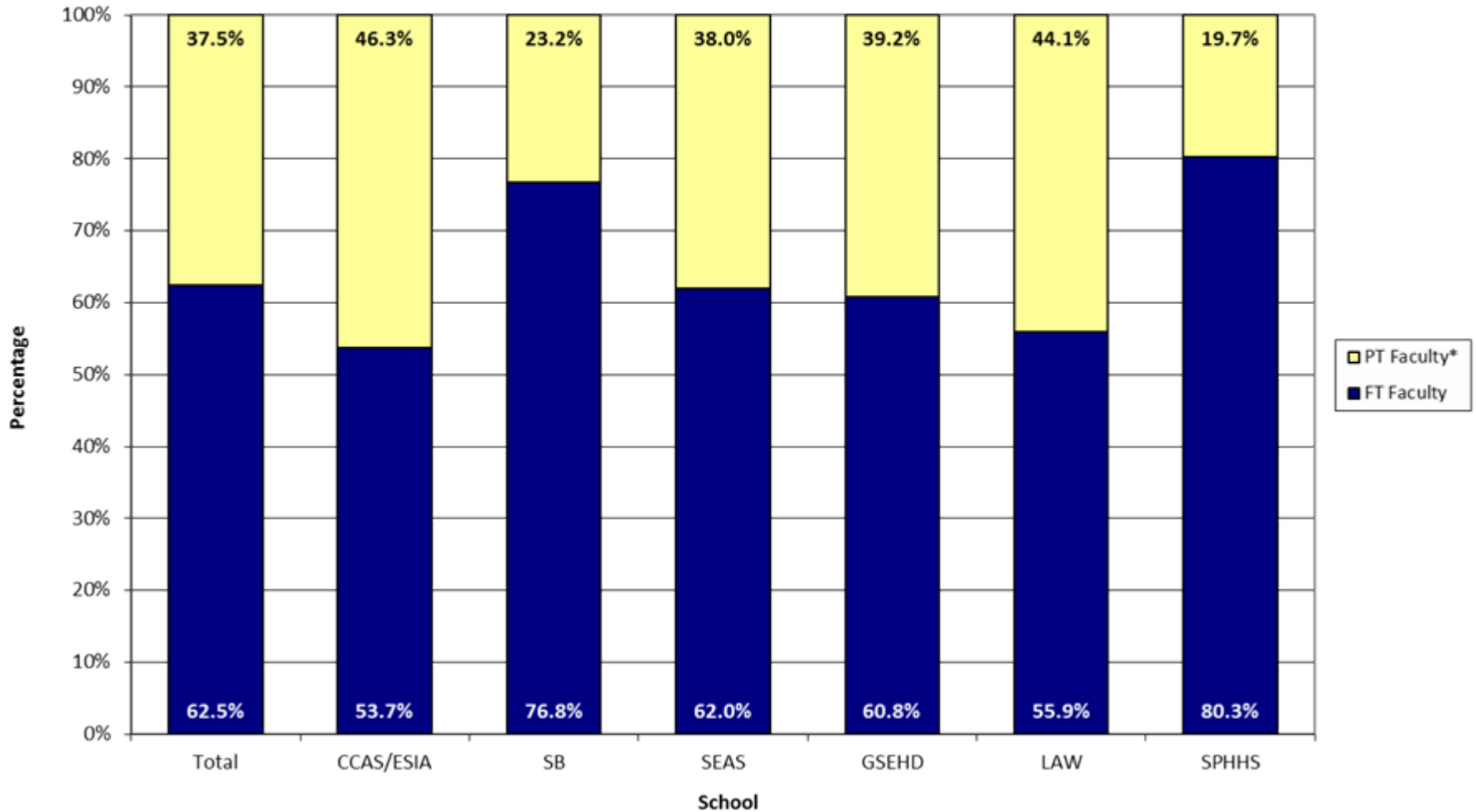
*Includes graduate teaching assistants

13

Percentage of On-Campus Undergraduate Course Sections Taught by Full- and Part-Time* Faculty: Fall 2013

*Includes graduate teaching assistants

14

Percentage of Students Enrolled in On-Campus Graduate Courses Taught by Full- and Part-Time* Faculty: Fall 2013
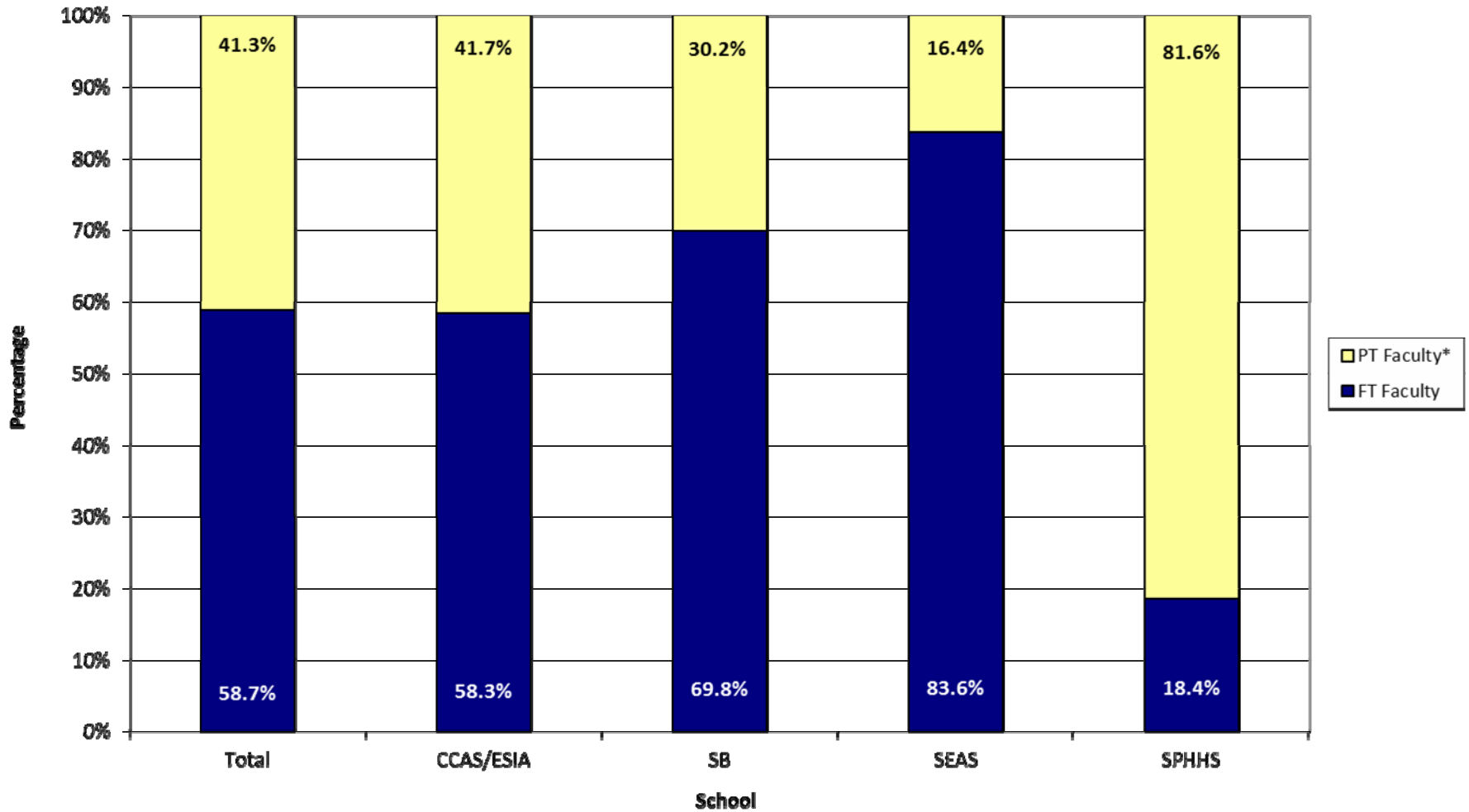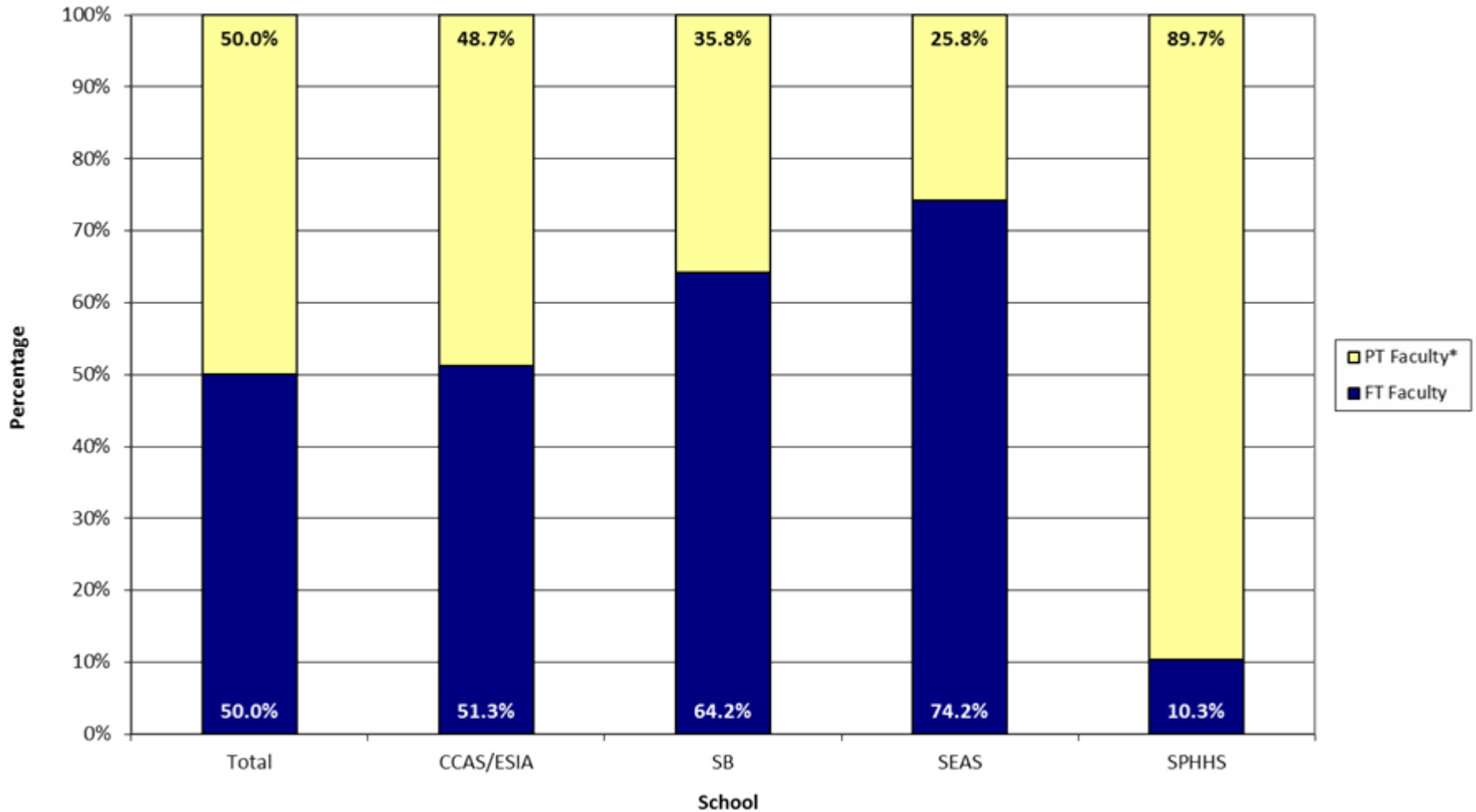
*Includes graduate teaching assistants

Percentage of On-Campus Graduate Course Sections
Taught by Full- and Part-Time* Faculty: Fall 2013
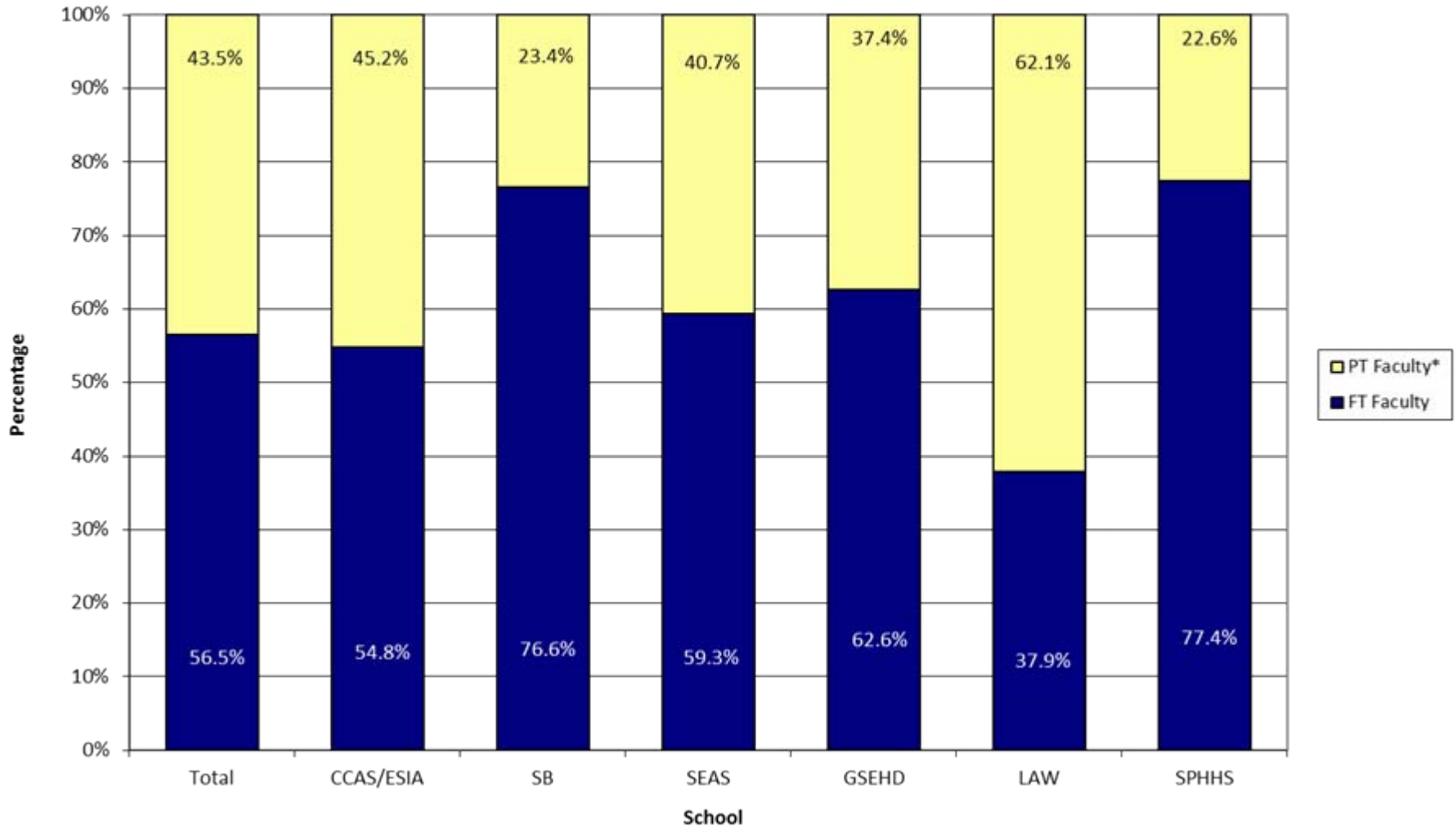
*Includes graduate teaching assistants

Student-Faculty Ratio*

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Ratio	13.6	13.5	13.6	13.4	13.5	13.0	13.0	13.0	13.7	12.7

*Excludes schools that have only post-baccalaureate students or a very small number of undergraduate students (e.g., GSEHD, Law, SMHS, CPS)

Comparison of AAUP and Market Basket Salaries

Comparison of GW Faculty Salary Averages with AAUP 60th Percentile Averages: AY 2012-123

School	Professors			Associate Professors			Assistant Professors		
	2012-13	AAUP 60%	Difference	2012-13	AAUP 60%	Difference	2012-13	AAUP 60%	Difference
CCAS	$124,483	$128,846	($4,363)	$90,337	$90,544	($207)	$75,543	$78,131	($2,588)
ESIA	$146,367	$128,846	$17,521	$108,788	$90,544	$18,244	$82,144	$78,131	$4,013
SB	$158,268	$128,846	$29,422	$142,121	$90,544	$51,577	$148,384	$78,131	$70,253
SEAS	$159,774	$128,846	$30,928	$121,248	$90,544	$30,704	$100,253	$78,131	$22,122
GSEHD	$133,086	$128,846	$4,240	$91,082	$90,544	$538	$73,155	$78,131	($4,976)
Law*	$226,105	$128,846	$97,259	$163,145	$90,544	$72,601			
CPS							$82,880	$78,131	$4,749
SPHHS	$169,396	$128,846	$40,550	$120,930	$90,544	$30,386	$90,093	$78,131	$11,962
SON**							$87,783	$78,131	$9,652
GW AAUP Salary Average	**$156,361**	**$128,846**	**$27,515**	**$106,097**	**$90,544**	**$15,553**	**$86,893**	**$78,131**	**$8,762**

*Excludes clinical law faculty
** SON and CPS data is incomplete where N<4

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Comparison of GW and Market Basket Professor Salary Averages with AAUP 80th Percentile Averages*

GW Market Basket	Professors									
Institution	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
New York University	$134,200	$138,100	$144,000	$149,500	$162,400	$170,700	$171,700	$175,900	$182,400	$187,618
Duke University	$128,600	$131,200	$136,400	$142,000	$152,600	$161,200	$160,800	$163,400	$175,300	$180,224
Northwestern University	$131,900	$136,300	$140,800	$147,200	$153,600	$161,800	$166,300	$169,500	$172,100	$176,682
Washington University in St. Louis	$122,000	$128,400	$135,200	$145,100	$150,800	$159,300	$160,700	$164,900	$172,400	$175,816
Georgetown University	$119,200	$127,100	$132,500	$139,900	$148,600	$155,900	$155,500	$158,900	$167,100	$173,592
Vanderbilt University	$117,100	$123,900	$126,600	$135,400	$140,300	$145,900	$145,100	$151,300	$158,300	$167,924
University of Southern California	$118,700	$123,800	$129,000	$134,500	$140,100	$145,000	$145,800	$151,000	$155,900	$160,517
Emory University	$126,500	$131,900	$137,000	$142,200	$147,200	$153,400	$154,800	$154,100	$158,000	$160,146
American University	$112,200	$116,800	$123,500	$127,400	$136,100	$142,900	$146,500	$152,000	$156,100	$159,392
Boston University	N/A	N/A	$117,000	$122,200	$127,200	$135,700	$140,600	$143,900	$151,700	$157,044
George Washington University	**$106,400**	**$110,300**	**$118,800**	**$123,900**	**$128,500**	**$134,700**	**$142,900**	**$146,400**	**$152,000**	**$156,018**
University of Miami	$104,800	$107,000	$111,500	$118,000	$125,000	$132,800	$132,500	$137,000	$140,800	$144,778
Southern Methodist University	$105,500	$109,100	$115,800	$121,000	$124,400	$127,500	$133,400	$133,500	$136,900	$141,845
Tulane University	$100,200	$102,800	$109,800	$116,000	$119,800	$125,900	$128,000	$134,200	$140,200	$140,190
Tufts University	$103,000	$109,400	$114,700	$118,500	$122,700	$128,000	$127,200	$130,700	$134,900	$138,390
Mean (excludes GW)	**$108,603**	**$121,985**	**$126,700**	**$132,779**	**$139,343**	**$146,143**	**$147,779**	**$151,450**	**$157,293**	**$161,726**
AAUP 80th percentile	**$117,223**	**$112,168**	**$116,643**	**$121,196**	**$127,492**	**$132,969**	**$134,671**	**$137,637**	**$140,726**	**$143,125**

* Sorted by 2012-13 numbers

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Comparison of GW and Market Basket Associate Professor Salary Averages with AAUP 80th Percentile Averages*

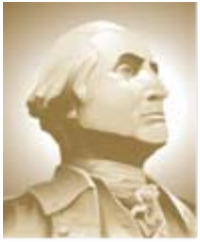| GW Market Basket	Associate Professors									
Institution	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Duke University	$85,400	$89,500	$91,300	$96,800	$102,500	$107,300	$102,600	$103,900	$114,500	$119,980
Northwestern University	$86,900	$90,700	$93,700	$97,500	$100,500	$105,300	$106,900	$108,300	$110,200	$112,460
Georgetown University	$79,200	$82,800	$86,000	$89,100	$95,400	$101,000	$100,700	$104,100	$109,000	$109,355
University of Southern California	$81,500	$84,600	$88,500	$92,000	$93,600	$95,800	$98,600	$103,300	$105,300	$107,766
New York University	$82,700	$85,400	$88,300	$91,200	$102,600	$103,700	$101,500	$103,800	$106,000	$107,656
Boston University	N/A	N/A	$78,600	$81,700	$86,000	$91,200	$95,500	$99,800	$105,000	$106,896
George Washington University	**$76,400**	**$80,700**	**$84,300**	**$89,400**	**$92,600**	**$97,000**	**$98,600**	**$100,200**	**$103,100**	**$106,102**
Emory University	$81,100	$84,300	$86,200	$90,100	$93,400	$100,500	$99,400	$99,900	$101,600	$106,005
Washington University in St. Louis	$81,000	$85,100	$90,500	$93,300	$96,400	$96,500	$97,100	$99,800	$100,200	$103,586
Vanderbilt University	$76,200	$79,000	$81,900	$86,300	$91,000	$93,500	$93,100	$96,200	$98,600	$103,521
American University	$78,600	$80,000	$81,200	$84,900	$88,900	$92,600	$96,400	$100,600	$101,300	$102,258
Tufts University	$77,300	$82,500	$85,300	$87,900	$90,200	$95,300	$95,300	$96,000	$97,500	$101,152
Southern Methodist University	$70,200	$72,600	$78,000	$80,500	$84,100	$88,800	$89,900	$91,700	$91,700	$95,698
University of Miami	$70,000	$72,200	$75,200	$79,000	$83,000	$86,200	$86,900	$90,000	$92,000	$94,764
Tulane University	$69,700	$73,500	$77,000	$78,800	$82,400	$83,400	$84,000	$85,300	$86,600	$88,736
Mean (excludes GW)	**$78,446**	**$81,708**	**$84,407**	**$87,793**	**$92,143**	**$95,793**	**$96,279**	**$98,764**	**$101,393**	**$104,274**
AAUP 80th percentile	**$76,798**	**$79,139**	**$82,173**	**$85,878**	**$89,692**	**$93,074**	**$94,414**	**$96,232**	**$98,023**	**$101,072**

* Sorted by 2012-13 numbers

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Comparison of GW and Market Basket Assistant Professor Salary Averages with AAUP 80th Percentile Averages*

GW Market Basket	Assistant Professors									
Institution	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
New York University	$74,800	$73,700	$75,900	$80,100	$90,300	$93,500	$92,700	$95,600	$99,700	$105,299
Washington University in St. Louis	$72,100	$72,400	$73,400	$77,200	$80,000	$85,000	$85,400	$89,900	$96,800	$98,796
Northwestern University	$76,800	$79,300	$81,200	$83,500	$87,900	$93,500	$95,300	$96,800	$98,900	$98,398
Duke University	$74,600	$75,500	$78,800	$82,400	$87,300	$91,600	$89,800	$87,200	$96,000	$97,299
Georgetown University	$63,900	$65,400	$71,400	$73,700	$75,600	$80,500	$83,600	$88,900	$94,400	$96,014
Southern Methodist University	$64,500	$68,200	$69,200	$72,300	$78,500	$82,900	$84,400	$85,200	$92,600	$94,292
University of Southern California	$70,900	$73,700	$76,400	$81,600	$85,000	$86,700	$89,600	$91,500	$93,300	$93,452
Boston University	N/A	N/A	$66,000	$69,800	$71,000	$76,400	$82,100	$85,100	$87,800	$91,001
George Washington University	**$60,600**	**$63,200**	**$69,300**	**$72,100**	**$75,100**	**$78,700**	**$81,000**	**$82,100**	**$84,200**	**$86,896**
Emory University	$72,300	$74,500	$76,300	$77,900	$78,900	$84,100	$83,400	$85,300	$86,500	$85,403
Vanderbilt University	$64,300	$65,000	$66,000	$67,200	$69,500	$72,500	$73,100	$74,600	$76,500	$84,907
University of Miami	$64,300	$65,800	$67,800	$72,700	$76,600	$79,500	$79,100	$77,700	$81,100	$83,406
Tufts University	$61,700	$65,800	$67,700	$70,800	$73,300	$75,800	$75,700	$78,200	$79,000	$82,898
American University	$58,100	$60,000	$60,900	$64,300	$67,900	$67,600	$67,200	$70,600	$75,000	$76,568
Tulane University	$61,100	$61,300	$65,300	$63,400	$66,100	$65,200	$67,800	$69,300	$71,500	$73,956
Mean (excludes GW)	**$68,950**	**$69,277**	**$71,164**	**$74,064**	**$77,707**	**$81,057**	**$82,086**	**$83,993**	**$87,793**	**$90,121**
AAUP 80th percentile	**$64,324**	**$66,817**	**$69,668**	**$71,763**	**$75,816**	**$78,886**	**$81,002**	**$81,135**	**$84,236**	**$86,896**

* Sorted by 2012-13 numbers

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Enrollment Caps

Foggy Bottom FTE Enrollment
BZA Limit = 16,553 FTE

| Full-Time Students | + | Part-Time Graduate Students' Credits / 9 | + | Other Part-Time Students' Credits / 12 | = | Foggy Bottom Full-Time Equivalent |
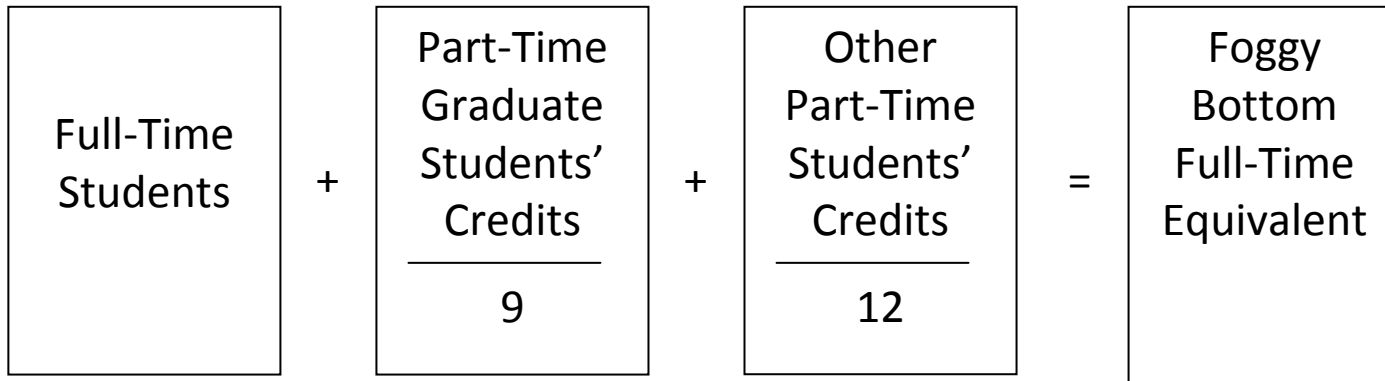
Fall 2013	
Foggy Bottom/Mount Vernon Total FTE	17,435
- Study Abroad	494
- Mount Vernon Residents	670
- All Courses Mount Vernon	106
- Foggy Bottom Faculty & Staff	190
- School Without Walls Students	27
Foggy Bottom Student FTE	**15,948**
Maximum FTE BZA Order	**16,553**
Utilization	**96.35%**

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Foggy Bottom Student FTE Cap
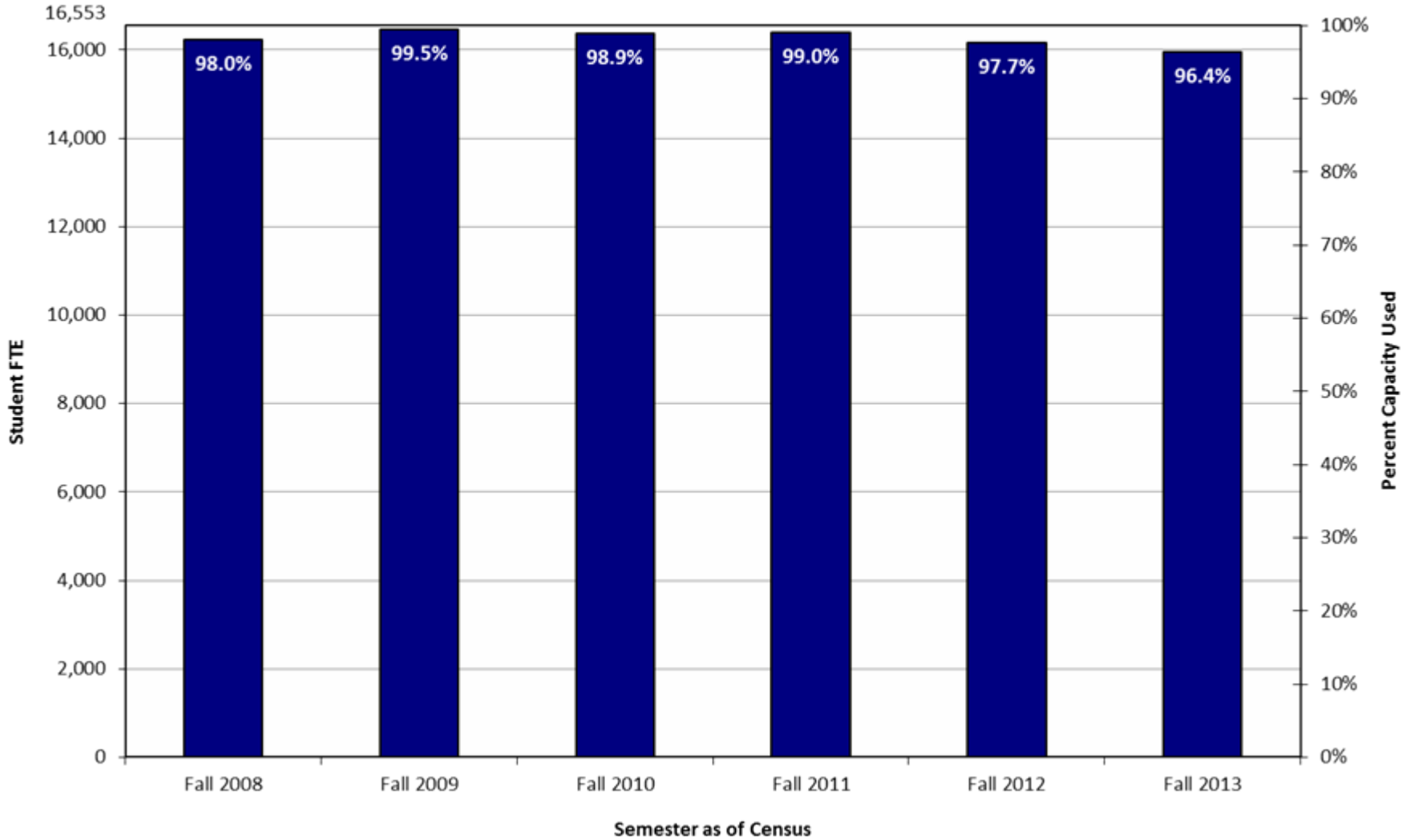
Mount Vernon Daily Headcount
Campus Plan Limit = 1,650 Students Per Day

| Mount Vernon Residents | + | Non-Residents In Courses | = | Daily Headcount |

Mount Vernon Campus Headcount by Day - Spring 2013
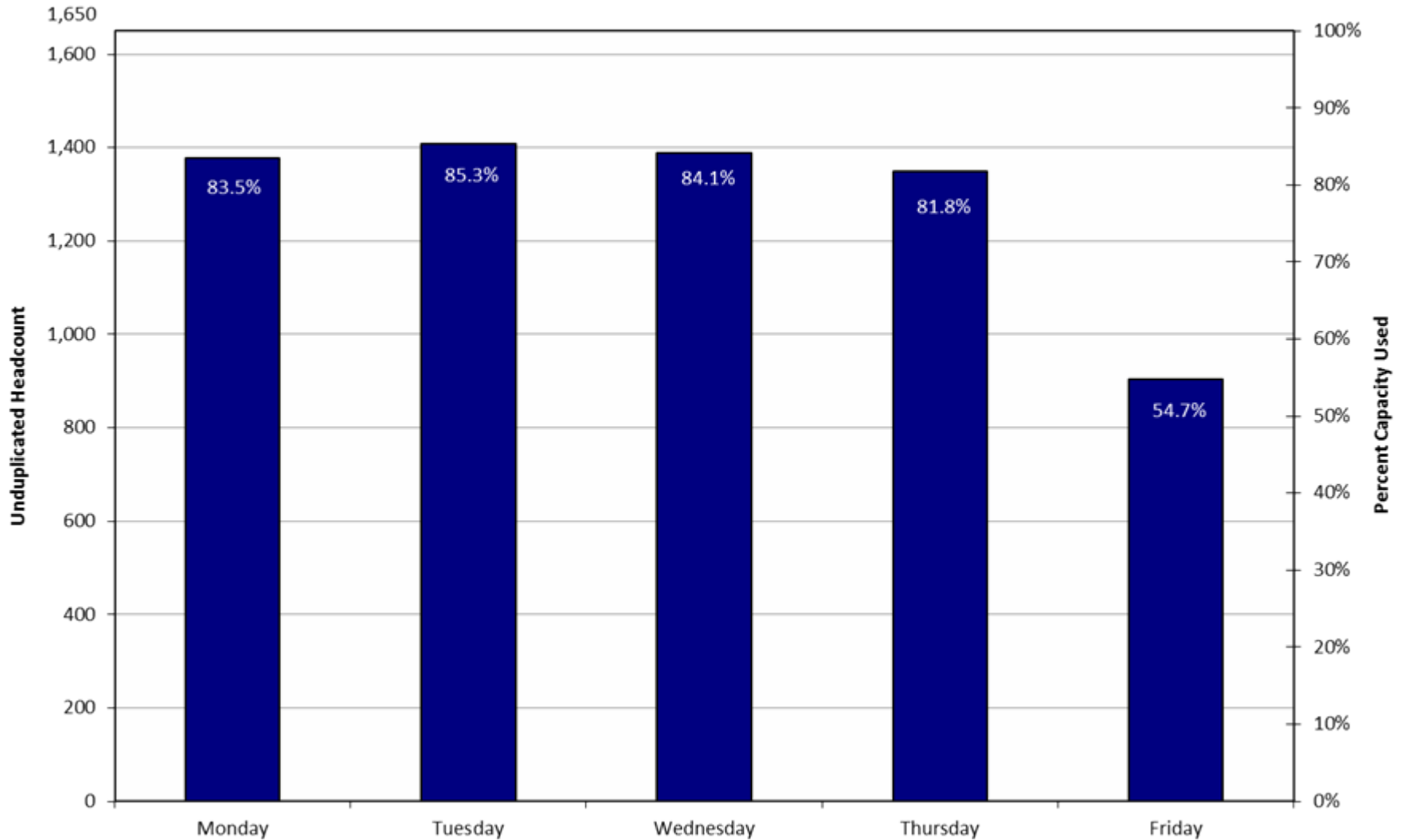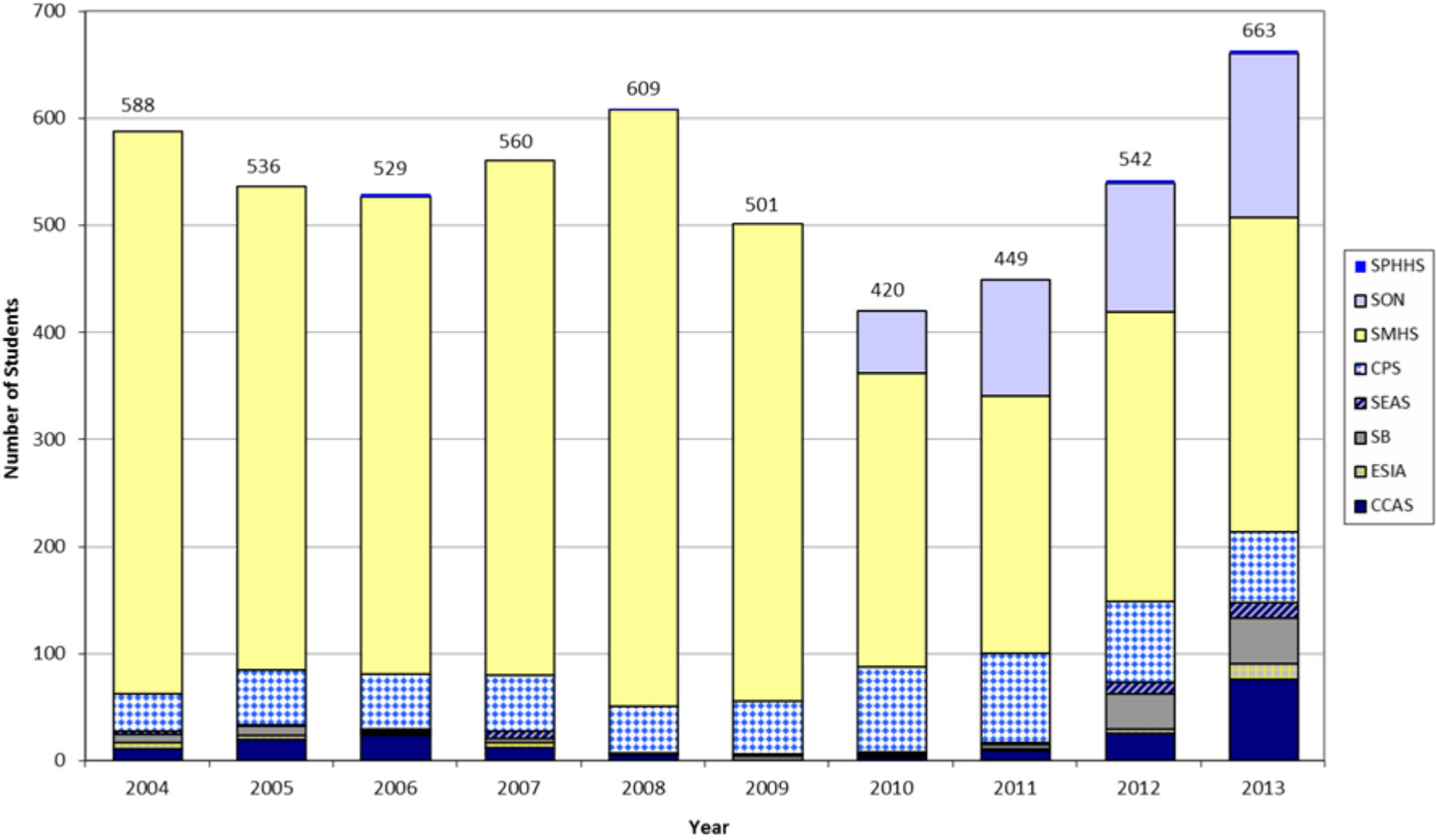
Mount Vernon Campus Headcount by Day - Fall 2013
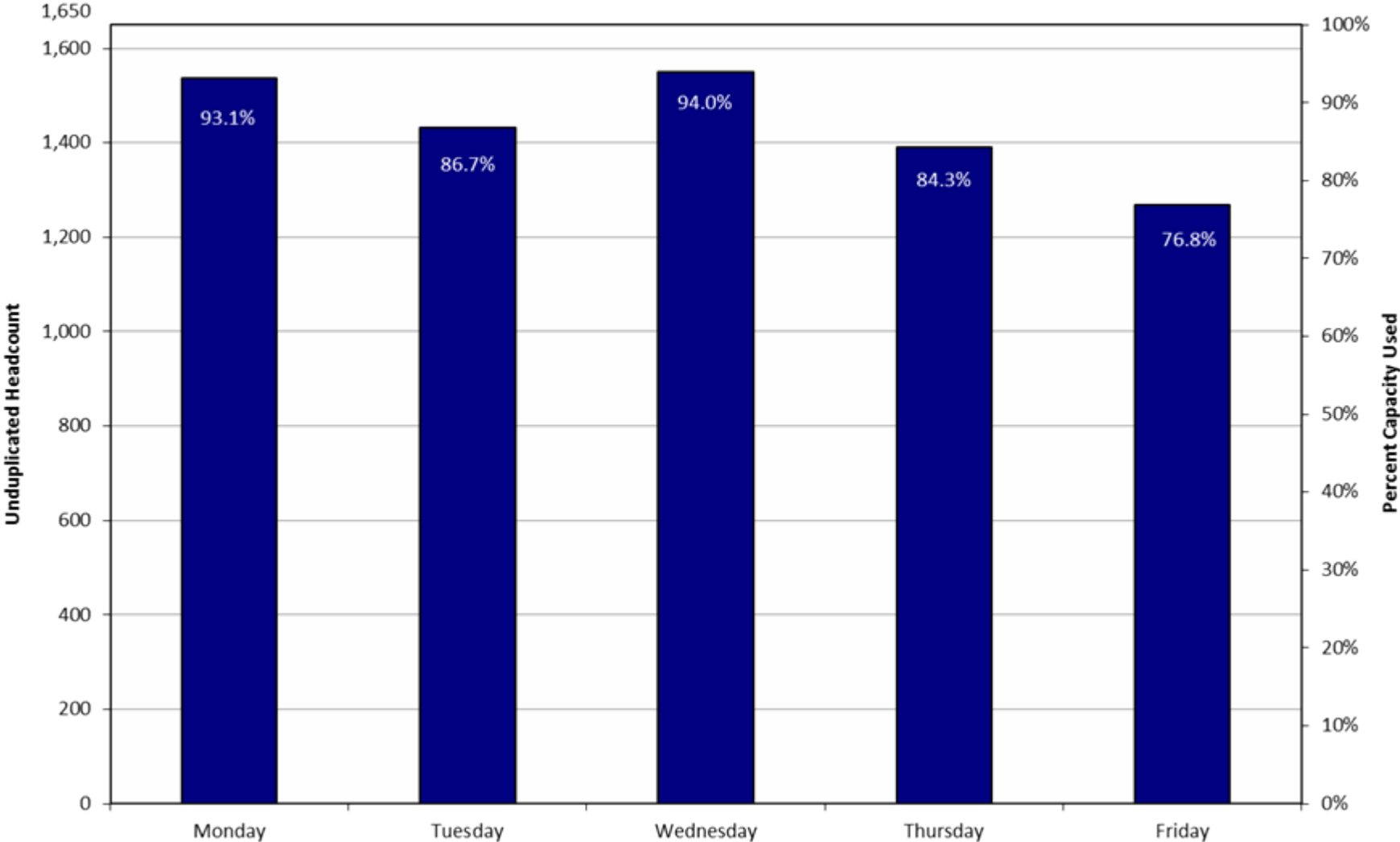
Undergraduate Degree Programs:
Enrollment Trends

Total Fall On-Campus Undergraduate Enrollment
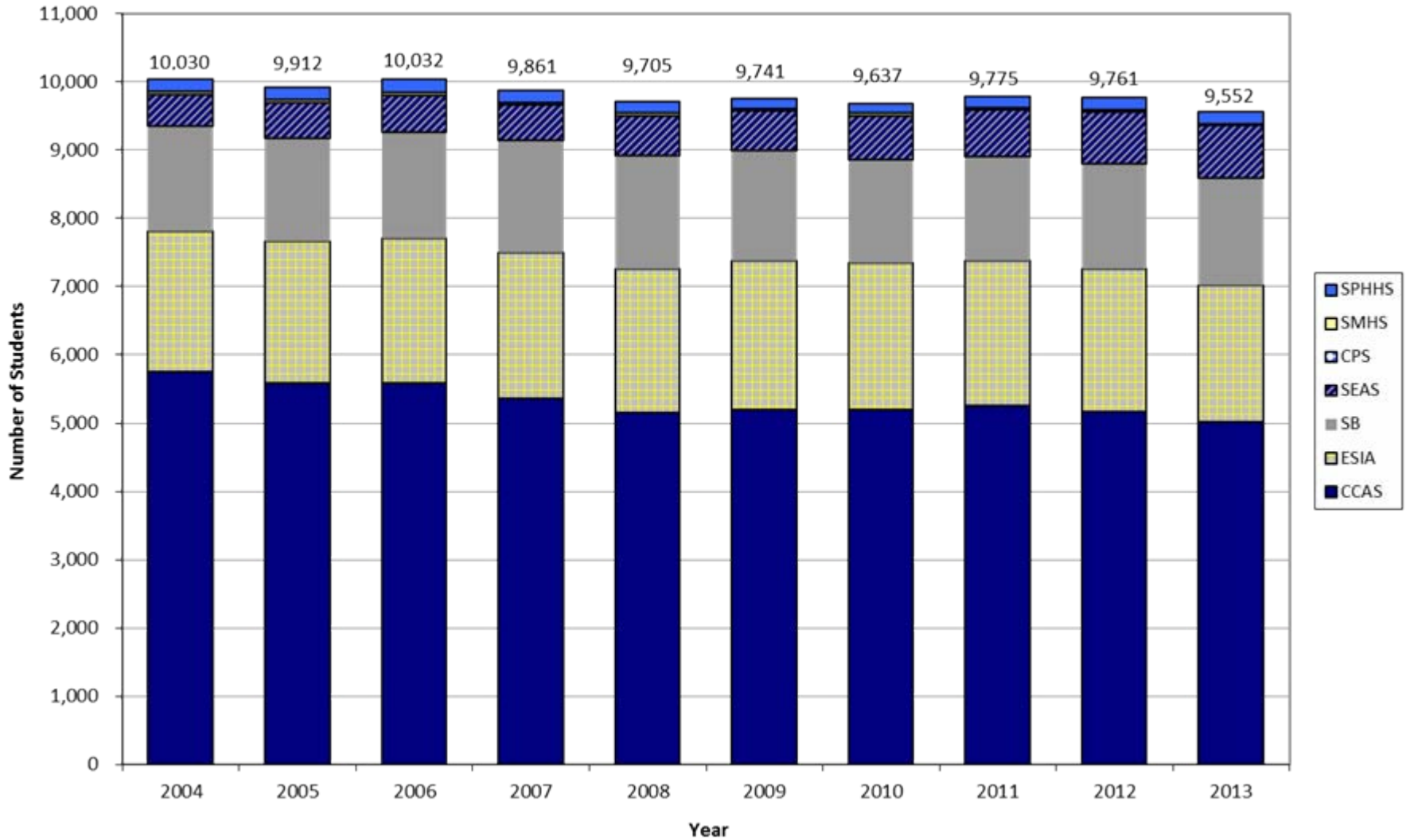
# Total Fall Off-Campus* Undergraduate Enrollment

*Includes VSTC students

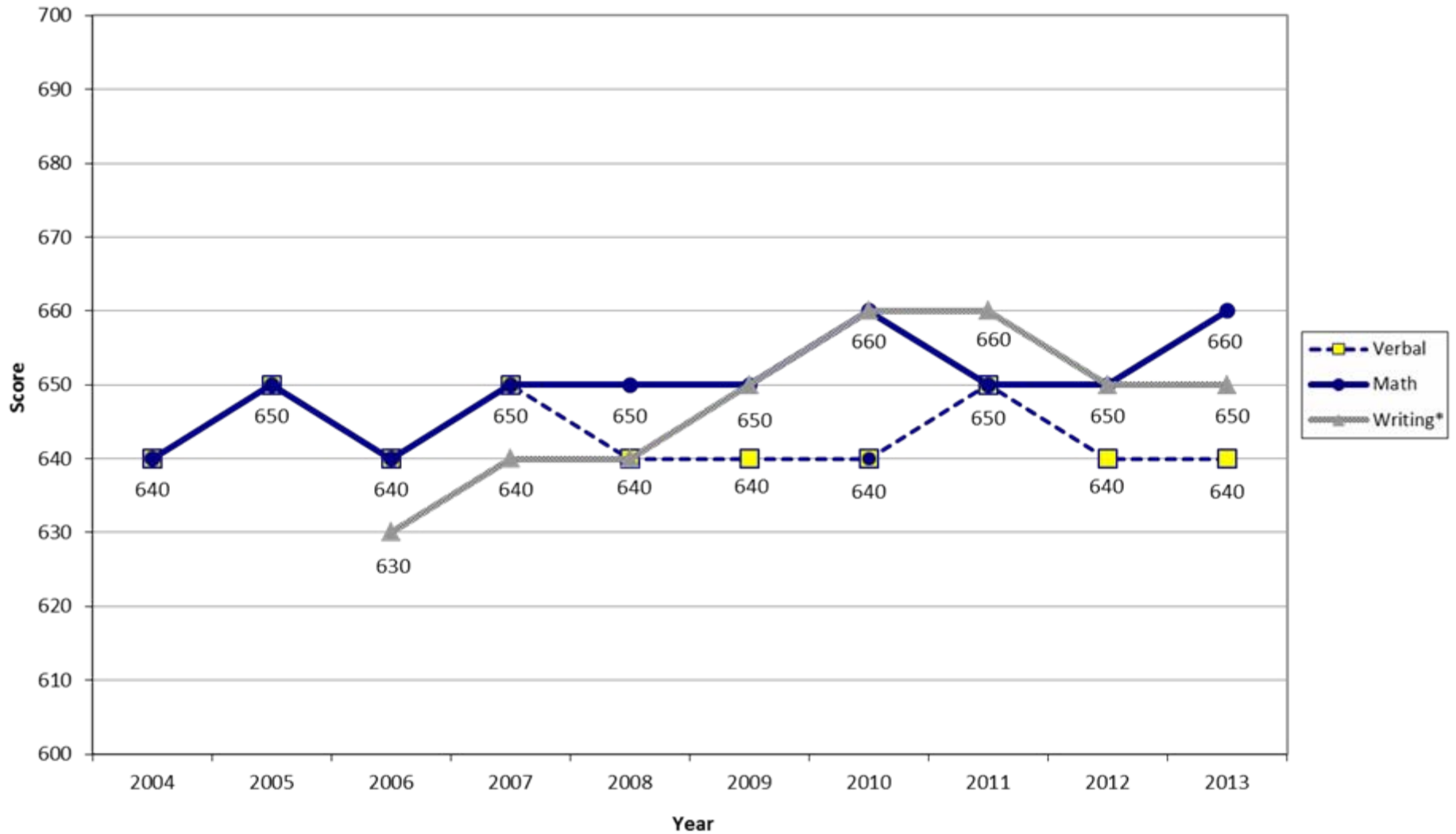# Numbers of and Rates for Freshmen Applicants, Admits, and Matriculants
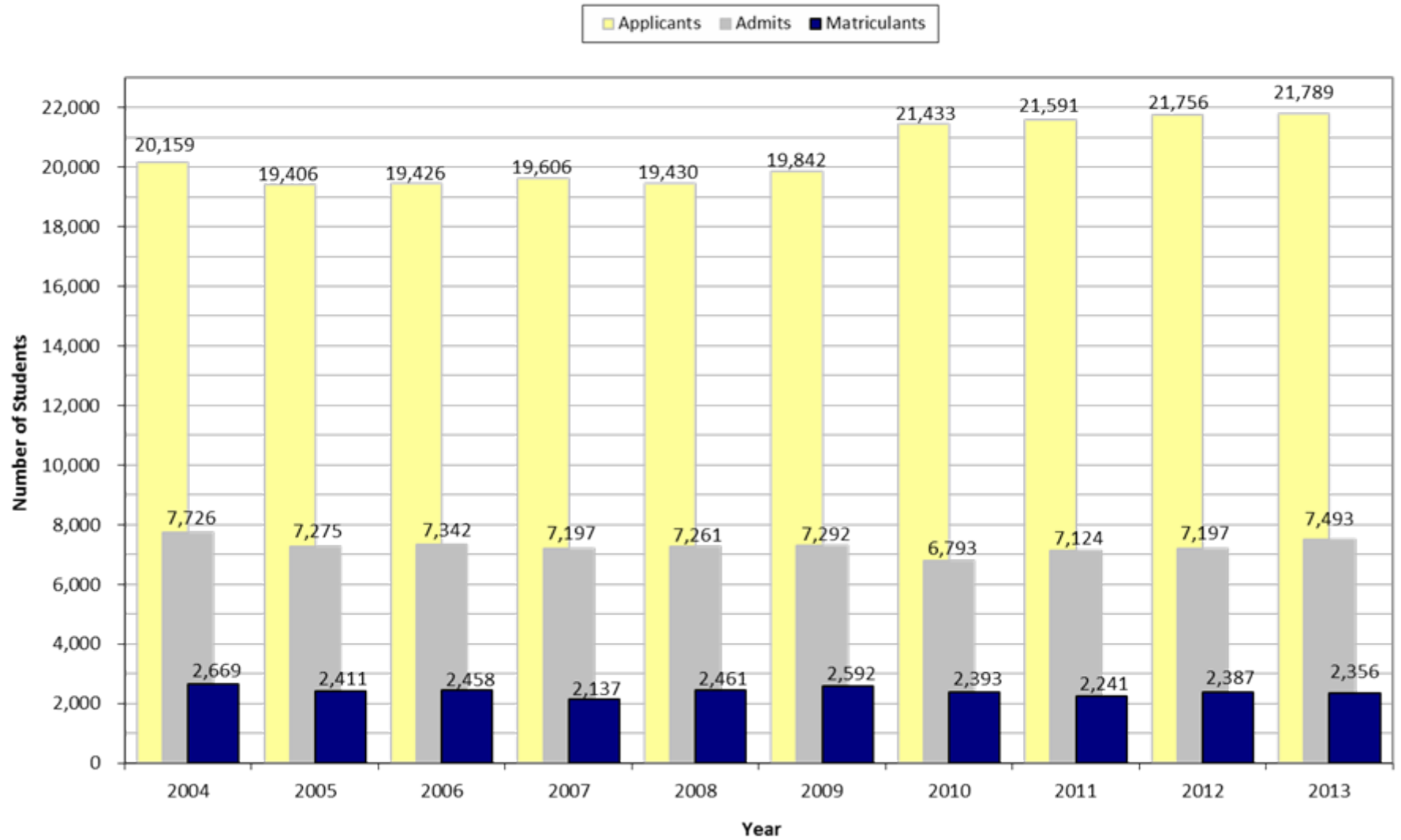
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Acceptance Rate	38.3%	37.5%	37.8%	36.7%	37.4%	36.8%	31.7%	33.0%	33.1%	34.4%
Yield Rate	34.5%	33.1%	33.5%	29.7%	33.9%	35.5%	35.2%	31.5%	33.2%	31.4%

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Combined Median SAT Math and Verbal Scores of Freshmen Matriculants
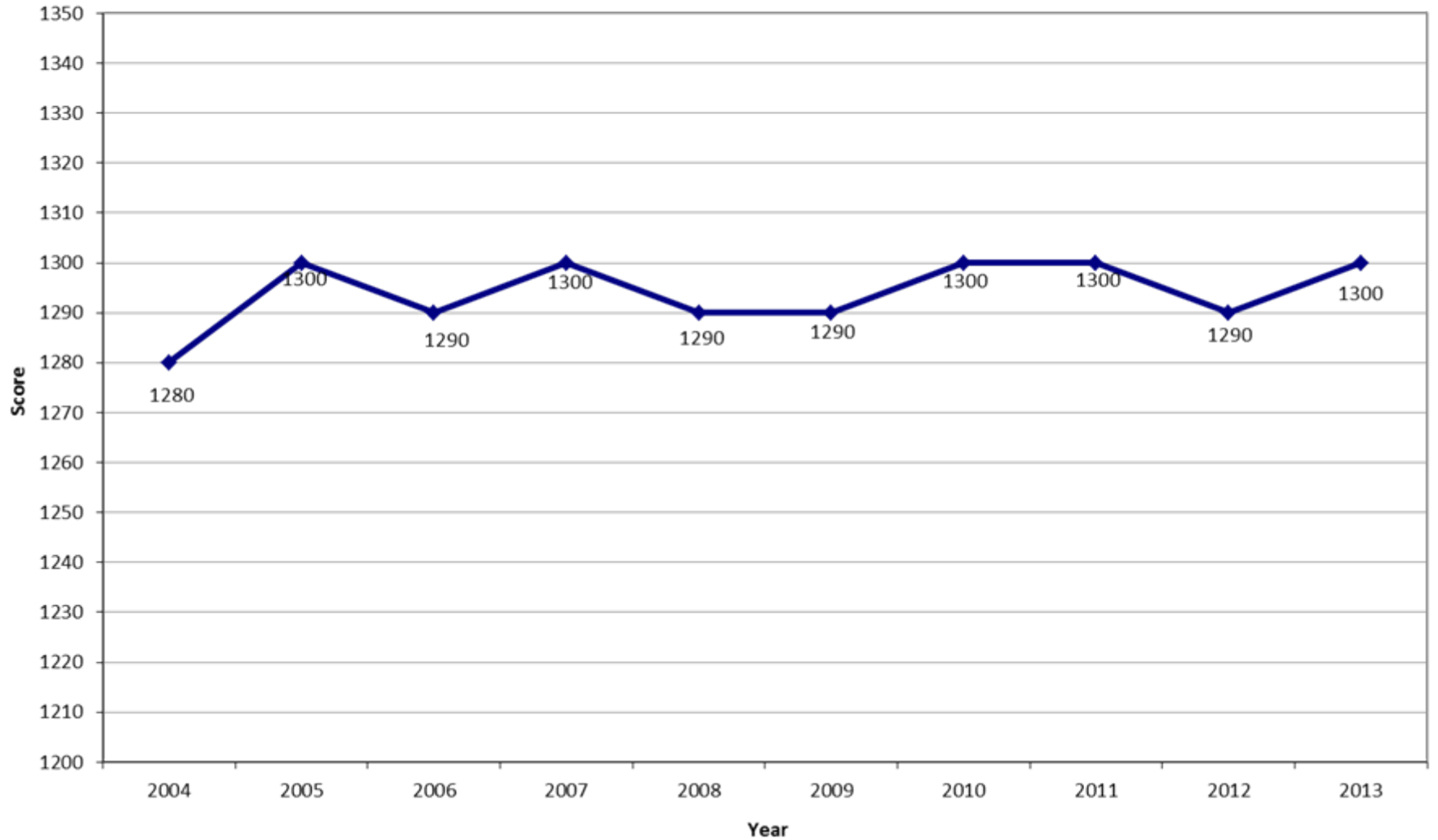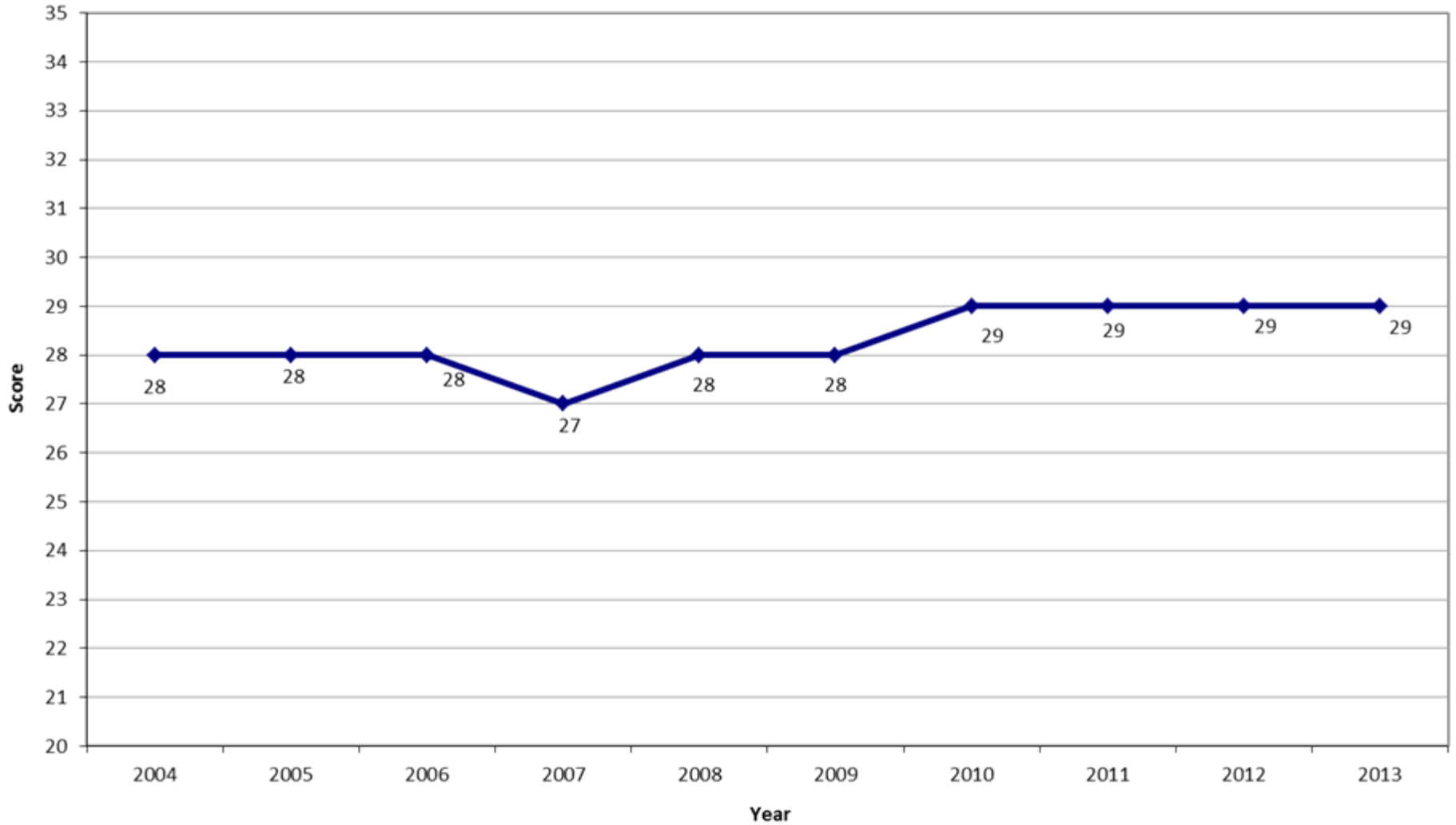
Median SAT Math, Verbal, and Writing* Scores of Freshmen Marticulants

*Writing scores were not available before 2006.

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Median ACT Scores* of Freshmen Matriculants

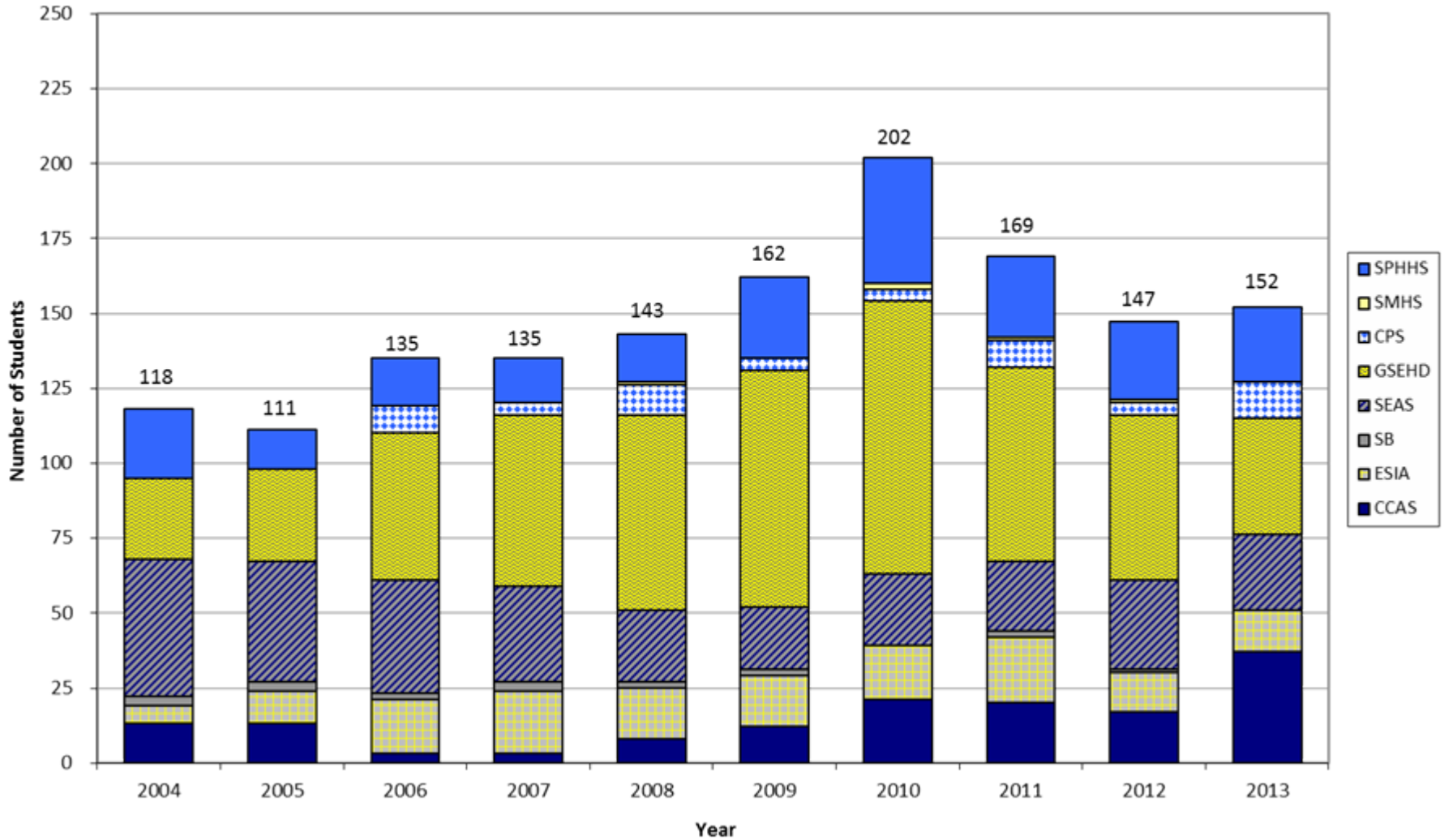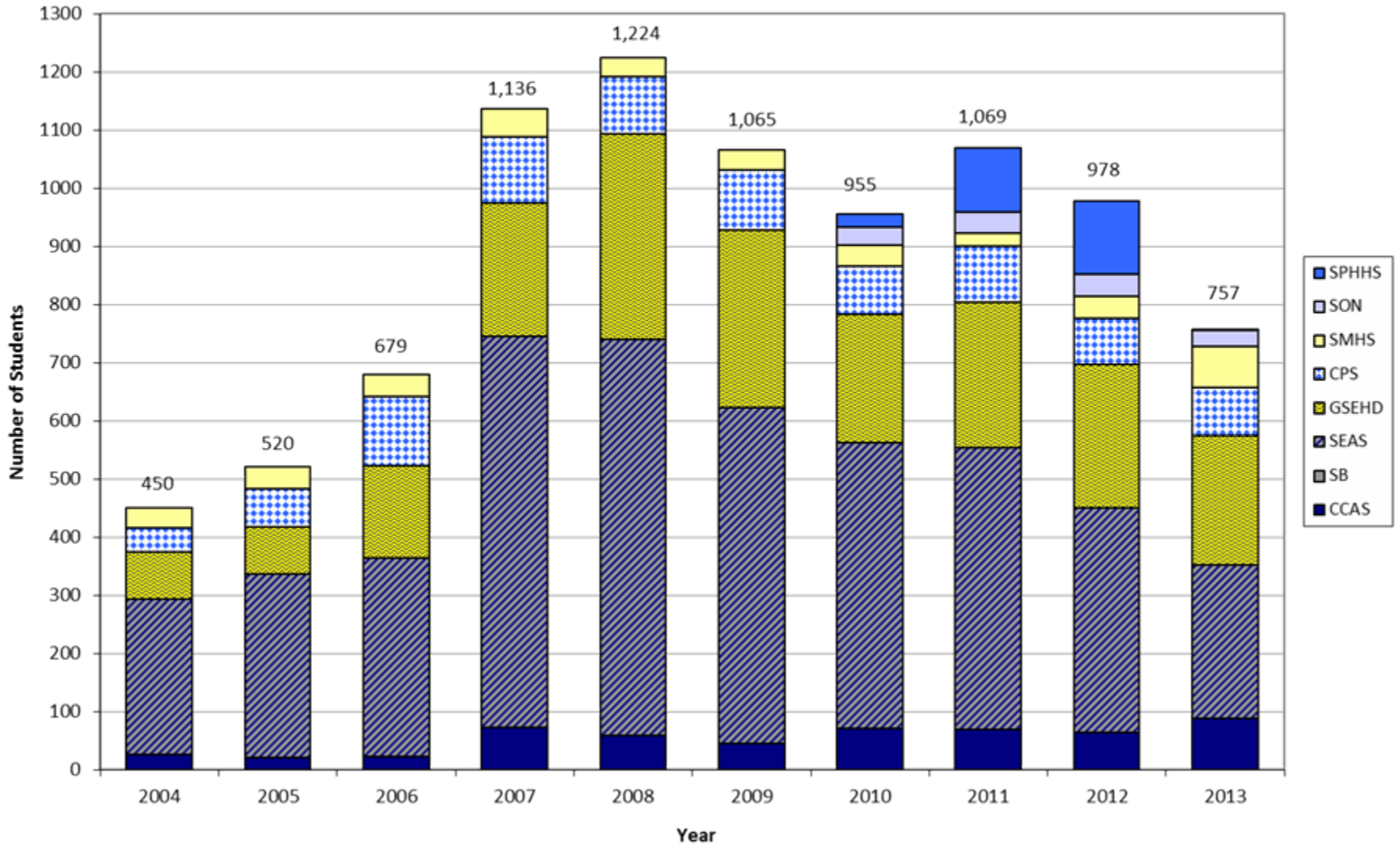*ACT scores range between 1 and 36. A score of 29 is equivalent to a combined SAT Math and Verbal score of 1300.

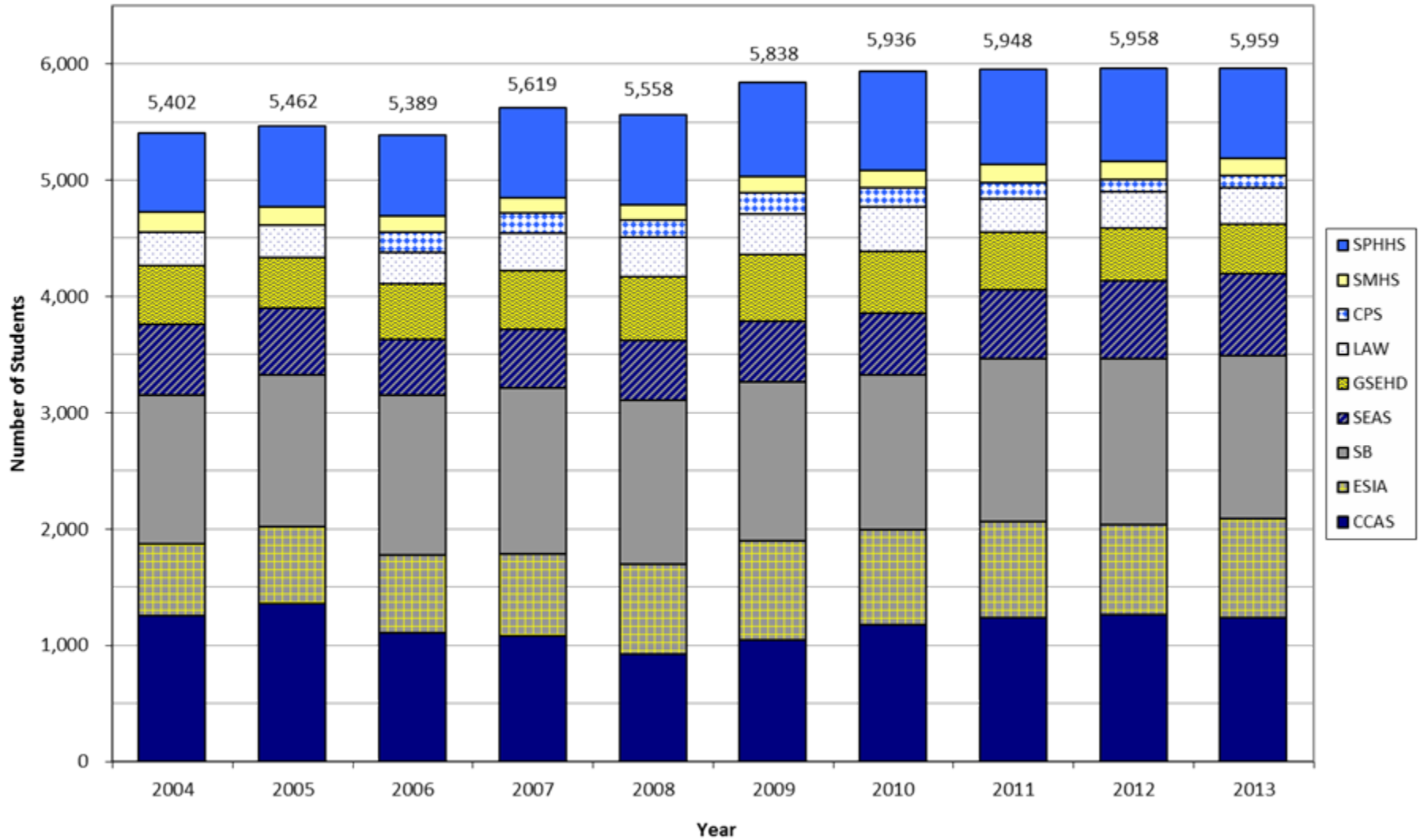**Graduate Certificate and Master's Degree Programs: Enrollment Trends**

Total Fall On-Campus Graduate Certificate Enrollment

Total Fall Off-Campus Graduate Certificate Enrollment

Total Fall On-Campus Master's Degree Enrollment

Total Fall Off-Campus Master's Degree Enrollment

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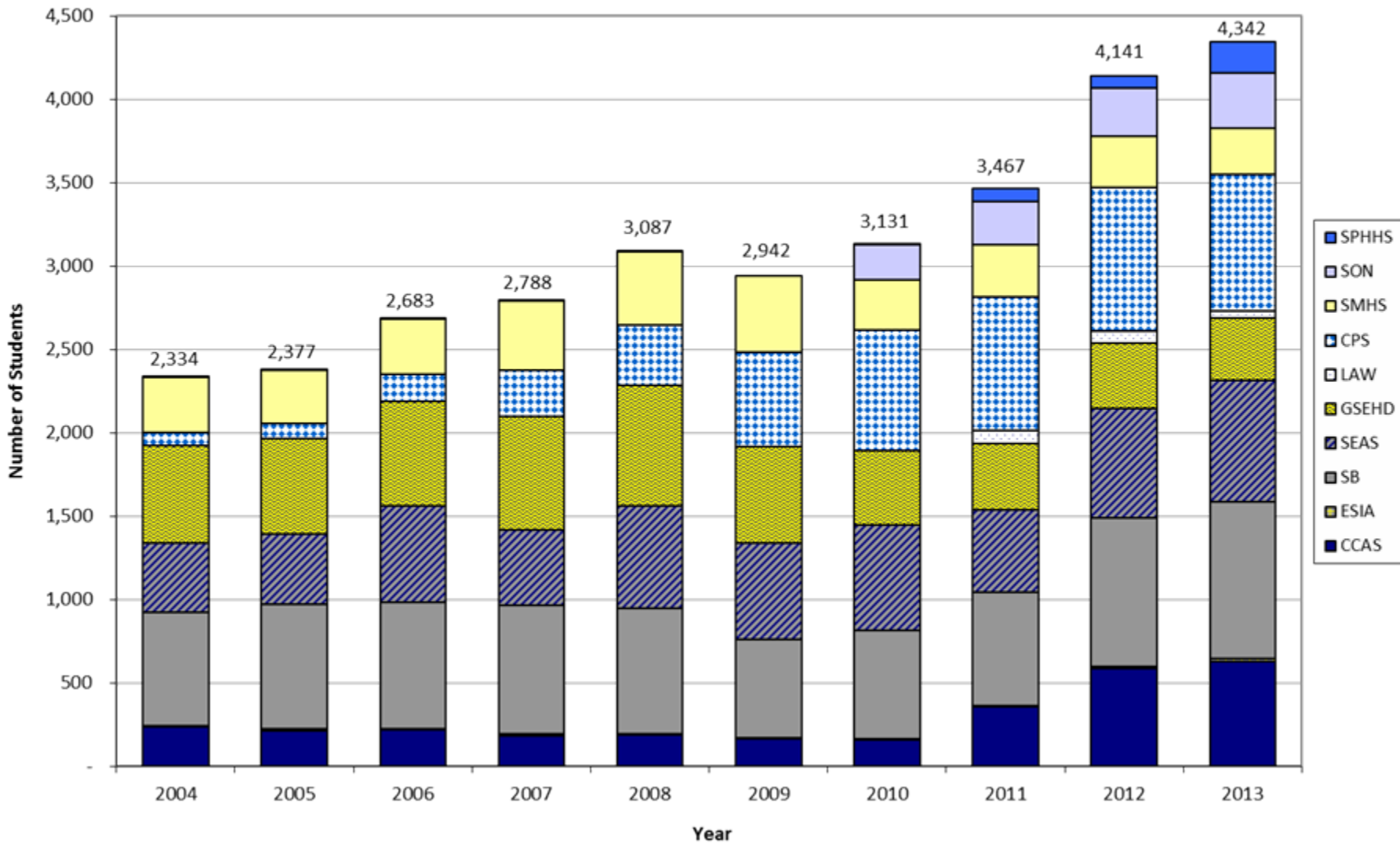
Numbers of and Rates for Master's Degree Applicants, Admits, and Matriculants
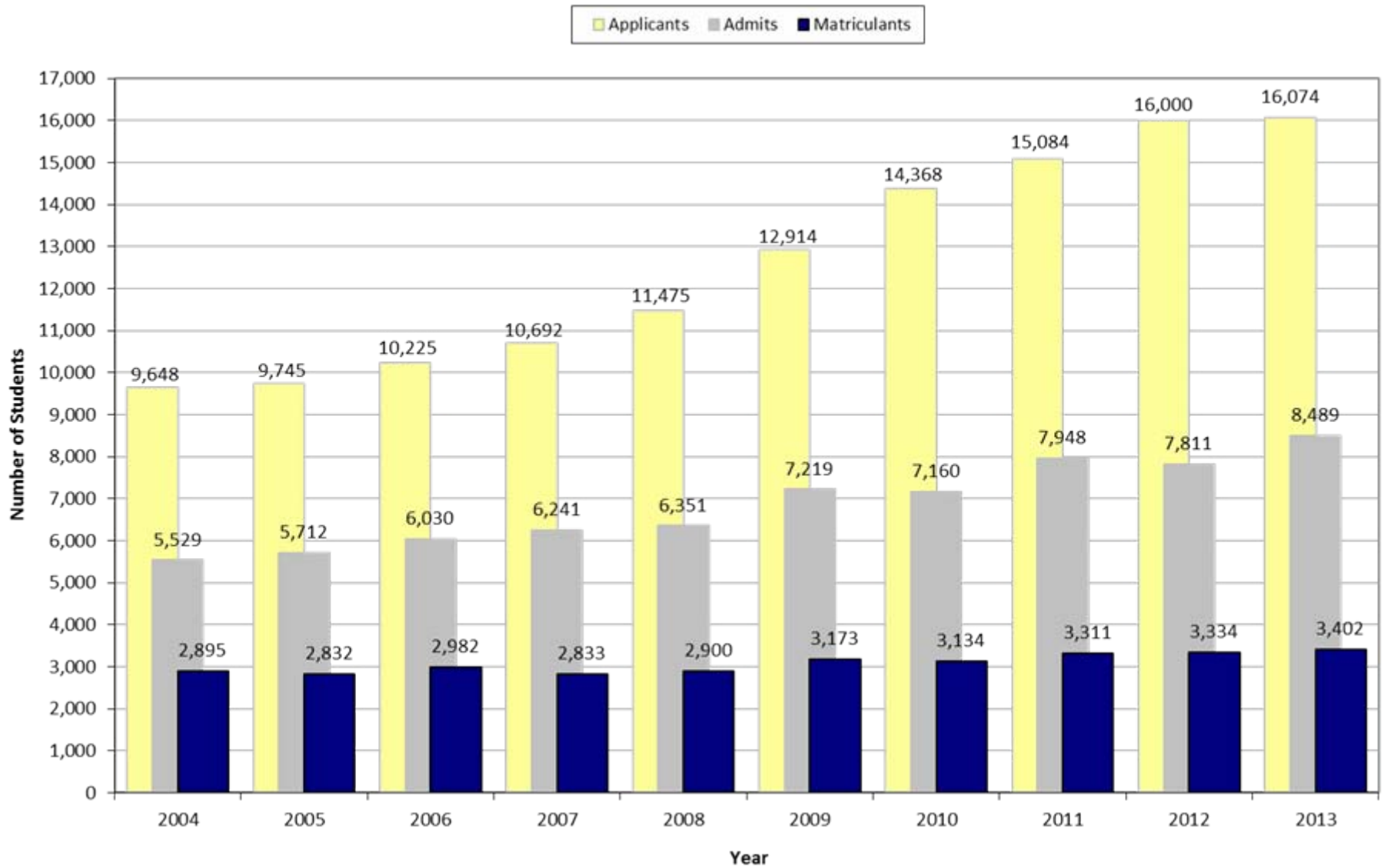
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Acceptance Rate	57.3%	58.6%	59.0%	58.4%	55.3%	55.9%	49.8%	52.7%	48.8%	52.8%
Yield Rate	52.4%	49.6%	49.5%	45.4%	45.7%	44.0%	43.8%	41.7%	42.7%	40.1%

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Median GRE Quantitative Percentiles of Matriculants in Master's Degree Programs

School	2004	2005	2006	2007	2008	2009	2010	2011	2012*	2013
CCAS	55	50	52	57	56	58	60	56	65	64
ESIA	68	59	66	66	68	65	66	61	69	60
SB	75	68	58	61	63	59	68	61	65	64
SEAS	71	75	77	75	74	79	80	84	84	87
GSEHD	44	42	36	47	48	46	44	40	56	49
CPS	--	--	48	53	51	48	43	40	49	39
SMHS	--	--	--	54	58	61	57	40	44	**
SPHHS	59	54	51	52	49	58	51	44	61	48

*New re-scaled GRE scores converted to old scale
**Information not available in Banner

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Median GRE Verbal Percentiles of Matriculants in Master's Degree Programs

School	2004	2005	2006	2007	2008	2009	2010	2011	2012*	2013
CCAS	70	69	69	73	73	77	77	75	69	64
ESIA	87	84	86	85	84	85	88	86	86	80
SB	85	66	60	57	55	51	63	70	68	59
SEAS	73	34	56	45	26	27	37	38	36	40
GSEHD	62	59	53	62	62	64	65	63	65	65
CPS	--	--	62	70	65	68	67	57	69	65
SMHS	--	--	--	67	63	64	65	61	59	**
SPHHS	77	70	61	67	57	64	65	63	69	69

*New re-scaled GRE scores converted to old scale
**Information not available in Banner

Median GRE Writing Percentiles of Matriculants in Master's Degree Programs

School	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
CCAS	67	71	70	52	54	58	63	45	48	49
ESIA	71	71	70	71	73	58	63	67	72	72
SB	54	45	52	32	33	37	41	45	29	49
SEAS	35	13	51	23	18	20	10	10	11	11
GSEHD	41	53	52	52	54	58	63	45	48	49
CPS	--	--	70	52	54	58	51	45	67	49
SMHS	--	--	--	52	54	58	63	45	39	*
SPHHS	65	75	67	52	41	58	63	45	48	49

*Information not available in Banner

Median GMAT Scores of Matriculants Enrolled in
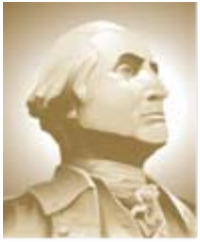School of Business Master's Degree Program
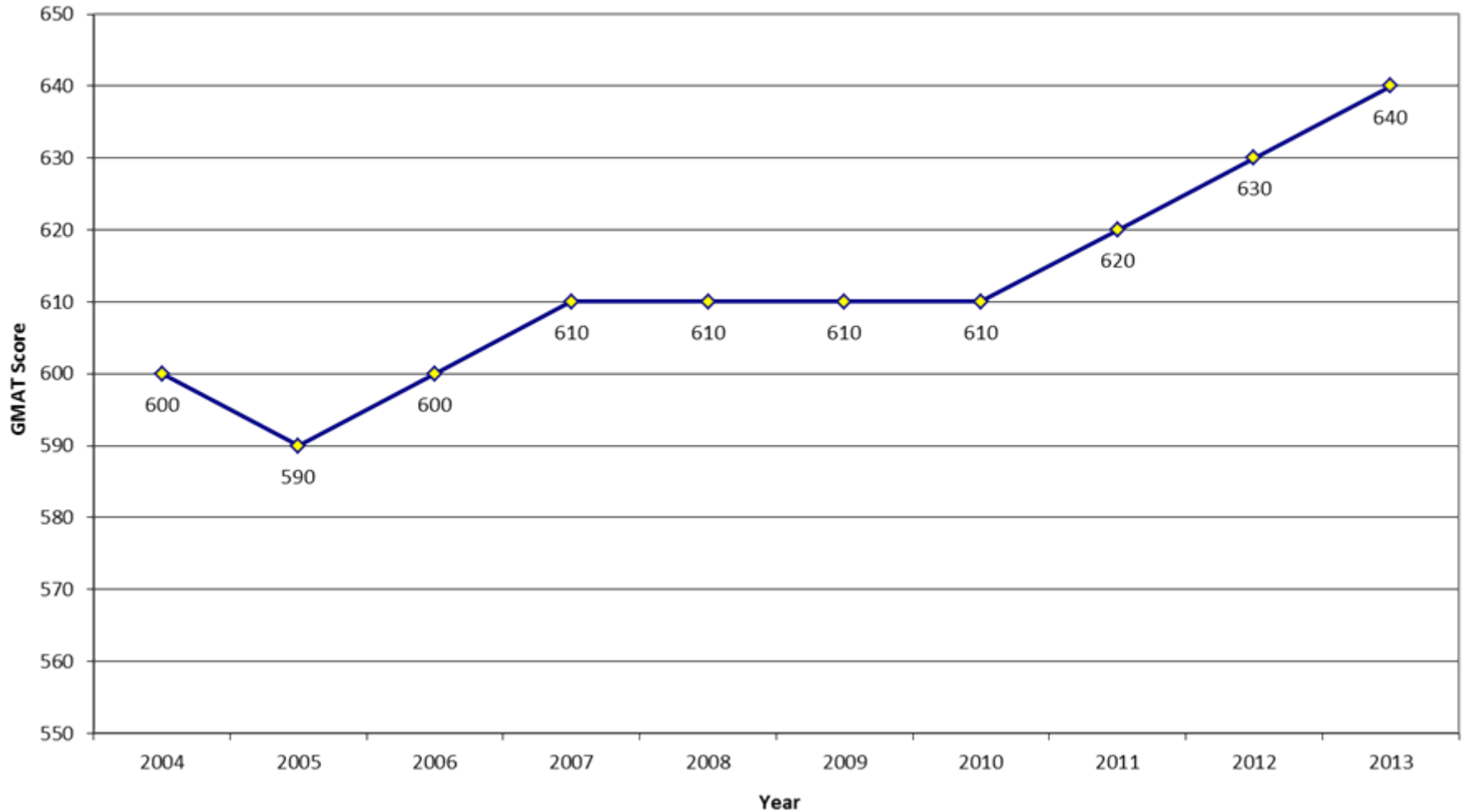
Doctoral Degree Programs:
Enrollment Trends

Types of Active Doctoral Degrees

Ph.D. – Doctor of Philosophy

Ed.D. – Doctor of Education

S.J.D. – Doctor of Juridical Science

Psy.D. – Doctor of Psychology

D.P.H. – Doctor of Public Health

D.P.T. – Doctor of Physical Therapy

D.N.P. – Doctor of Nursing Practice

Total Fall On-Campus Doctoral Degree Enrollment
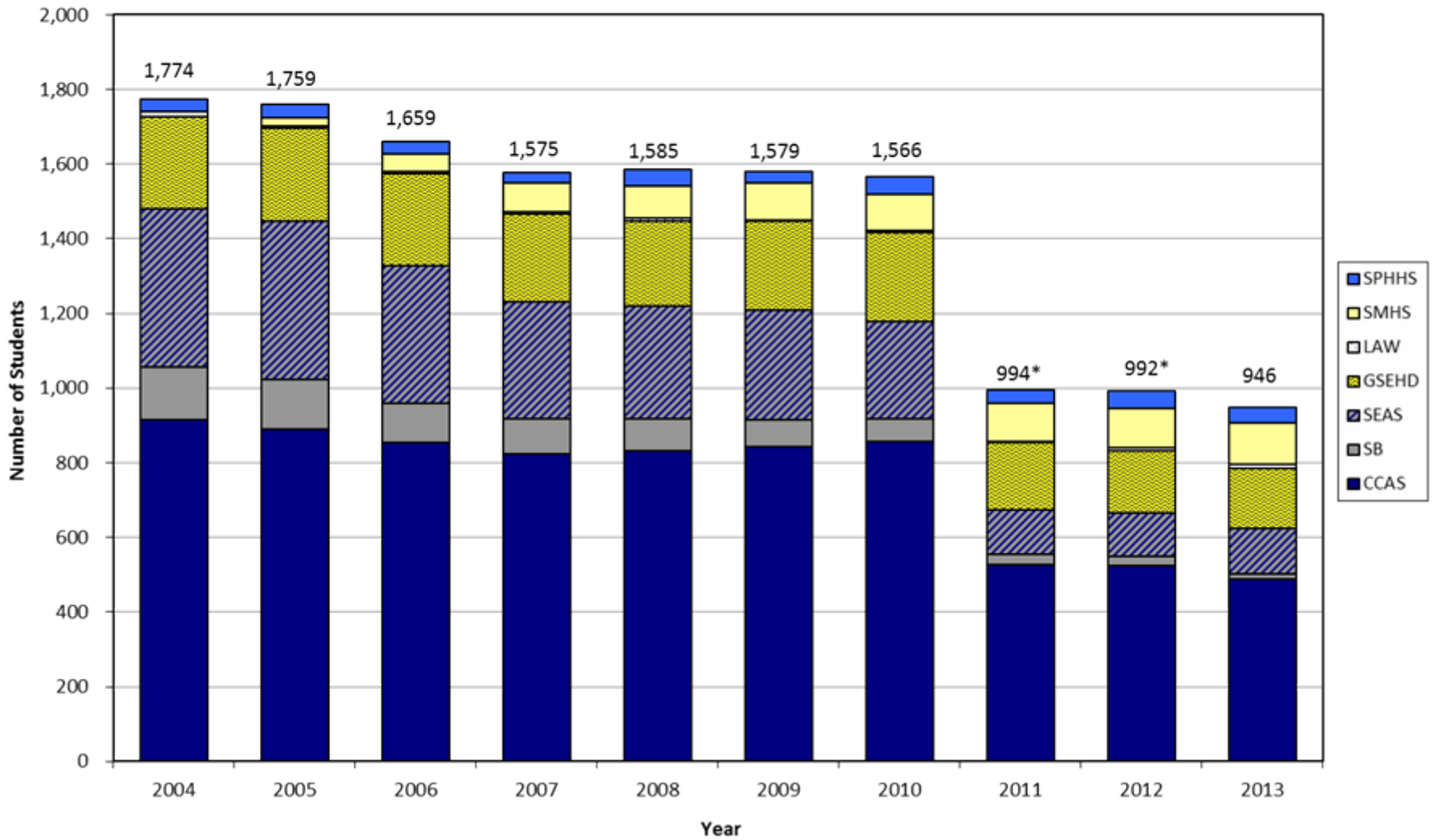
*Changes in enrollments are attributable to change in campus code. See increase in off-campus enrollment on next slide.

Total Fall Off-Campus Doctoral Degree Enrollment

*Changes in enrollments are attributable to change in campus code. See decrease in on-campus enrollment on previous slide.

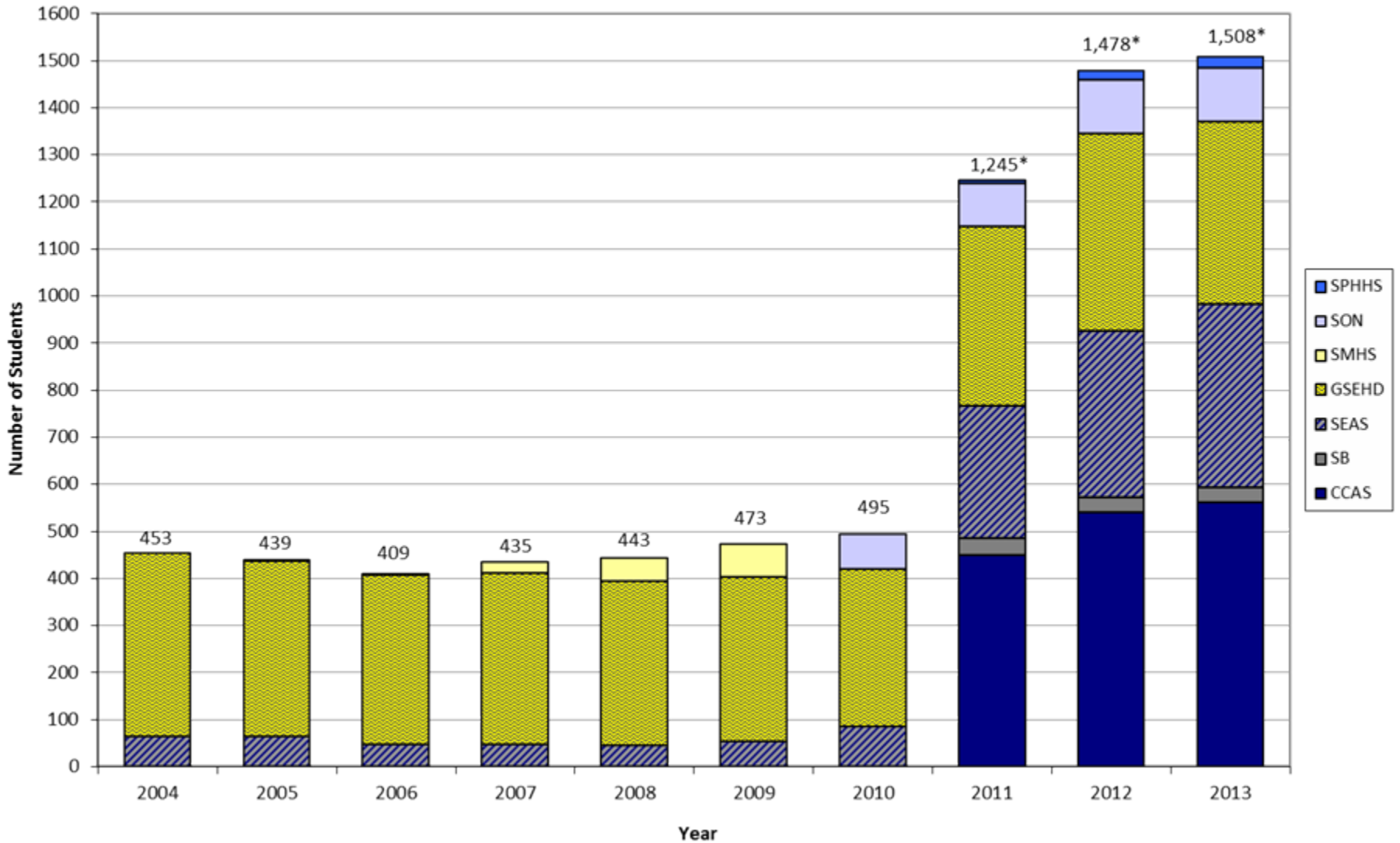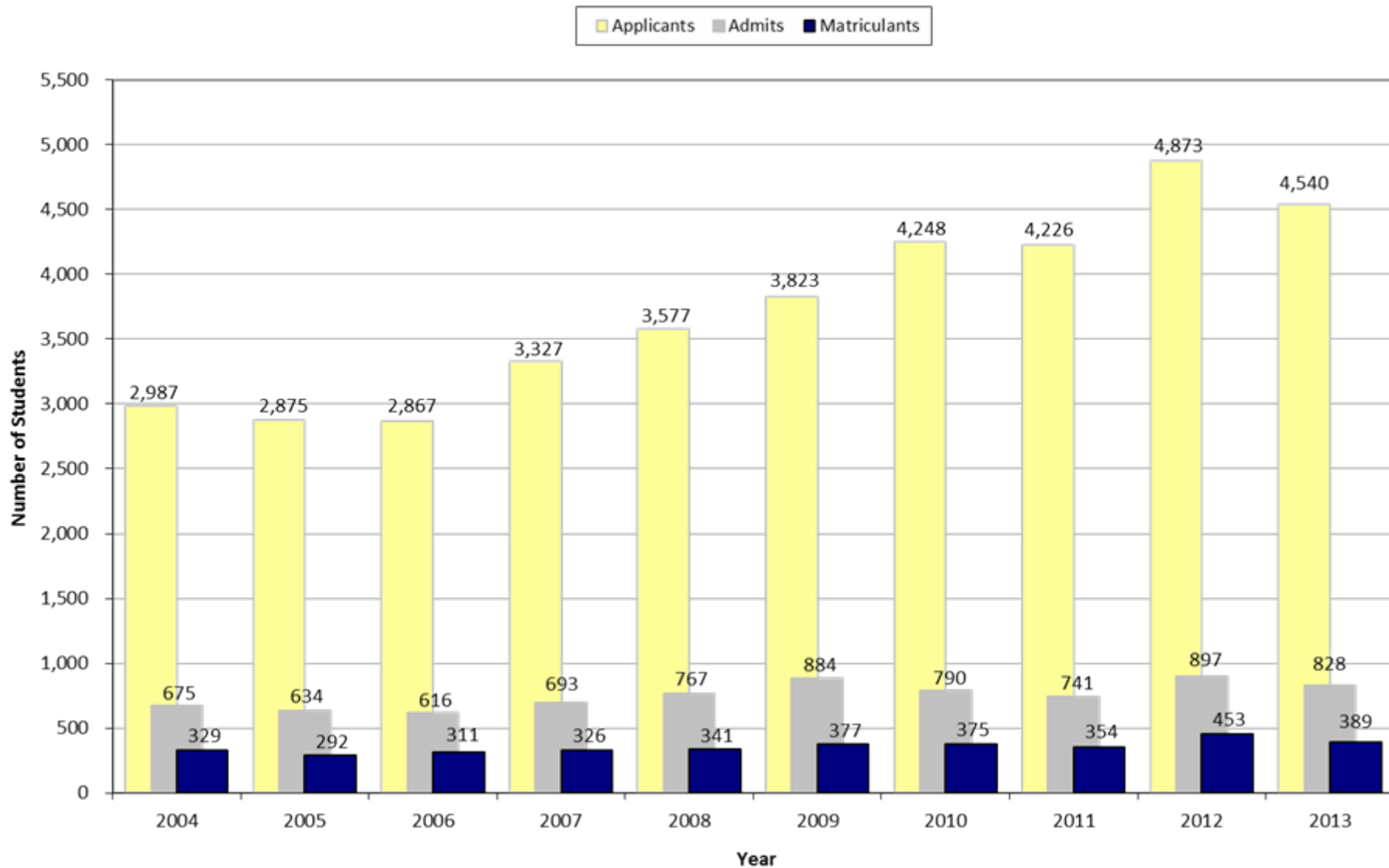# Numbers of and Rates for Doctoral Degree Applicants, Admits, and Matriculants

Legend: Applicants, Admits, Matriculants

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Applicants	2,987	2,875	2,867	3,327	3,577	3,823	4,248	4,226	4,873	4,540
Admits	675	634	616	693	767	884	790	741	897	828
Matriculants	329	292	311	326	341	377	375	354	453	389

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Acceptance Rate	22.6%	22.1%	21.5%	20.8%	21.4%	23.1%	18.6%	17.5%	18.4%	18.2%
Yield Rate	48.7%	46.1%	50.5%	47.0%	44.5%	42.6%	47.5%	47.5%	50.5%	47.0%

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Median GRE Quantitative Percentiles of Matriculants in Doctoral Degree Programs

School	2004	2005	2006	2007	2008	2009	2010	2011	2012*	2013
CCAS	68	66	66	73	70	74	73	70	77	71
SB	--	--	--	80	92	--	92	--	--	--
SEAS	--	--	--	87	89	87	88	87	88	88
GSEHD	55	49	43	40	46	51	48	52	51	56
SMHS	--	--	--	61	63	63	64	61	61	61
SPHHS	--	--	--	--	--	--	62	--	56	--

*New re-scaled GRE scores converted to old scale

Median GRE Verbal Percentiles of Matriculants in Doctoral Degree Programs

School	2004	2005	2006	2007	2008	2009	2010	2011	2012*	2013
CCAS	80	79	77	82	85	83	80	84	80	79
SB	--	--	--	67	87	--	89	--	--	--
SEAS	--	--	--	43	40	46	54	55	61	53
GSEHD	69	66	65	73	71	65	70	73	66	77
SMHS	--	--	--	54	68	58	65	68	73	69
SPHHS	--	--	--	--	--	--	84	--	69	--

*New re-scaled GRE scores converted to old scale

Median GRE Writing Percentiles of Matriculants in Doctoral Degree Programs

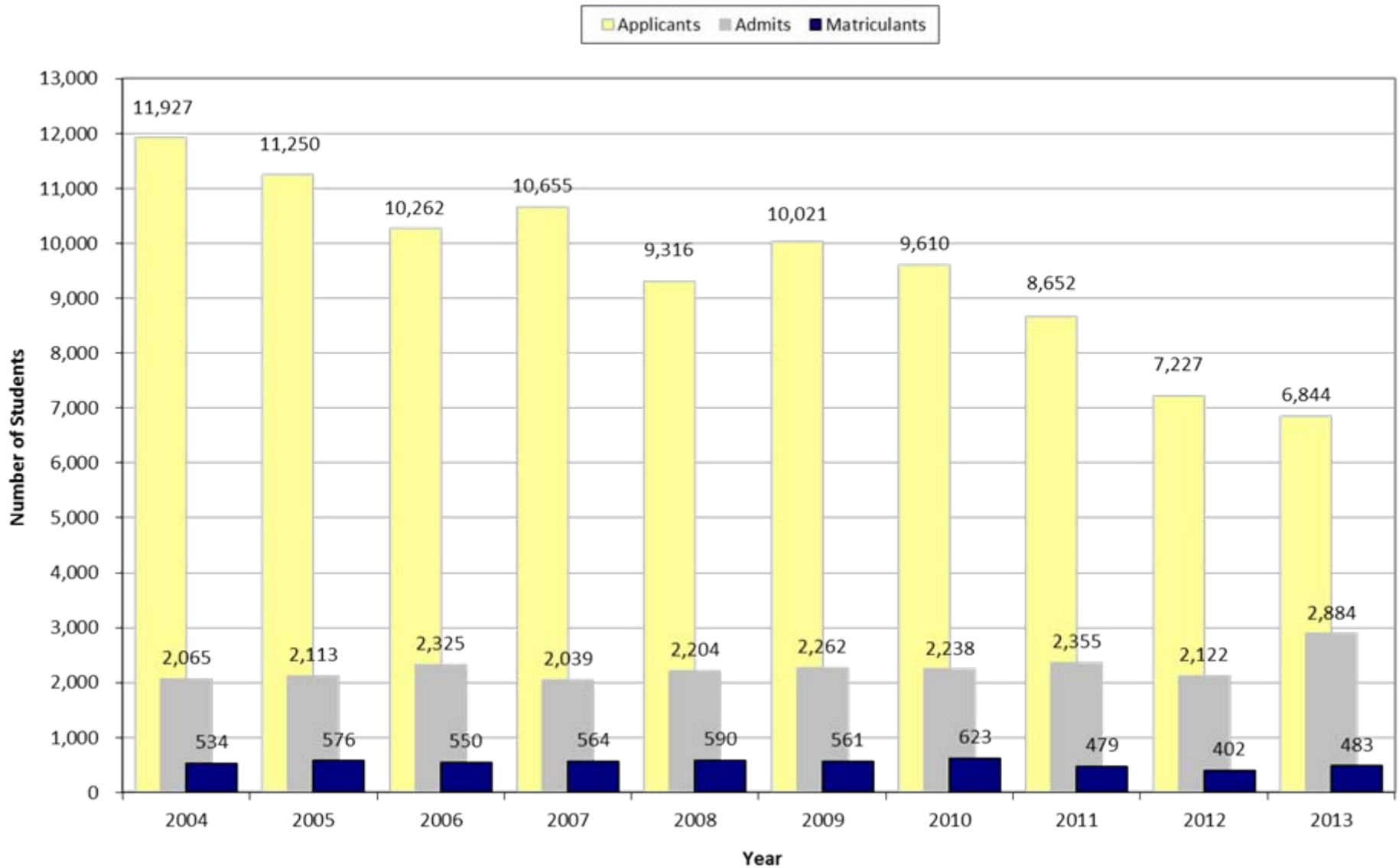| School	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
CCAS	67	71	70	71	70	77	63	67	67	73
SB	--	--	--	62	33	--	63	--	--	--
SEAS	--	--	--	17	18	20	23	26	29	11
GSEHD	77	71	70	71	54	77	63	71	72	72
SMHS	--	--	--	71	54	48	63	45	48	49
SPHHS	--	--	--	--	--	--	81	--	60	--

J.D. and M.D. Graduate Degree Programs: Enrollment Trends

Total Fall Enrollment for Law-J.D. Degree Program
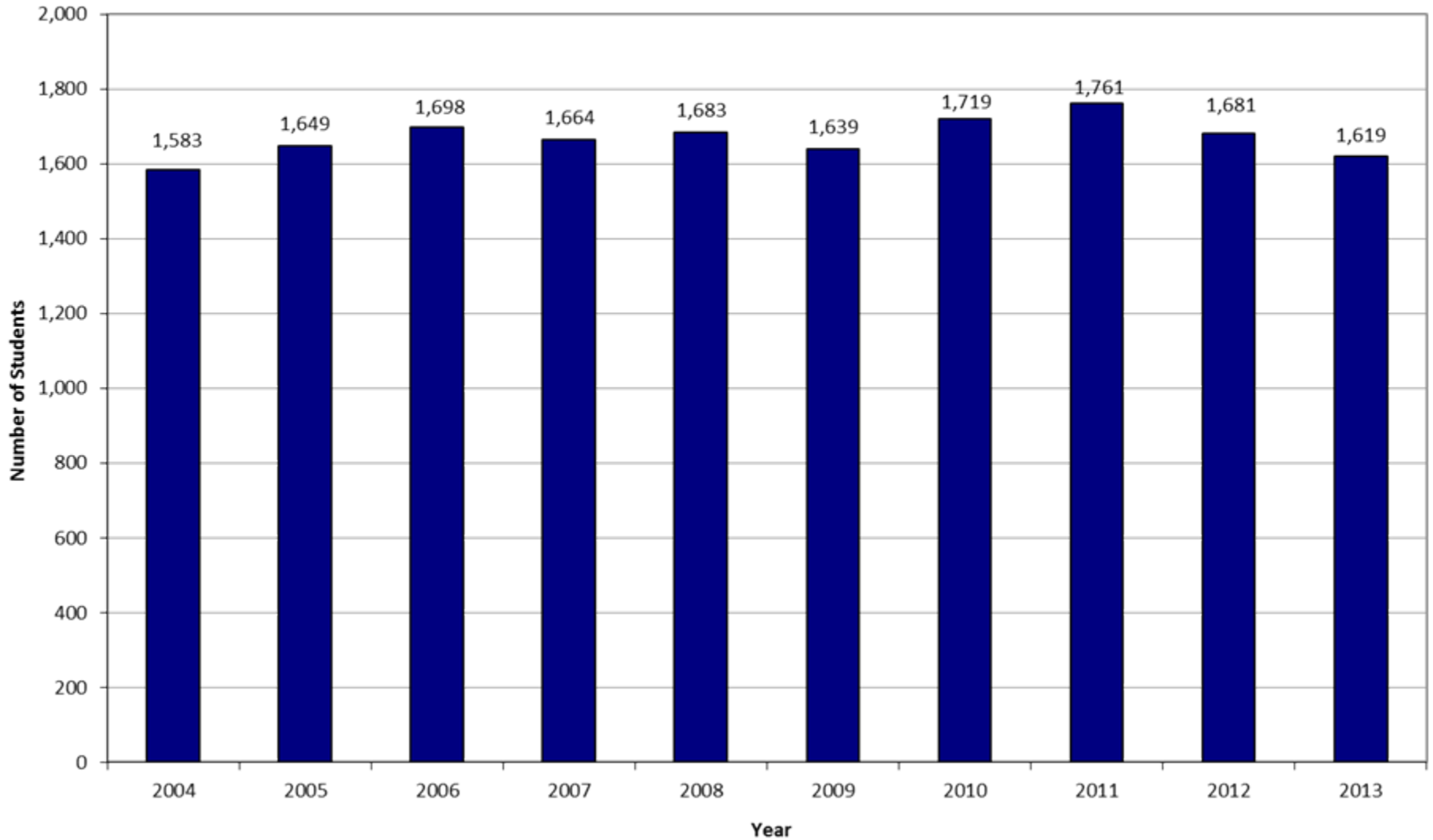
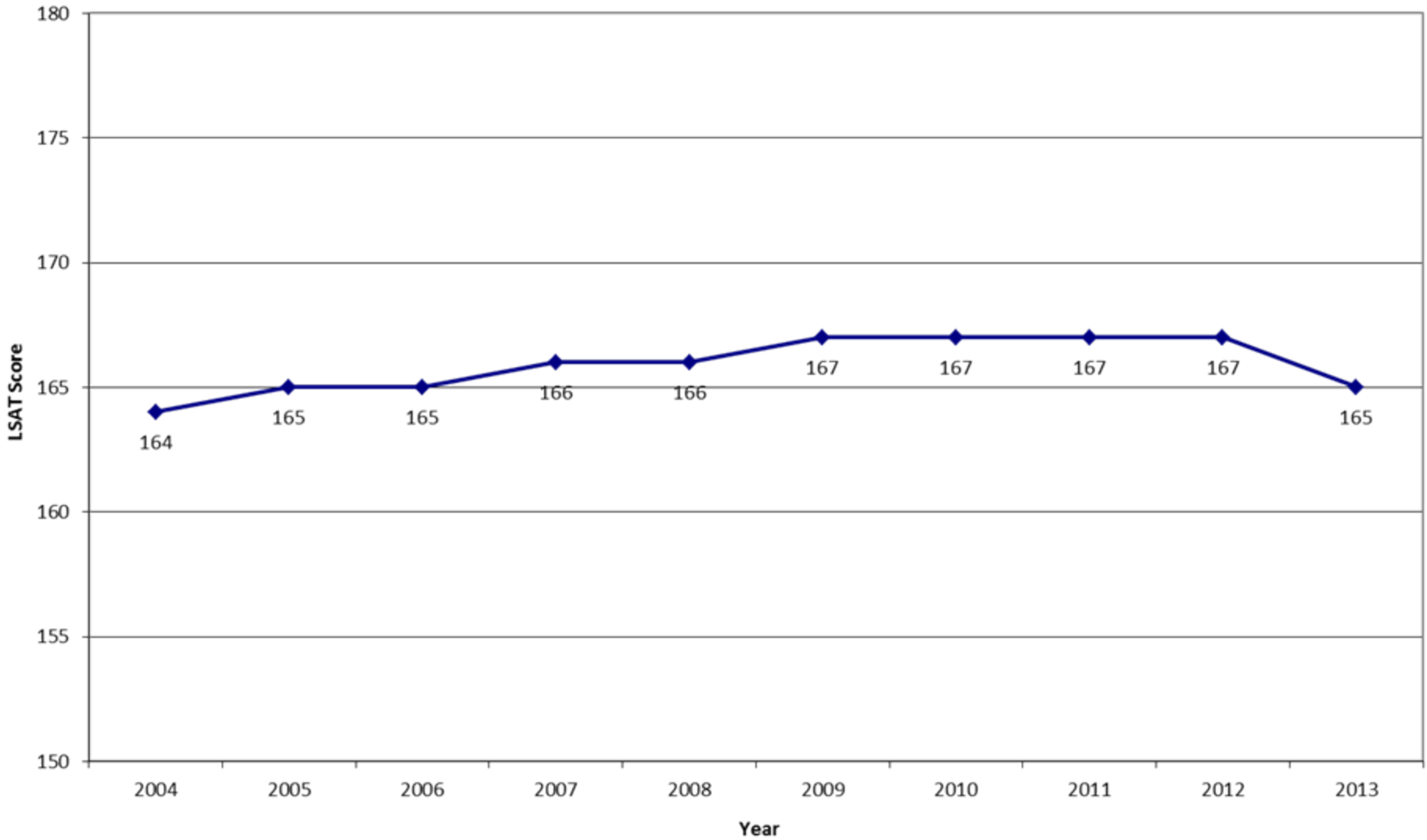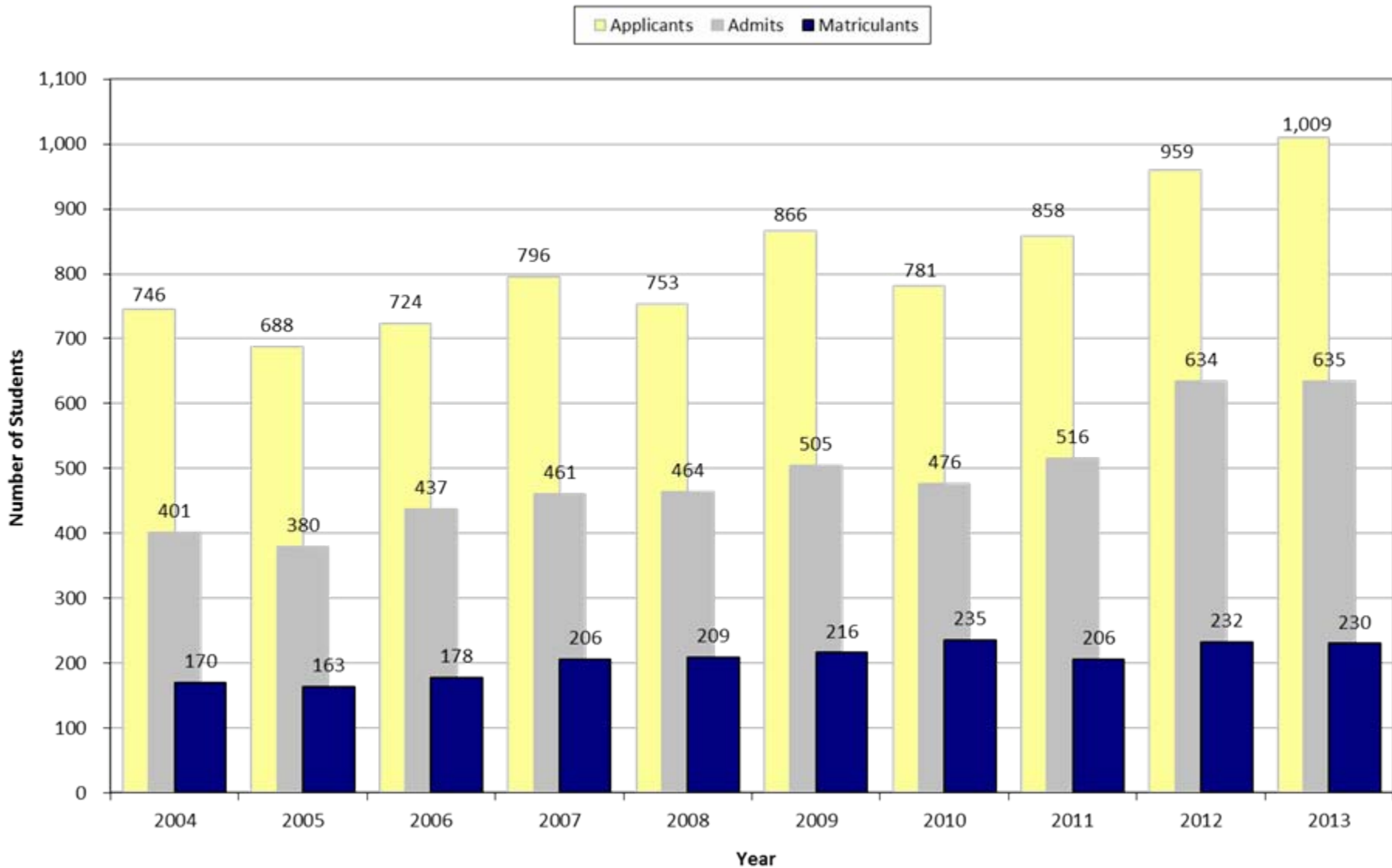# Numbers of and Rates for Law-J.D. Program Applicants, Admits, and Matriculants

Legend: Applicants | Admits | Matriculants

Applicants: 2004: 11,927; 2005: 11,250; 2006: 10,262; 2007: 10,655; 2008: 9,316; 2009: 10,021; 2010: 9,610; 2011: 8,652; 2012: 7,227; 2013: 6,844

Admits: 2004: 2,065; 2005: 2,113; 2006: 2,325; 2007: 2,039; 2008: 2,204; 2009: 2,262; 2010: 2,238; 2011: 2,355; 2012: 2,122; 2013: 2,884

Matriculants: 2004: 534; 2005: 576; 2006: 550; 2007: 564; 2008: 590; 2009: 561; 2010: 623; 2011: 479; 2012: 402; 2013: 483

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Acceptance Rate	17.3%	18.8%	22.7%	19.1%	23.7%	22.6%	23.3%	27.2%	29.4%	42.1%
Yield Rate	25.9%	27.3%	23.7%	27.7%	26.8%	24.8%	27.8%	20.3%	18.9%	16.7%

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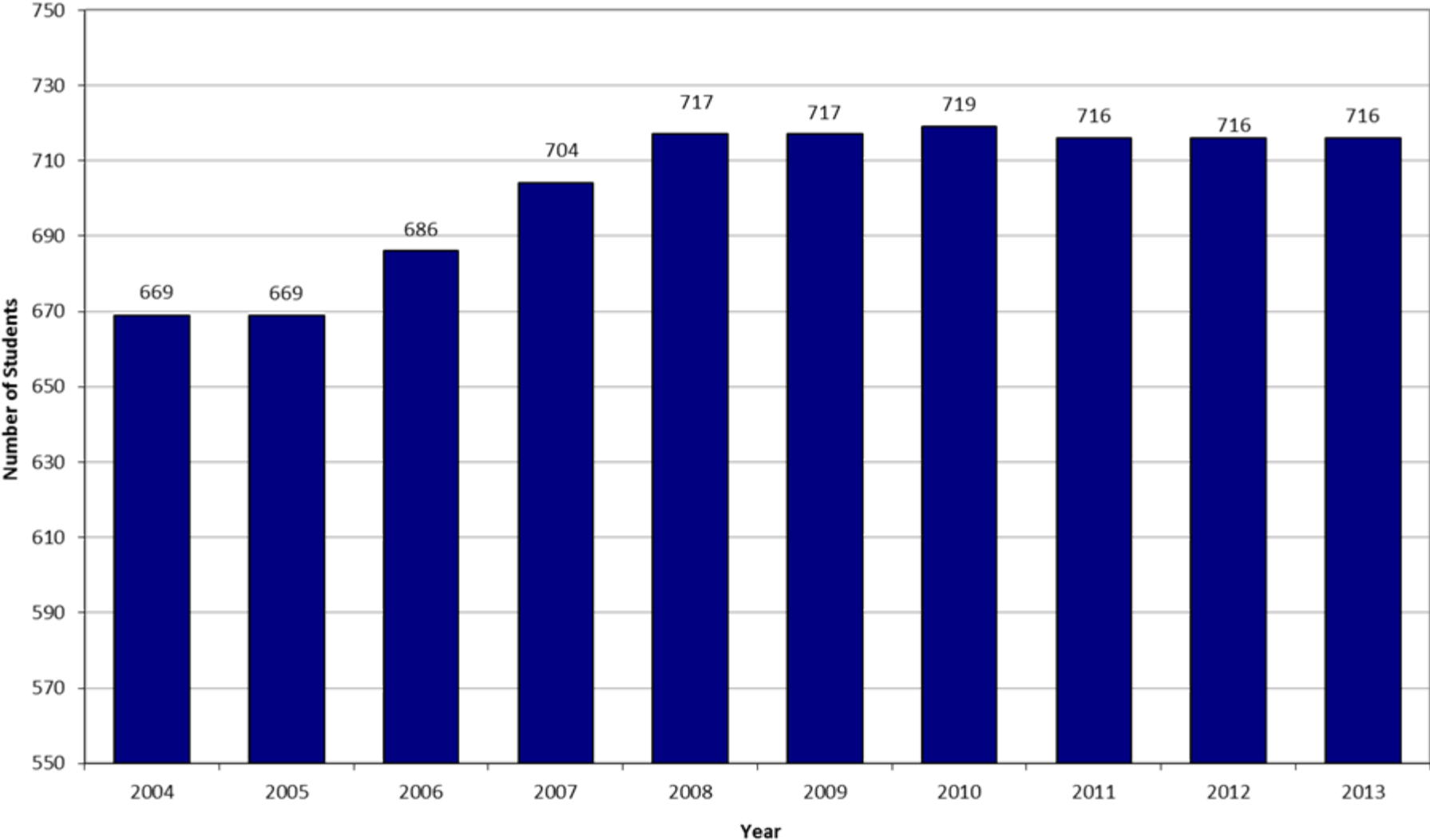# Median LSAT Scores* of Matriculants in Law-J.D. Program

*LSAT scores range between 120 and 180. Only 15% of the test takers score above 160.

Numbers of and Rates for Law-LL.M and S.J.D. Applicants, Admits, and Matriculants
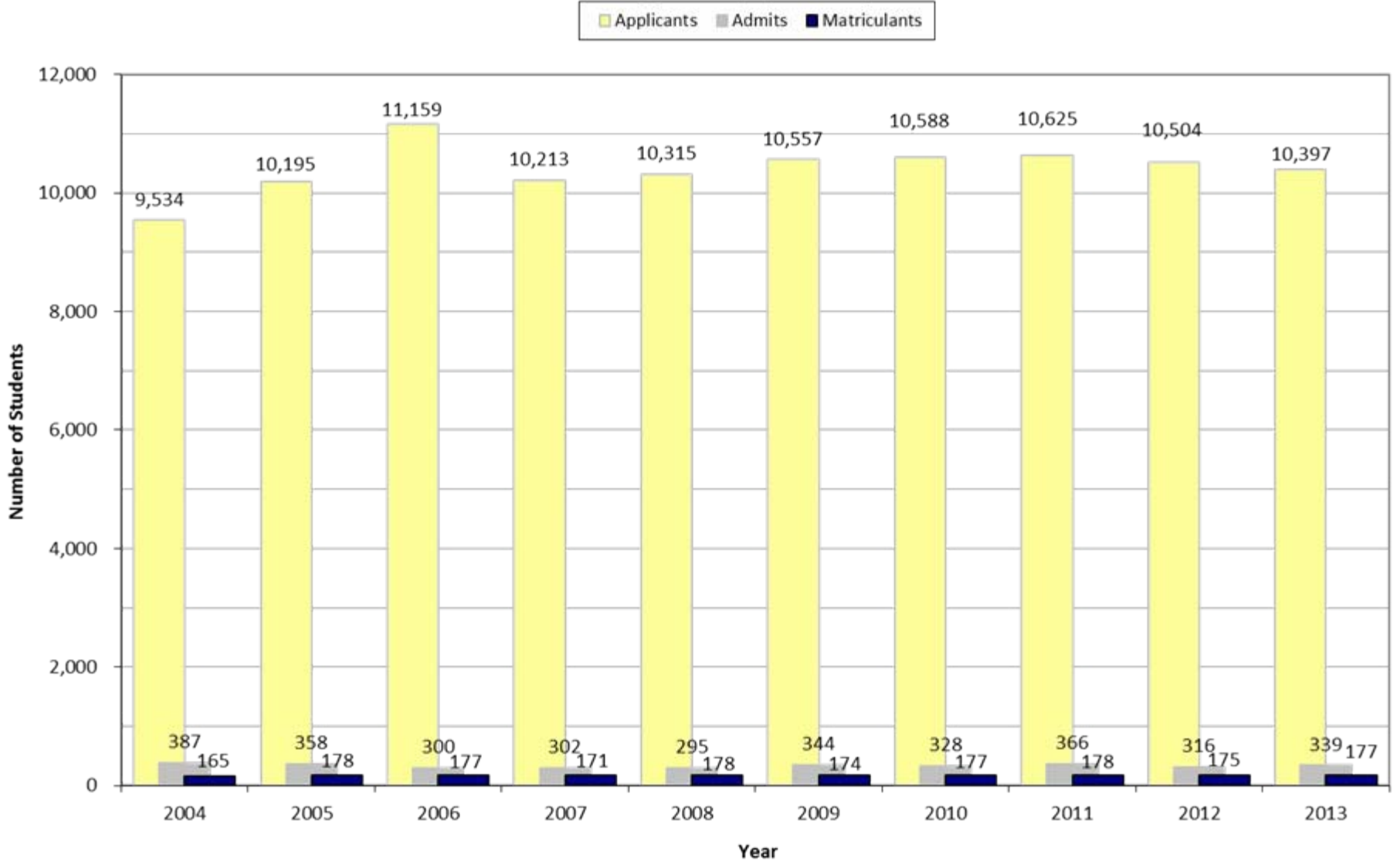
Applicants ▫ Admits ▪ Matriculants

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Acceptance Rate	53.8%	55.2%	60.4%	57.9%	61.6%	58.3%	60.9%	60.1%	66.1%	62.9%
Yield Rate	42.4%	42.9%	40.7%	44.7%	45.0%	42.8%	49.4%	39.9%	36.6%	36.2%

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Total Fall Enrollment for SMHS-M.D. Degree Program

Numbers of and Rates for M.D. Program Applicants, Admits, and Matriculants

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Acceptance Rate	4.1%	3.5%	2.7%	2.3%	2.9%	3.3%	3.1%	3.4%	3.0%	3.3%
Yield Rate	42.6%	49.7%	59.0%	56.6%	60.3%	50.6%	54.0%	48.6%	55.4%	52.2%

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Median MCAT Scores* of Matriculants in M.D. Program
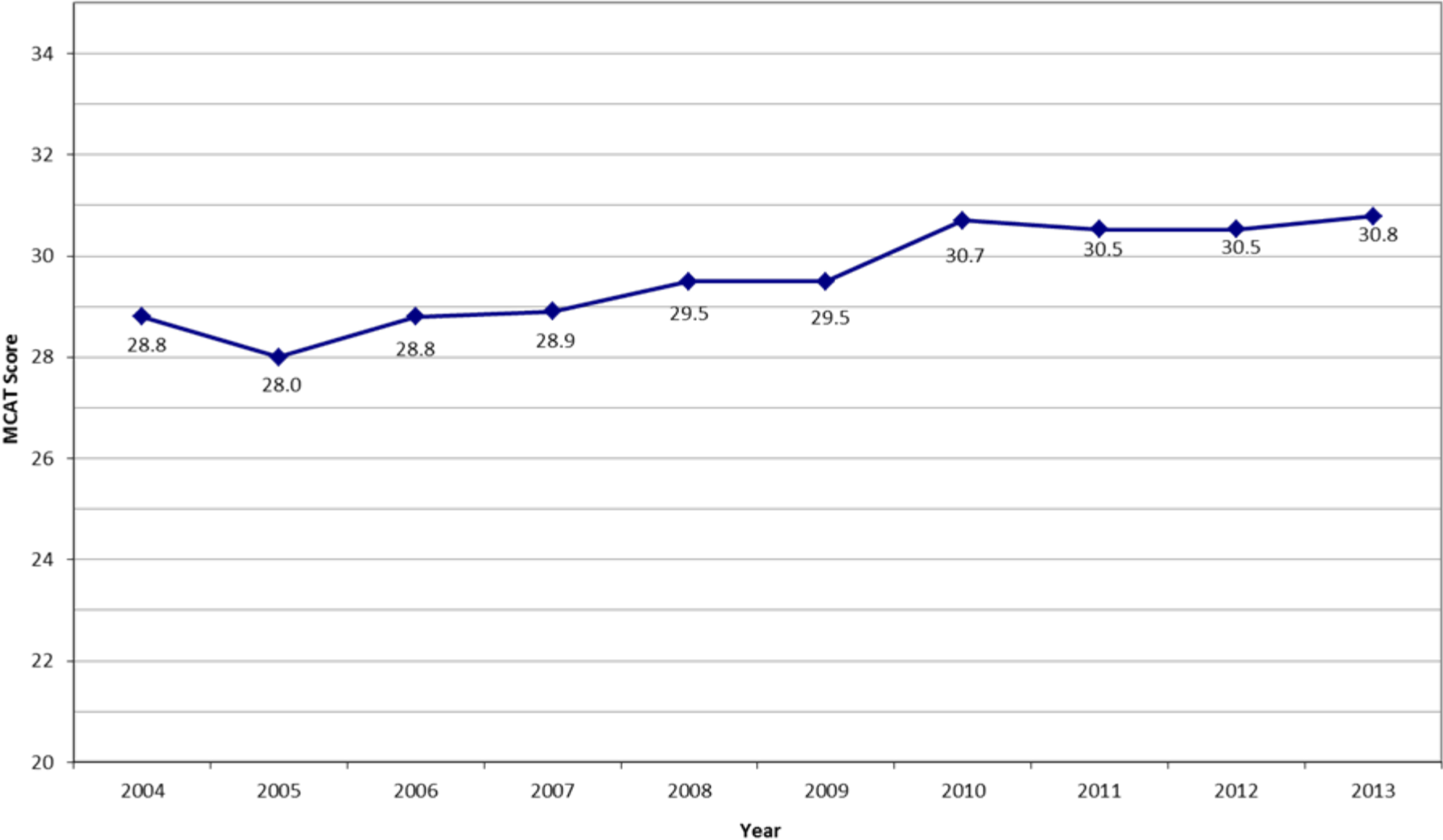
*MCAT scores range between 3 and 45. The average test taker scores about 24.

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REPORT OF THE CHAIR OF THE EXECUTIVE COMMITTEE OF
THE FACULTY SENATE TO THE ACADEMIC AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
Scheherazade S. Rehman, Chair
January 20, 2014

OCTOBER MEETING OF THE FACULTY SENATE

Resolution 13/2 "A Resolution to Amend the Policy on Conflicts of Interest and Commitment for Faculty Investigators"

Due to a review of the Policy by the compliance office of the National Institutes of Health, several suggestions for Policy modifications were transmitted to Vice President for Rersearch Leo Chalupa. The proposed changes were submitted to the Senate Committee on Professional Ethics and Academic Freedom for review. The PEAF Committee agreed with the Administration's view that the proposed changes seemed to be clarifications to the current Policy, and voted to support them. Resolution 13/2, which called for the Senate's approval of the amended (redlined) version of the Policy, was adopted by the Senate.

Overview of the University's Initiatives in China

Provost Lerman briefing described the University's engagement with China to take place over many years through a number of educational research programs. He noted the growth in the numbers of international students from China at the University and described two Master's programs offered by the School of Business in which students begin their studies in China and finish them here in Washington D.C. GW also recently opened a Confucius Institute on the Foggy Bottom Campus. Provost Lerman also described the two organizations established by GW that are necessary for it to conduct Executive Education programs in China.

Provost Lerman told the Senate that many of the University's activities in China have grown up entirely organically, but it is now being approached by other organizations and universities about the possibility of establishing larger and more significant initiatives. He indicated that he had appointed an advisory committee of faculty who have expertise in China work to help create and advise on the strategies that GW will use going forward. The Provost also outlined four governing principles that will guide GW's evaluation of opportunities in China going forward and the process that will need to unfold if opportunities in China present themselves that meet these four criteria. The University will consult about initiatives with the advisory committee, and any activities that meet the four criteria will have to be brought back to conversation at another Faculty Senate meeting.

Actions of the Executive Committee

The Executive Committee appointed Professor Robert Harrington, Chair of the Senate's Educational Policy Committee, to work with Associate Provost for Military and Veterans Initiatives Mel Williams on development of the GW Valor Initiative.

<u>**NOVEMBER MEETING OF THE FACULTY SENATE**</u>

<u>**Resolution 13/3, "A Resolution on the Established Procedures for Approving any Changes to the Faculty Code or Faculty Policies that may be recommended by the Board of Trustees Governance Task Force"**</u>

Resolution 13/3 was introduced by the Senate Committee on Professional Ethics and Academic Freedom. The resolution was adopted as amended by the Senate, and serves to foster and reinforce continued shared governance at the University between the Board of Trustees, the Faculty, and the Administration. The two Resolving Clauses read as follows:

1.   The Faculty Senate expects that any changes to the *Faculty Code* or Faculty Policies recommended by the Board of Trustees Governance Task Force will adhere to the University's long-established and unbroken tradition and procedures of shared governance, which require the Faculty Senate, as the elected representative of the Faculty, to consider and act on changes to the Faculty Code or Faculty Policies that are proposed by the Administration, the Board of Trustees or other members of the University community before such changes are submitted to the Board of Trustees for final action; and

2.   the Faculty Senate and its Committees are pleased to offer consultation to the Task Force in discussing proposed changes to the *Faculty Code* or other faculty governance documents during the course of the Task Force's work, and the Faculty Senate will undertake a careful review of the final report of the Board of Trustees Governance Task Force after that report has been delivered to the Senate, and the Senate will consider and act as expeditiously as possible on changes to the *Faculty Code* or Faculty Policies that are proposed by the Administration,   the   Board   of Trustees, or other members of the University community before such changes are submitted to the Board of Trustees for final action.

An Update on Development Activities was presented by Vice President for Development and Alumni Relations Mike Morsberger, and Elliott School Associate Dean Doug Shaw, Co-Chair of the Penn State Freeh Report Task Force Review, gave a brief report on its findings in connection with the recently completed Review of GW Culture, Policies and Practices.

<u>**DECEMBER MEETING OF THE FACULTY SENATE**</u>

Dean Jeffrey Akman presented a very comprehensive report about the School of Medicine and Health Sciences which outlined the School's mission, structure, leadership, new offices and institutes, and accreditation for the School and each of its many programs. He also covered a number of aspects of Graduate Medical Education, i.e. residency and fellowship programs, including new requirements for these, particularly a reduction in hours worked by residents. He gave an overview of programs in Health Sciences, the Institute for Biomedical Sciences, and International Medicine, as well as reporting on Research, Bricks and Mortar projects, and Fundraising priorities.

REPORT OF THE EXECUTIVE COMMITTEE
Scheherazade S. Rehman Chair
February 14, 2014

Professor Rehman thanked Librarian Henry for her informative report on the future of the Libraries at GW. She also thanked Professor Gupta for his remarks concerning the recommendations of the ASPP Committee concerning the nonconcurrence process and for his stewardship of the ASPP committee.

Professor Rehman advised the Senate that elections for senate representatives should be well underway by now in each of the schools, and she requested that senators monitor the progress of these.

Please be reminded that the date of the March Senate meeting has been changed from March 14 to March 21. The Senate will have a quorum for the rescheduled meeting based on RSVPs submitted. This meeting will be held in MARVIN CENTER 403. This is an important meeting and everyone should attend as Board of Trustee Nelson Carbonell will be reporting on the findings of the Board of Trustees Governance Force concerning the *Faculty Code*. At this March meeting, the Senate will elect the Nominating Committee to prepare a slate of nominees for the Senate Executive Committee for the 2014-15 Session.

The University's Board of Trustees was for its February meeting. The customary report of the Senate to the Academic Affairs Committee was presented and that report is included with these minutes. The Board also requested that I address the full Board. The gist of my message to the Board was to stress the importance of continued shared governance moving forward from the March meeting once Chair Carbonell has provided the Task Force's findings concerning the *Faculty Code.*

Professor Kurt Darr, Chair of the Dispute Resolution Committee has advised the Executive Committee and the PEAF Committee (Professional Ethics And Academic Freedom) that the Administration is not in compliance with the *Faculty Code* because it has not provided requested copies of documents relevant to a current grievance to the grievance committee. It is our hope that the Administration will rectify this so that the grievance process can proceed in a timely fashion.

The next meeting of the Executive Committee will take place on February 28. Please submit reports and resolutions to the Senate Office before that date. The meeting is scheduled to begin at 1:30 pm and Board of Trustees Chair Carbonell will be coming to talk to the Executive Committee at 3 p.m. to give a report on the findings of the Board of Trustees Governance Task Force concerning the *Faculty Code.*