

**THE GEORGE WASHINGTON UNIVERSITY**  
**Washington, DC**

**MINUTES OF THE REGULAR FACULTY SENATE MEETING**  
**HELD ON MARCH 11, 2016**  
**IN THE STATE ROOM**

Present: Interim Provost Maltzman, Registrar Amundson, and Parliamentarian Charnovitz; Executive Committee Chair Garris; Deans Feuer and Livingstone; Professors Costello, Griesshammer, Harrington, Hopkins, Marotta-Walters, McDonnell, Newcomer, Price, Pulcini, Rehman, Rice, Rimal, Roddis, Sarkar, Sidawy, Squires, Swiercz, Wilmarth, Wirtz, and Zeman.

Absent: President Knapp; Deans Brigety, Dolling, Eskandarian, Goldman, Jeffries, Livingstone, Morant, and Vinson; Professors Barnhill, Brazinsky, Dickinson, Downes, Galston, Hawley, Jacobson, Katz, Khoury, McAleavey, McHugh, Packer, Rohrbeck, Shesser, Swaine, Thompson, Wald, and Williams.

CALL TO ORDER

The meeting was called to order at 2:17 p.m.

REMOTE PARTICIPATION DEMO/TEST

Provost Maltzman noted that President Knapp was unavailable to attend today's meeting due to his travel schedule. He then asked for unanimous consent for Professor Wirtz to speak about remote participation in Senate meetings.

Professor Wirtz reported that today's meeting includes a test of remote meeting participation technology. This test is the outgrowth of a committee that was established to investigate the possibility of remote participation – and perhaps eventually, remote voting - in both the Senate and Faculty Assembly activities. The committee includes Senate members Lisa Rice (GSEHD) and Philip Wirtz (GWSB) as well as Vice Provost Dianne Martin, Parliamentarian Steve Charnovitz, Associate Provost PB Garrett (Academic Technologies), and Professor Mayri Leslie (School of Nursing).

The equipment in the room today enables a test of the WebEx facility. WebEx is available to all faculty members to conduct conferences among themselves and with their students. Vice Provost Martin is logged into WebEx from the control room, and Professor Wirtz noted that he is also logged into WebEx from his seat.

Professor Wirtz pointed out that the speaker's image is projected in the lower right-hand corner of the screen at the front of the room. He further noted that WebEx allows remote participants to virtually "raise their hands" to speak; this feature signals the room, and the meeting chair can then yield the floor to the remote participant. Professor Wirtz thanked the technical staff in the room (Yordanos Baharu, Will Kruse, and Mike Hileman) for their assistance with running today's demonstration.

APPROVAL OF THE MINUTES

The minutes of the February 12, 2016, Faculty Senate meeting were approved unanimously without comment.

REPORT: GW INTERNATIONAL ACTIVITIES (Doug Shaw, Senior Associate Provost for International Strategy)

Senior Associate Provost Shaw noted that he has been at GW for over seven years, spending most of that time as an associate dean in the Elliott School of International Affairs (ESIA). This past summer, he accepted an offer from the senior leadership to develop an international strategy for the university. This strategy would need to encompass all of GW's international activity, coordinate across all ten schools, be easily articulated, and take advantage of GW's unique opportunities. After extensive consultation with all of the deans and vice presidents and over one hundred faculty members, Dr. Shaw developed the idea of leveraging Washington, DC, for global impact. He stated that describing this strategy would be the center of his report today.

Dr. Shaw noted that, first, the strategy builds upon and works for implementation of Vision 2021, the university's strategic plan. It is an alignment with the current strategy of the university and seeks particularly to fulfill the potential of the globalization theme of Vision 2021. This proceeds from three observations: first, that GW's unique location in Washington gives the university proximity to many powerful global institutions; second, that this proximity creates an opportunity for alignment with the activities of those organizations, many of which are charged with responding to global human problems; and third, that the kinds of mission alignment GW can develop around global problems with these powerful global institutions create opportunities to propel teaching, research, brand, and service capacities forward. In sum, these opportunities are attainable nearby rather than by having to project the university abroad; internationalization does not have to happen far away due to GW's unique physical location.

One key example of this type of opportunity is the State Department, which has a budget of \$15 billion annually to make the world safer and more prosperous through the use of diplomacy. The State Department employs 65,000 people, operating in nearly 200 countries around the world. This type of partner is in a position to propel GW very significantly forward, and the case may already be made that GW is the State Department's strongest academic partner.

In addition to the State Department, there are 177 foreign missions in town. The Department of Defense and National Geographic are close by; these are all institutions that can help advance GW's teaching, research, service, and brand opportunity in ways that would be impossible without GW's Washington location. Recent meetings have included the foreign minister of Germany, the interim president of the Central African Republic, and the deputy managing director of the International Monetary Fund (IMF), Dr. Zhu Min. In the latter case, Dr. Zhu expressed gratitude for GW's provision of facilities to the IMF while their own buildings are under renovation.

Beyond logistical opportunities, though, GW needs to be able to articulate value propositions that make sense to the leadership of these institutions and lead to deeper engagement. This is most effectively accomplished when GW responds to global human problems on a university-wide basis. One challenge Dr. Shaw reported facing now is identifying examples among faculty and students that can be packaged and marketed to these potential partners in such a way that they will engage deeply with GW and work with the university going forward.

This opportunity obviously therefore relates very directly to the faculty. Dr. Shaw noted that Professor Sean Murphy (in the Law School) provides a great example of where GW has a foreign policy interest. Professor Murphy is running for reelection to the International Law Commission (ILC), where he serves as a special interlocutor of the ILC for crimes against humanity. That vote will be held in the General Assembly in November 2016, and Secretary of State John Kerry is actively campaigning for Professor Murphy's reelection. Because this election is important to the US government. Dr. Shaw noted, it is also important to GW, as it provides a stake for GW in these issues.

To accomplish these types of connections, GW first needs to work to mobilize students, faculty, and university operations and to be indifferent to geography. This is a challenge that isn't unique to GW, as all universities face internationalization challenges. Thanks to Associate Provost for International Programs Donna Scarborough's leadership, GW has developed significant capacity over time in this area.

Secondly, coordination of international activities is important. Currently, reports are available on all of GW's partnerships (particularly university-to-university partnerships) in a given region, which is a valuable tool to have. The next step, however, is to condense these sizable reports into elevator speeches that can assist with GW's efforts are partnering with Washington-based global institutions.

Finally, GW needs a representational team. President Knapp does a lot of this work already, going to many events and spending time with heads of state when they are in Washington. Other GW leaders engage in these types of activities as well, but there is not currently a coordinating capacity for this, which would better leverage GW's information about prior meetings and positioning for future meetings.

Dr. Shaw identified areas for measurement and evaluation of GW's international activity: enrollment, study abroad, research, student services, and alumni relations. As these are applied to different geographies and potential partners, these metrics can help shape GW's strategy. For example, knowing that 1750 Chinese students are currently enrolled in GW programs helps to frame how China should be featured in GW's international strategy. Many prominent academic activities at GW are centered on China: three major books coming out in 2016 and a joint venture with National Geographic that discovered a new dinosaur species in China, for example. Because of GW's location, many senior Chinese leaders have visited campus, which has led to new opportunities, such as ten undergraduate students attending the World Internet Conference at the invitation of Chinese Cyber Minister Lu Wei who visited GW in December 2014.

Dr. Shaw stressed that these immediate material benefits are valuable. However, GW needs to be able to succinctly articulate what is important to the university about a potential partner. This articulation will set GW apart from other institutions proposing partnerships with the same institutions and countries.

GW needs to consider the calendar (e.g., the timing of visits, shifts in administration) to coordinate activities and outreach on campus with important events in Washington. Dr. Shaw also stressed that GW needs to sequence its activity for a five-year plan, as not everything can be done all at once. In working with GW leadership, priorities can be set for international activities. For example, the newly-arrived ESIA dean is extremely focused on starting an institution for African studies this year; this priority therefore makes Africa a current focus of attention.

Dr. Shaw also noted that GW has had some success in winning Title VI Department of Education grants, which provide significant funding to universities to study different parts of the world. The next

step for GW in this arena is to develop capacity in response to the technical review metrics that are shared among all of these competitions that will permit the university to build better applications for these awards. This would make yet more significant resources available for faculty work related to globalization.

Professor Squires asked about the vision for the involvement of heads of state and cabinet officers at GW. Could their involvement extend beyond guest lectures to course offerings, internships, etc.? He also recommended that Dr. Shaw contact Jennifer James, who runs the Africana Studies program, as this would be a strong connection for ESIA's efforts in this area.

Professor Griesshammer asked whether Lyterati - advertised to the faculty as a single tool that would bring to light all the work being done by the faculty - might be leveraged to assist with providing information regarding faculty work in the international arena to Dr. Shaw's office. Dr. Shaw responded that as the university's facility and ease with this tool develops, it may well be able to assist in identifying international work being done by faculty. However, a faculty member or leader walking into a local institution to discuss his or her work and propose joint work will be far more valuable than a paper-based report. Reports from Lyterati can provide a good starting point for this.

Professor Pulcini asked where information gathered about GW activities around the world will be stored. Dr. Shaw noted that President Knapp is the current audience for this information and that its presentation is a work in progress. The current "scorecard" format is likely not the most useful format for the long-run; a future evolution of this would be something that could be depicted online and shared more widely across the university. The regional scorecard is an improvement over the 100+-page report on the region that was previously the only resource, however.

Professor Hopkins asked whether Dr. Shaw has considered how best to obtain consensus and a willingness to participate with the administration at a broader university level. Dr. Shaw responded that he would like to talk to everyone, facilitate discussions, and paint a compelling picture for faculty engagement in university-wide international advancement.

Professor Newcomer noted that the International Services Office currently only has the capacity to get student visas done. After that point, international students are on their own. This lack of services may lead to GW developing a poor reputation for its ability to support international students in Washington. This area needs attention if GW is to advance its international agenda. Both Dr. Shaw and Provost Maltzman responded that this is a critical area. Provost Maltzman indicated that this concern is part of the institution's plan and that he very much understands the need to do more in this area.

Professor Rimal offered a similar concern with regard to research support at the university. Reaching out to other countries for research partnerships without a strong internal research support process may lead to a poor reputation for GW in the research arena. Dr. Shaw responded that he is sensitive to these concerns, having participated in research at GW. At the same time, he is tasked with seeking out unique opportunities, and that activity needs to continue despite internal challenges.

Professor Swiercz wondered whether the "scorecard" moniker implies that GW is in competition with someone or something else for performance in these regions. Dr. Shaw noted that he welcomes suggestions for changes not only to the name of the report but also to its content as it develops.

REPORT: ADMISSION TRENDS AND POLICY CHANGES (Laurie Koehler, Senior Associate Vice Provost of Enrollment Management)

Ms. Koehler began her remarks by noting that she has appreciated many opportunities to engage with the Educational Policy committee. She came to GW three years ago this July charged with bringing together a cohesive, collaborative, and data-driven approach to enrollment management, something that hadn't existed at GW in this kind of concerted format to date. She noted that her report today would focus on GW's move to a test optional admissions policy.

Ms. Koehler stated that at the time of her hire, she was given a charge related to undergraduate admissions that focused on two key areas: enhancing both the academic quality and the diversity of GW's undergraduate student body. This charge was given with a clear mandate that the admissions office was to operate with integrity and transparency moving forward.

Meeting these goals requires a long-term stable and sustainable approach with no shortcuts or quick fixes. Many institutions have attempted those, but this was not the direction GW wanted to take. Meeting these goals also requires that GW think about and more deeply understand that metrics that are discussed in the public domain. Ms. Koehler presented a chart reflecting some of these metrics and measures, covering six years of GW undergraduate admissions data (through last year).

Ms. Koehler noted that there was an expected decline in applications in 2014; this was something the office knew would happen as GW changed its application strategy and policy to be a sole common application recipient of applications. GW eliminated an old application that had been running concurrently with the common application system, which made admissions data difficult to read and interpret. As the application rate declined that year, the admissions rate increased.

Ms. Koehler also pointed out that there has been a national decline in yield rates as students apply to more schools. Since the recession, students more and more want to be able to weigh their options in terms of where they are admitted as well as their financial aid packages. It is therefore not surprising to see some decline in yield, but GW also has a "swinging for the fences" strategy and admits top-level students with the goal of enrolling the very best students possible. This means occasionally taking a hit in admit and yield rates. Looking at these declining rates, it would not be intuitive to suggest that GW actually in that year enrolled the strongest class in reported history, but that was indeed the case.

Standardized testing has historically been used at GW and at other institutions as a mark of the quality of a class. Ms. Koehler reported that when she arrived at GW, she and her staff began looking more deeply at how they might also look at the factor that research states best predicts success in college: high school GPA. GW considers an "academic GPA," which includes only academic coursework and is unweighted. The third factor GW considers is Academic Rank, or ACRK.

A clarification question was raised to clarify what is meant by an "unweighted" GPA. Ms. Koehler explained that GPA is on a 4-point scale. Transcripts are often over a 4.0 because the high school weighs certain grades differently than others. GW factors this weighting in a different way, through the ACRK that was developed using historical data. The ACRK embodies several quantitative academic indicators, incorporating the unweighted GPA but also taking into account the rigor of the high school curriculum; the number of honors, AP, and IB courses the student might take; and the strength of the high school. The academic rank is therefore very predictive of how a student will perform at GW in their first year, the number of credit hours they complete in their first year, as well as whether they are retained from their first to second year.

The admissions process remains a holistic process. None of these individual factors is the sole driver in the admissions process. There is a lot of information that cannot be captured on a transcript, including how a student writes, their recommendations, their persistence, their ability to overcome challenges, and their involvement in their school and community. The academic rank provides a baseline in this holistic process of the student's ability to be highly successful at GW.

In explaining the ACRK groupings of students, Ms. Koehler noted that the ACRK 1 is the strongest pool of students – those in the top 1-2% of their high school classes. These students are getting into Ivies and Ivy-like schools. ACRK 7s are students who are absolutely admissible and capable of doing the work; they are very strong in many ways but may have had some academic hurdles and may have come from backgrounds that don't support a stronger rating. ACRK 8s, 9s, and 10s are not reflected in this data as they would not be admitted to GW.

Over the past three years, Ms. Koehler noted, there has been strong growth in students falling into the ACRK 1-4 categories, even as GW has grown the size of the first-year class. There has been a corresponding decline in the ACRK 6-7 group. This challenge in this growth is that aiming to enroll higher ACRK students may negatively impact yield in the short-term. GW would need to admit at least six ACRK 1s to get one of them to enroll but two ACRK 7s to yield one.

Ms. Koehler pointed out some additional admissions data that are available in the attached presentation, noting in particular that in the space of five years, the percentage of students with an academic GPA of 3.65 rose from 43% to 62%. Similarly, lower-GPA students have enrolled in smaller numbers.

Ms. Koehler noted that one dynamic that is hard to measure is word of mouth. As students apply to schools, they and their families talk with each other. As GW admits higher quality students, that pool will help GW build reputation through word of mouth as well as just looking at the data.

While the academic quality piece has steadily improved, GW has not yet made a lot of headway with regard to the diversity of its student population. The chart reports on one representation of diversity, but there are other forms GW has looked at expanding. First-generation college students, for example, cannot be well assessed at this point as GW did not have accurate data on this group until 2014. However, GW has enrolled on average 13% of the first-year class as first-generation college students.

Pell Grant students, or the lowest income students, also make up about 12-13% of GW's incoming class each year. African-American and Latino students combined have been relatively flat at around 14% of the incoming class each year. Given the university's strategic plan, the changing demographics of the country, and the educational value of the university campus, it is important to find a way to better compete for exceptional students from underrepresented backgrounds and students who have not necessarily applied to or enrolled at the most selective schools in the country in the past.

Ms. Koehler highlighted the Posse Scholars Program, thanking Frank Sesno, Dean Vinson, and Provost Maltzman for their support of GW's membership and participation with the Posse Foundation. The Posse program brings a cohort of 11 scholars coming to GW from Atlanta. These are students who nationally, through the program, have a 90% graduation rate, which exceeds GW's six-year graduation rate for all students. By way of example, Ms. Koehler described one student who is in the top 2% of his class of 500, will graduate with ten AP courses, is the president of an Hispanic organization for education and works 30 hours a week. His parents did not complete elementary school; he is the oldest of four and is blazing the trail for his family. This is a common profile for a Posse student.

Ms. Koehler invited Dean Michael Feuer of the Graduate School of Education and Human Development (GSEHD) to join her to discuss GW's move to test optional admissions. Ms. Koehler and Dean Feuer co-chaired a committee on access that looked at whether GW was drawing up barriers that would prevent underserved, underrepresented students from even considering applying to GW. Two things stood out: the sticker price, which in part reflects a lack of understanding of net price, and standardized testing.

The committee spent time looking at national research and talking with other schools - in particular Wesleyan University and Wake Forest University, who have both moved to test optional within the past ten years. The reports from these two institutions led the committee to unanimously recommend that GW move in this direction as well. The committee noted that giving students the option of choosing whether to submit their scores really had an impact, particularly on the population GW is most concerned about in terms of increasing applications. This was not a question of a simple overall increase in application numbers. The true goal was a diversification of applications from students who may have been self-selecting out of applying.

This year, a little over 20% of GW's applicants opted not to submit their scores. Dean Feuer stated that the concept of academic quality and diversity viewed as jointly and mutually reinforcing goals of the university is something that this policy is actually articulating in very fundamental ways. He noted that prior to coming to GW he spent 17 years at the National Academic of Sciences (NAS), where he worked on launching the Board on Testing and Assessment. This group of people spent most of their time focusing on the issues around the use and misuse of standardized tests.

Dean Feuer noted that the overarching message is that over time, universities have allowed something essentially intended as an estimate to substitute for the more complex thing that universities are trying to represent. The science of measurement has improved tremendously over the past few years, and universities have become much better at predicting future performance using measures other than test scores.

Dean Feuer referenced his NAS report entitled "Myths and Trade-Offs: The Role of Tests and Undergraduate Admissions," which was published in 1999. The report notes that much of the evidence available about the predictive validity of the SAT and ACT puts it in the range of being able to explain perhaps 15-20% of the variance seen in first-year GPA using the test as a predictor.

The history of the SAT actually has some very positive sides to it; namely, it was intended to create opportunities for students to participate in higher education even if they came from high school experiences that were unsatisfactory. However, over the years, the SAT has come to perpetuate the very inequalities it is trying to reduce.

Dean Feuer shared excerpts from the 2011 book *Whither Inequality* (see attached presentation), which he described as the best compilation of serious social science evidence on rising income inequality and the effects it has on educational opportunities. Relevant to this discussion is the point that families at the lower end of the income distribution have less and less money available to invest in their child's educational experiences. Families who can afford educational enrichment expenses spend that money on, among other things, test preparation. The end result of this is that not only are there predictive problems with standardized tests but also problems in the possibility that, for some number of students who are doing well on standardized tests, success on the test has more to do with how well they have been trained than with what their academic capability in college will be.

Dean Feuer noted that GW's decision to go test optional follows a key recommendation of the NAS, that admissions policies and practices should be derived from and clearly linked to an institution's overarching intellectual and other goals and that the use of test scores in the admissions process should serve those institutional goals. Test optional helps achieve this. The ACRK information presented earlier is very heartening as it suggests that the perhaps more common misconception that when you expand access you erode standards is not the case.

Ms. Koehler noted that GW's applications are up significantly this year. The greatest growth has been in first-generation college, underrepresented multicultural, and low-income applicants. These are exciting changes, and the admissions office will now be assessing the quality of the application pool and then at how enrolled students perform, looking at GPA, credit hours, retention, and graduation rates over their years at GW.

Professor Swiercz congratulated Ms. Koehler on the very professional and creative work she has done in dealing with this issue. He acknowledged the News Hour report that aired recently and noted GW as a leader in this area and a very large and prominent school that has made this decision to go test optional.

Professor Squires asked whether any of the progress on GPA de to grade inflation in high schools. Ms. Koehler responded that this is a difficult area to address. Pulling out weightings helps to balance this effect, but this is a national challenge. Rank might assist but adds challenges as fewer schools are reporting a rank.

Professor Sarkar asked how the ACRK is measured. Ms. Koehler responded that it incorporates an algorithm and brings in high school GPA, the numbers of honors/AP/IB courses, and the rigor of the high school. When a student submits a test score, that score becomes a piece of it as well.

Professor Sarkar asked a follow-up question regarding the value of the GRE given that standardized test scores are being discredited as an indicator of student performance. Dean Feuer responded that some of the same themes apply and that GSEHD is experimenting now with a GRE optional admissions policy for some programs because of these issues that are common to the SAT, including test preparation work. He related an anecdote about DC schools buying a standardized test to administer to students in the years when DC schools were not administering the test with the idea that it would prepare students for the SAT and GRE. If the test optional program can reduce the focus on a distorted investment in test preparation, that will be an important contribution. Ms. Koehler added that ongoing assessment of what a program's measures are and how they impact admissions decisions is important.

Professor Price noted that there were many faculty at GW who were concerned about what test optional would mean. She noted that her experience from looking at the presented data is that a convincing case has been made that this is a worthwhile policy to pursue. She noted that there is a request that goes to students who did not submit scores to submit those scores after they have been admitted so that the scores are available for research and for IPEDS reporting. Ms. Koehler affirmed this decision; it prevents schools that are test optional from artificially inflating their reported test score data. Students who did not take the SAT/ACT will not have to then go take the test before they matriculate, but available data will be reported.



Professor Sidawy asked about the difference in test score data between the students who submitted scores and those that did not. Ms. Koehler responded that this is not yet known as the applicant pool is still being assessed but that this data will be important to share once it is known. GW will look not only at the difference in scores but also at how the two groups perform at GW once they matriculate.

Professor Wilmarth referenced a recent news report that Montgomery County Public Schools are considering phasing out final exams in high school; he wondered whether this is a national trend, and if so, how it affects the evaluation of applications. Ms. Koehler noted that GW assesses a full transcript, which covers much more than final exam grades.

Professor Squires asked what, given the lack of change in the race or ethnic component of GW's incoming students, the research suggests would be GW's next steps to address this issue. Ms. Koehler noted that an important step is looking at the culture of GW's campus and whether there is something about what GW does that sends a less than welcoming message to potential students. She noted that the university is looking at this from a number of angles, including financial aid, partnerships, community based organizations, and national organizations.

Provost Maltzman added that an interesting trend in the inequality data notes that the academic achievement gap between African-American and Caucasian students has narrowed. Ms. Koehler noted that one of the things seen in retention rates for the past couple of years, too, is a closing of the gap in terms of ethnicity and retention for first- to second-year retention, which is very encouraging.

#### REPORT: CORE INDICATORS OF ACADEMIC EXCELLENCE (Forrest Maltzman, Interim Provost)

Provost Maltzman presented the core indicators of academic excellence. He noted that the slide deck has grown to over 70 indicators on students and faculty, assembled by Cheryl Beil and Joe Knop, that the Senate has asked the Provost's office to present annually. The presentation today is a curated deck (the full deck will be provided with the meeting minutes) that will focus on faculty composition and a few other important points.

Given the content of Ms. Koehler's presentation, Provost Maltzman explained that he would speak very little about the undergraduate student body. He did highlight the six-year graduation rate. Graduation rates are in essence a summary of everything that occurs on campus and reflects how students feel about food service, housing, financial aid, and teaching. GW's current six-year graduation rate of 79.5% is much stronger than the vast majority of the nation, but it is not where the Provost believes GW's rate should be.

The Provost noted that Ms. Koehler's position recently changed to include retention as a titled focus. Retention feeds the graduation rate, and the Provost indicated he would like the same sort of empirical-driven approach being used in enrollment to also drive decisions about how programs and on-campus initiatives are designed in order to increase student retention.

Provost Maltzman pointed out the graduate rate by race and gender, which has narrowed over time. This is a positive development, but the gap still exists. This is a national phenomenon and is an area GW still needs to work on improving.

The Provost then presented two new charts that model every university with regard to graduation rate and predicted graduation rate. US News and World Report predicts graduation rates based solely on the

characteristics of the entering class. However, a better specified model is one that includes the wealth of the institution, the number of students living on campus, and a variety of other factors. The chart (included in the Core Indicators attachment) shows that GW's graduation rate is much higher than the vast majority of US universities. The Provost narrowed the presentation to highlight GW's market basket schools and highlighted some data points that show where certain market basket schools have graduation rates that are better than expected based on this predictive model. The model demonstrates that, while GW is performing well, the university could be doing better in terms of creating an environment that predicts higher graduation rates.

The Provost then spoke about master's enrollment. He pointed out that the yield rate in this area has fallen about a point a year, which reflects the very competitive market for students. Much of GW's master's program enrollment growth has occurred off campus in newer programs, particularly in the School of Public Health (GWSPH). More students have also shifted to part-time status. The enrollment rate is very healthy, but GW needs to be mindful of the enrollment cap imposed by the District of Columbia. This has to be managed very carefully; continuing on its current trend, estimates indicate that GW will reach 99.7% of the Foggy Bottom/MVC enrollment cap in Fall 2016. This is an extremely narrow margin and needs to be watched very carefully. It is also one of the reasons why growth in online programs as well as Virginia campus programs is so important.

The Provost then spoke about faculty composition and salaries. He first shared a chart showing the percentage of regular active status faculty by their tenure status (tenure-track vs. not). In 2006, there were 745 tenure-track faculty; this number increased to 912 in Fall 2015. He then provided data showing that both gender and ethnic diversity of the faculty has increased over the same time frame. However, the faculty remains less diverse than the student body, let alone national demographics. The Provost noted that one piece of the strategic plan is to encourage units to hire a more diverse faculty. In addition, GW has created a number of doctoral packages designed to enhance diversity to try and solve a national pipeline issue and increase the number of doctoral students from different populations. With regard to the market basket, GW is performing at the average or better for gender and ethnic diversity of faculty.

Provost Maltzman then presented a new chart that looks at the tenure rate of the GW faculty. There has been a lot of discussion about what percentage of faculty who come up for tenure attain it. There is, of course, selection bias in looking at this data as many units who know ahead of the review that they are unlikely to tenure an individual faculty member will have meaningful discussions with that faculty member that may result in the tenure review not taking place (e.g., the faculty member may leave GW before entering the review). The chart therefore looks at faculty who were hired in the 2004-2005 through 2006-2007 academic years to obtain a three-year average that can be used as the basis for this analysis. The next step was to look at the number of tenured faculty.

A few faculty members are hired with tenure. A further number are hired with four or more years of service, placing them in a more advanced stage toward a tenure review. The expectation would be that these faculty members are extremely likely to attain tenure at GW as they were hired with a teaching and research record already in place. Cumulatively across all of these categories (hired with tenure, hired at advanced stage, and hired at the beginning of a traditional probationary period), GW's tenure rate is 71%.

Professor Griesshammer asked whether data exists on faculty who are counseled off of the tenure track before entering the formal tenure review process. Provost Maltzman responded that faculty members

who leave before coming up for tenure are not represented in these numbers. The chart notes 29% of faculty who left GW, either for another position, denial of tenure, or another reason.

The Provost's final set of charts pertained to a comparison of faculty salaries. (This analysis excludes the medical school, which is how this data is reported nationally.) On average, full professors at GW are earning, on average, about \$30K more than the AUP 60% benchmark; the historic goal of the Faculty Senate has been to attain the 80% benchmark. This reflects salary numbers only, not full compensation numbers, normalized to a 9-month academic year salary. Compared to the market basket, GW tends to fall around the middle of the group for full professors.

Another new chart this year looks at the gender difference for average salary by rank. The Provost noted that there is a salary equity committee, chaired by Steve Tuch (with Faculty Senate representation by Miriam Galston) that is looking in a very nuanced way at GW faculty salaries. The current analysis does not address salary differences across disciplines but limits the comparison to rank and length of service. In the full professor category, women are earning slightly less than men. In the assistant professor category, however, women are earning slightly more than men.

Professor Griesshammer noted a drop in the enrollment of faculty and staff at the time GW revamped the tuition benefit. Professor Maltzman noted that the numbers indicate full-time equivalent enrollments; increased part-time enrollments would be one possible explanation for this drop. In addition, this number only reflects Foggy Bottom enrollments and does not capture enrollments at GW's other campus centers.

Professor Griesshammer further asked about the increase in non-tenure-accruing faculty positions since 2006 and what is driving this increase given the university's stated commitment to valuing the role of tenure at GW. Joe Knop responded that this number includes the Medical Faculty Associates (MFA) faculty, who are primarily non-tenure track. Excluding the MFA faculty results in a lower non-tenure track percentage of faculty.

(See Core Indicators attachment for the charts discussed here and the full set of indicators prepared for the Senate.)

#### ELECTION OF EXECUTIVE COMMITTEE NOMINATING COMMITTEE MEMBERS

As this agenda item was not on the agenda sent out one week prior to the meeting, Provost Maltzman asked for a motion for unanimous consent to add the agenda item. Unanimous consent was obtained.

Professor Garris noted that the Faculty Organization Plan requires that the Senate Executive Committee be re-elected each year. The Nominating Committee assembles a slate of nominees to the Executive Committee as well as nomination for the Executive Committee Chair, which will be put before the Senate at the April 8 meeting for election by the Senate. At the April meeting, Senate members may also make nominations from the floor.

The following faculty members were unanimously elected to the Nominating Committee and will meet to assemble a slate of nominees to the Executive Committee for presentation at the April 8 Senate meeting:

- David McAleavey (CCAS)

- Gregg Brazinsky (ESIA)
- Sylvia Marotta-Walters (GSEHD), convener
- Miriam Galston (LAW)
- Paul Swiercz (GWSB)
- Rajiv Rimal (GWSPH)
- Murray Loew (SEAS)
- Kate Malliarakis (SON)
- Gary Simon (SMHS)

## INTRODUCTION OF RESOLUTIONS

None.

## GENERAL BUSINESS

- I. Introduction of new nominations for election of faculty members to Senate Standing Committees:

Joseph Pelzman was elected to serve on the ASPP committee.

- II. Reports of Senate Standing Committees

Reports were provided from the Physical Facilities Committee (Kim Roddis, Chair) and the ASPP Committee (Robert Harrington, Chair). Copies of both reports are attached to the minutes.

- III. Report of the Executive Committee: Professor C.A. Garris, Chair

Please see the attached report of the Executive Committee presented by Professor Garris.

Professor Griesshammer asked whether it would be possible to review how the Executive Committee is elected. Currently, the Committee is elected by the outgoing Senate in April and not by the incoming Senate in May, which means that the Committee is not elected by the group it will be leading. Parliamentarian Charnovitz noted that this process could be reviewed but is currently dictated by the Faculty Organization Plan and ensures that a new Executive Committee is in place to plan the first meeting of the new Senate session in May.

Professor Costello asked for an update on the posting of the revised Faculty Code to the website, which currently appears without the latest revision date. Vice Provost Martin responded that the requisite updates and notifications to the faculty would be made as quickly as possible.

- IV. Provost's Remarks

Provost Maltzman noted that he was asked at the February meeting to provide some information about the indirect F&A rate that the university is utilizing. The Department of Health and Human Services (HHS) has adjusted that rate for grants going forward; grants that were put in before the adjustment remain with the old rate. Prior to the adjustment, there were several rates; post-adjustment, as is the case with most universities, GW has a single rate.

Pre-adjustment, the medical center rate was 58.5% and the non-medical campus rate was 52.5%. Through FY19, the new F&A rate is 59.5%. HHS held the administrative component at the previous level; the entire increase is attributable to the increase in facilities (e.g., lab spaces). The amount of lab space available is divided by the amount of research occurring in that space, so the indirect can be reduced if many projects are utilizing the same structure.

Provost Maltzman indicated that he looked into the Senate's concern that the rate adjustment was applied with no interaction with the Senate's Research Committee. He noted that the rate was not set at GW in consultation but rather by HHS after that department's review of GW's budget.

The Provost noted that GW is beginning a pilot program regarding the conflict of interest statements that all faculty and staff submit on a regular basis. The pilot includes a shortened review statement and a more complete review. Generally speaking, faculty and staff will complete the longer survey every three years and the shorter survey in the intervening years. The exception to this will be faculty or staff with federal research support; this will require the complete survey be completed each year. The hope is that this change will reduce some of the ongoing paperwork and administrative work involved in conducting these reviews.

Finally, the Provost asked that the Senate keep in mind that April is GW's biggest month by far for campus visits by prospective students. Normally, the university expects over 10,000 prospective students and family members coming through campus in April, and the campus visit experience is a critical piece of a family's enrollment decision. He asked that everyone welcome these visiting students and engage with them about what is occurring on campus.

#### BRIEF STATEMENTS

None.

#### ADJOURNMENT

The meeting was adjourned at 4:54pm.

# LEVERAGING WASHINGTON FOR GLOBAL IMPACT

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Douglas B. Shaw  
Senior Associate Provost  
for International Strategy  
Board of Trustees  
February 5, 2016

# IMPLEMENTING *VISION 2021*

**Education:** “Increase international enrollment to represent 12 to 15 percent of the undergraduate student body and 25 to 30 percent of the graduate student body; expand the administrative infrastructure, including the International Services Office and the English for Academic Purposes program, to help international students succeed.”

**Research:** “Encourage applied, translational, and policy research and scholarship that provide perspectives on and solutions to significant societal problems.”

**Service:** “Develop mechanisms to disseminate the results of GW research beyond the boundaries of the academic community to aid in problem solving and effect positive change in the world.”

**Funding:** Philanthropic gifts will support scholarships to students for study abroad, institutional collaborations with specific countries, faculty and students working abroad in areas such as international medicine and pandemic diseases and other programs.



# LEVERAGING WASHINGTON FOR GLOBAL IMPACT

1. **Proximity** to powerful global institutions
2. **Respond** to global human problems for mission alignment
3. **Partner** to extend teaching, research, brand, service, and convening capacities

***Focus on GW's unique opportunities;  
do not pursue foreign campuses.***



# PROXIMITY TO GLOBAL INSTITUTIONS



## STATE DEPARTMENT

**MISSION:**  
security and prosperity  
through diplomacy;

**RESOURCES:**  
\$15B annually;  
>65,000 employees;  
294 foreign missions

## CHINESE EMBASSY

**MISSION:**  
represent >1.3 billion  
people to the U.S.  
Government and the  
American public

# RESPOND TO GLOBAL HUMAN PROBLEMS



Follow the Leaders' (Isaac Cordal)



# RESPOND TO GLOBAL HUMAN PROBLEMS



Follow the Leaders' (Isaac Cordal)



# PARTNER TO EXTEND CAPACITY

## Mobilize



## Coordinate



## Represent



# MEASUREMENT & EVALUATION



**ENROLLMENT**



**STUDY ABROAD**



**RESEARCH**



**STUDENT SERVICES**



**DEVELOPMENT AND  
ALUMNI RELATIONS**



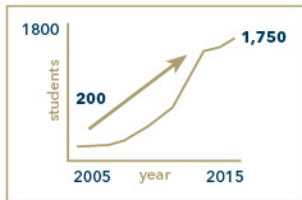
**CONVENING**



# GW CHINA SCORECARD

## ENROLLMENT

**VERY HIGH** (1,750)



**Renmin-Suzhou M.S.** in Finance Program  
**Foreign Ministry Scholars**  
**Executive Education** >10

## STUDENT SERVICES

**HIGH**  
**Immigration:** all Chinese students receive ISO support

## STUDY ABROAD

**HIGH** 117 in AY15  
**Partners:** Fudan, Nanjing Medical Missions

**Fellowships:**

- Schwarzman Scholar
- 3 State Department Critical Language Scholarships, 2015

**Global B.A.** launch at Fudan

## DEVELOPMENT & ALUMNI RELATIONS

**HIGH**  
**Alumni:** 495

- 15 events in China FY15

**Philanthropy:** \$3.2m FY06-16

## RESEARCH

**HIGH** (3 books and a dinosaur)



**Infrastructure:** Sigur Center, Confucius Institute  
**Grants:** 31 awards; \$6.3m FY15-16

## CONVENING

**HIGH**  
**Visiting Leaders:** Vice Premier Liu Yandong, Education Vice Minister Hao Ping, & Cyber Minister Lu Wei  
**GW leaders** in country  
**2015 conferences:** security, economics, public diplomacy, disabilities, culture

2016



2016

JANUARY 	FEBRUARY 	MARCH 	APRIL 
MAY 	JUNE 	JULY 	AUGUST 
SEPTEMBER 	OCTOBER 	NOVEMBER 	DECEMBER  TRANSITION

## 2016-2021 (flexible, but sequenced)

**2016:** Africa, China, World Bank

**2017:** State Department, India, Mexico

**2018:** Title VI, Turkey, South Korea

**2019:** United Kingdom, Brazil, Indonesia

**2020:** GCC, France, Israel

**2021:** GW Bicentennial





# Thank you for your attention and feedback.



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# Office of the Provost

## Enrollment Management and Retention Division

Faculty Senate Enrollment Update

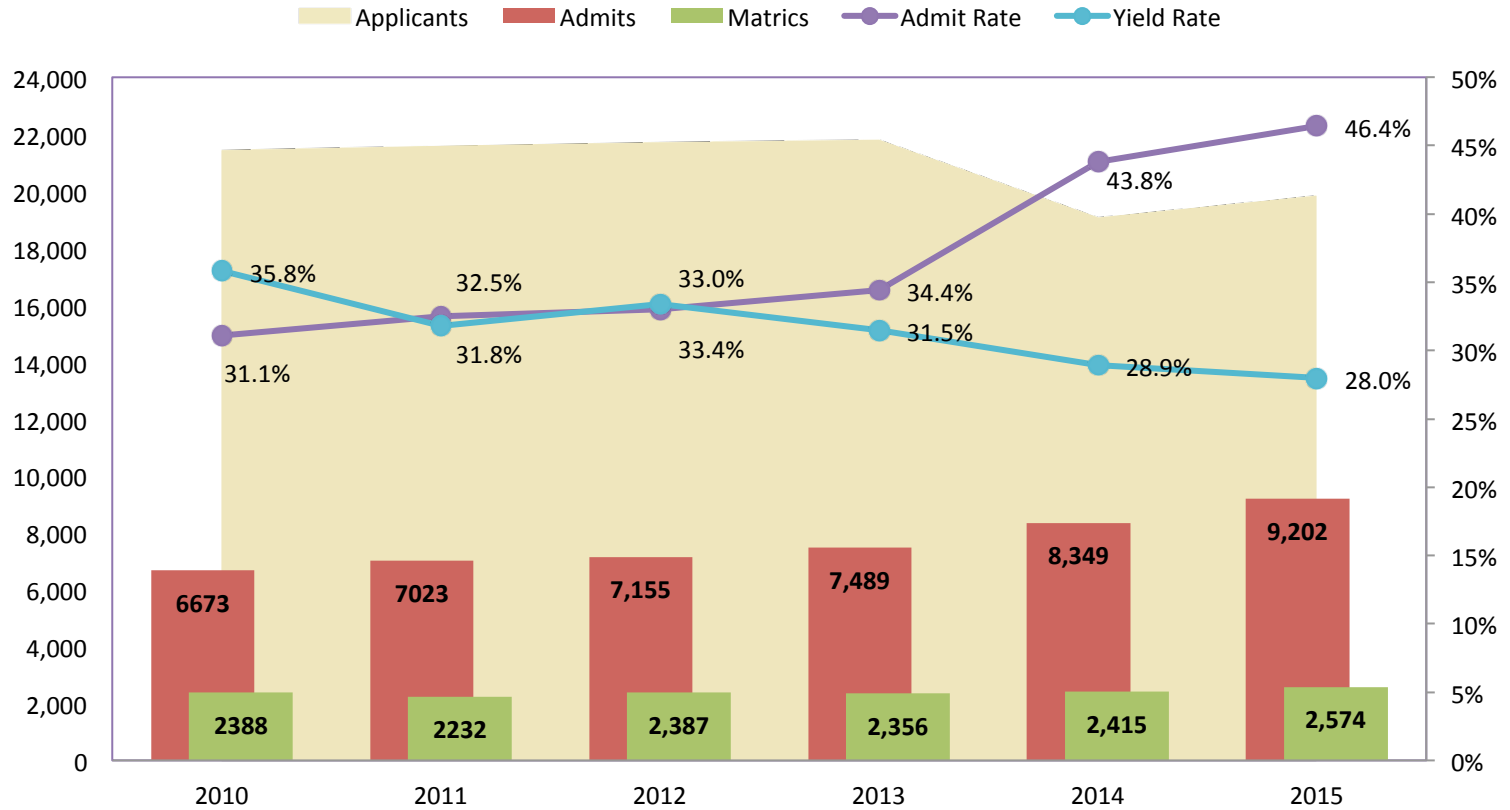
March 11, 2016

*Laurie Koehler  
Vice Provost for  
Enrollment Management and  
Retention*

# Long-Term Undergraduate Enrollment Goals:

Enhancing Academic Quality and  
Diversity

## 2010 - 2015 Enrollment Summary



# Academic Background

- ACRK
- High School Academic GPA
- Standardized Testing

# ACRK Score

## First Year Students: 2013 - 2015

ACRK	2013		2014		2015	
	New Students	Percent	New Students	Percent	New Students	Percent
1	205	8.7%	227	9.4%	292	11.3%
2	232	9.9%	297	12.3%	324	12.6%
3	259	11.0%	272	11.2%	374	14.5%
4	284	12.1%	309	12.8%	351	13.6%
5	347	14.7%	355	14.7%	358	14.0%
6	405	17.2%	417	17.2%	402	15.6%
7	623	26.5%	542	22.4%	473	18.3%

# Yield Rate by ACRK

ACRK	2014	2015
1	14.5%	14.8%
2	22.2%	21.9%
3	22.9%	26.1%
4	26.6%	28.2%
5	30.7%	30.8%
6	39.9%	39.6%
7	54.2%	53.0%

# High School Academic GPA First Year Students: 2013 -2015

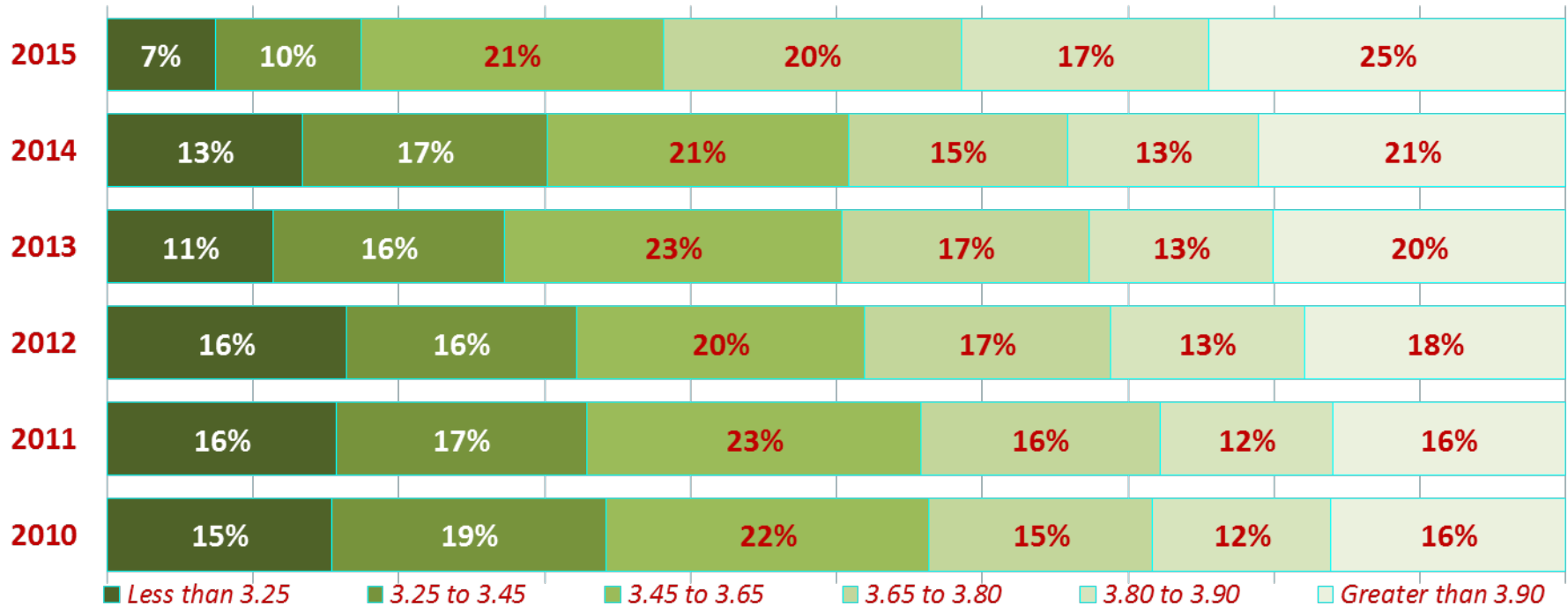
Statistics	Fall 2013	Fall 2014	Fall 2015
Median GPA	3.50	3.56	3.64
Median SAT Composite	1,300 (1,817)	1,300 (1,811)	1,300 (1,818)
Median ACT Composite	29 (527)	29 (604)	29 (751)

Source: HCRC Census 2013, Census 2014 census and 2015 1<sup>st</sup> week of class



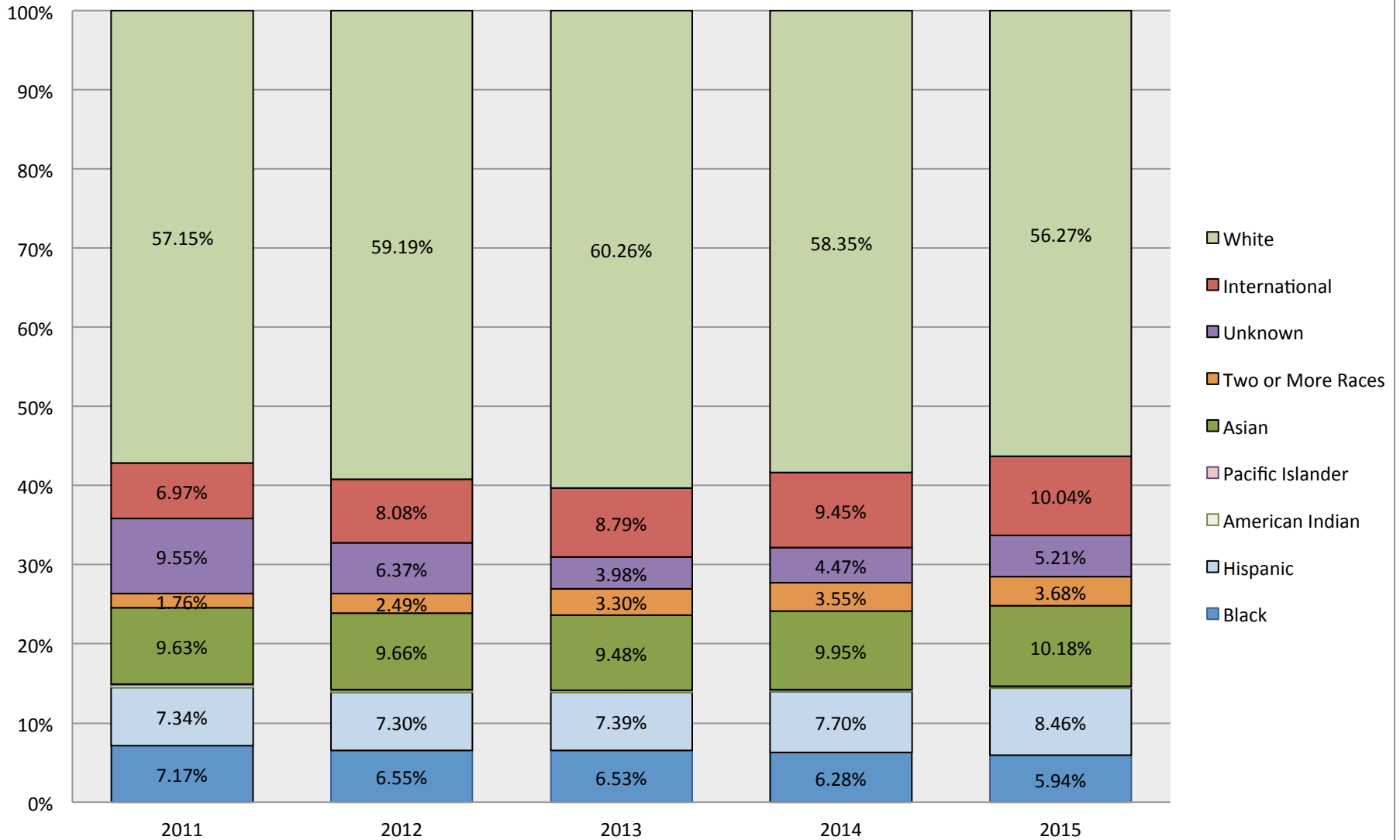
## Distribution of Freshman Matriculants by High School GPA

- ❖ Over the past six years, the GPA of freshman matriculants has steadily improved.
- ❖ Studies show that rather than testing, high school GPA is the primary indicator of college performance and success.



# Student Enrollment by Race/Ethnicity by Year

## Total Undergraduate Population



# Initiatives Focused on Quality, Access, and Diversity

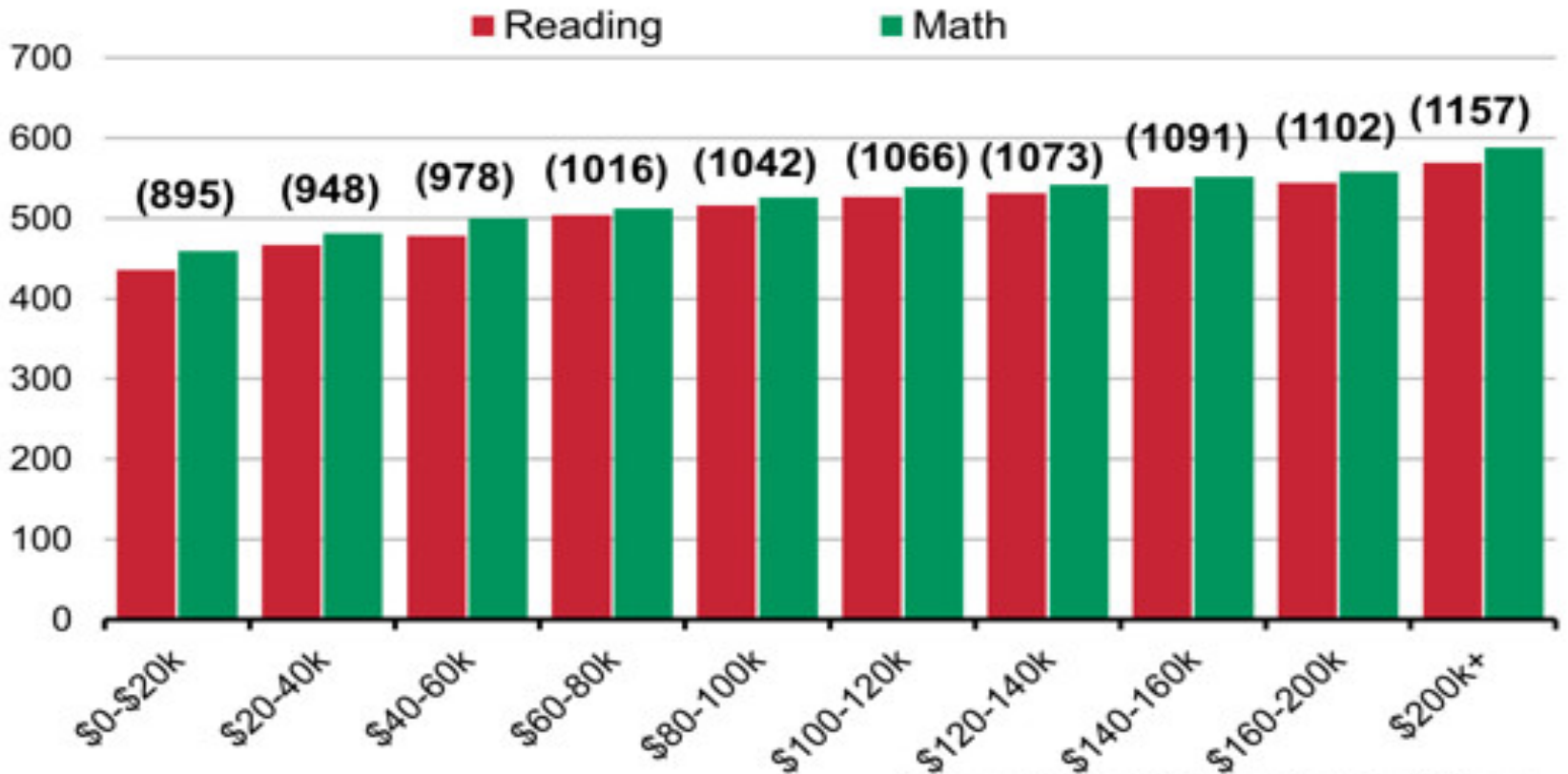
- Exclusive use of Common Application
- Move to test-optional admissions policy
- More strategic allocation of financial aid
  - Requirement of non-custodial parent information
  - Merit based upon predicted GW performance
- Examination of financial aid language and communications
- Partnership and scholarship programs
  - Say Yes to Education
  - Posse Scholars
  - District Scholars

## Rationale for the Move to Test Optional

- ❖ (a) Overwhelming evidence that requiring test scores undermines ability to recruit students from diverse backgrounds and discourages high achieving students who do not excel on standardized tests from applying.
- ❖ (b) When building a fully-specified model to predict college performance, in the presence of HS GPA and rigor of HS curriculum, test scores only slightly improve the model. The added predictive power of requiring students to submit test scores is not worth the price.
- ❖ (c) Dropping scores will enlarge applicant pool and enable us to admit more students who will academically excel at GW and are diverse. [Challenge will be getting them to enroll.]
- ❖ (d) GW's future depends upon us being known as a place that attracts top students and has a student body that reflects higher education demographics.

# Student Affluence Test (out of 1600)

SAT scores in math and writing (and combined) by parental income



Source: FairTest, College Board | WSJ.com

# Number of Applications 2015 and 2016

	2015		2016		Change
	#	%	#	%	
<b>Total</b>	19,833	100.0%	25,431	100.0%	28.2%
<b>Admission Type</b>					
<b>Early Decision 1</b>	628	3.2%	824	3.2%	31.2%
<b>Early Decision 2</b>	418	2.1%	549	2.2%	31.3%
<b>Regular Decision</b>	18,787	94.7%	24,058	94.6%	28.1%

Note: All 2016 data are preliminary from Common Application as of January 15, 2016

# Applicants by Select Populations

## Fall 2015 & 2016

Demographics	2015	2016	Change
	#	#	
Total	19,833	25,431	5,598
Underrepresented Minority	3,660	4,688	1,028
First Generation	3,178	4,261	1,083

Note: All 2016 data are preliminary from Common Application as of January 15, 2016

# Assessing Impact of Policy

- Diversity and strength of applicant pool (Starts 2016)
- Diversity and strength of enrolling class (2016 on)
  - Non-submitters asked to submit scores (Summer 2016 on)
- Annual Review of Performance at GW
  - GPA
  - Credit hour progress
  - Retention



# Sample of Test Optional Colleges and Universities

- American University
- Bates College
- Bowdoin College
- Brandeis University
- Bryn Mawr College
- Smith College
- Wake Forest University
- Wesleyan University
- WPI

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**Thank you!**

The bottom right corner of the slide features a decorative graphic consisting of several overlapping, semi-transparent blue geometric shapes, including triangles and parallelograms, creating a modern, layered effect.

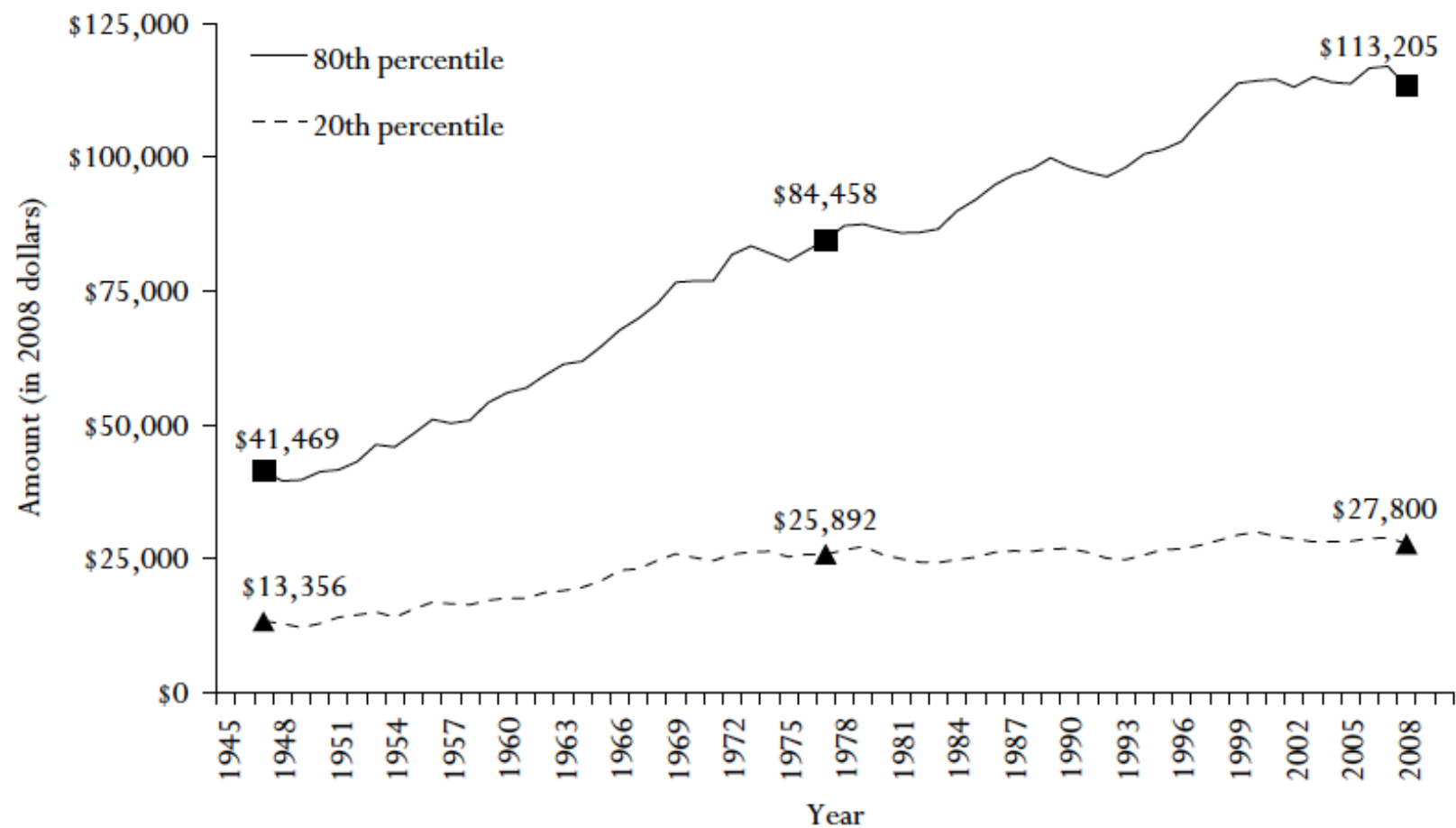
*Whither Opportunity*

Greg Duncan and Richard Murnane, eds.

Russell Sage, New York: 2011

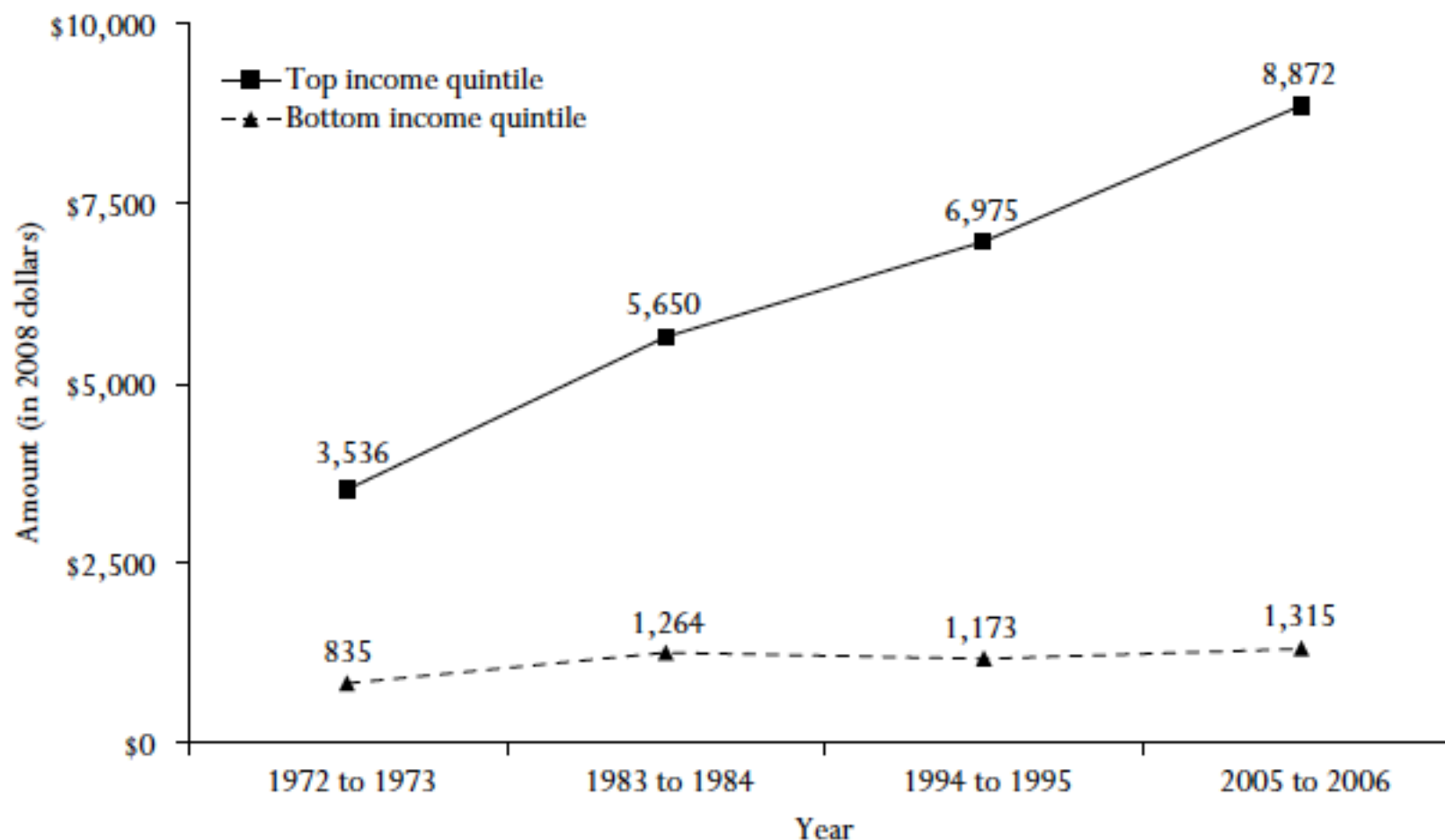
Selected Slides

FIGURE 1.1 *High and Low Family Incomes, 1947 to 2008*



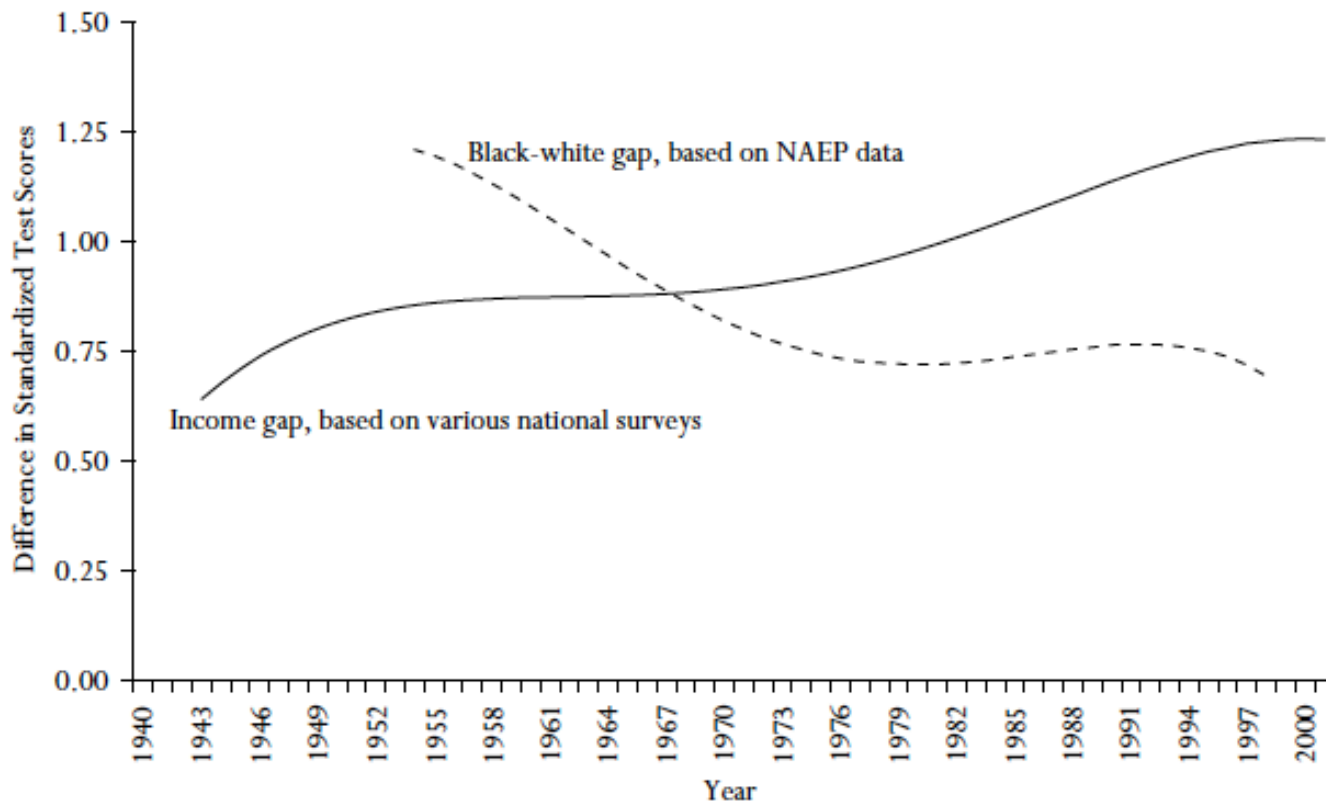
Source: Authors' calculations based on U.S. Bureau of the Census (n.d.).

FIGURE 1.6 *Enrichment Expenditures on Children, 1972 to 2006*

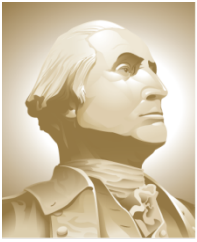


Source: Authors' calculations based on Consumer Expenditure Surveys (U.S. Bureau of Labor Statistics, various years).

FIGURE 1.3 *Estimated Gaps in Reading Achievement Between High- and Low-Income and Black and White Students, by Birth Year*



Source: Authors' adaptation of Reardon (this volume, figures 5.4 and 5.7).



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Academic Affairs

## **Core Indicators of Academic Excellence**

**Board of Trustees Metrics  
Faculty Composition  
Comparison of AAUP and Market Basket Salaries**

**Appendices:  
Faculty Counts  
Faculty Teaching Loads  
Enrollment Caps  
Undergraduate Enrollment Trends  
Graduate and Certificate Enrollment Trends**

Data as of January 15, 2016

**Presentation to the Faculty Senate**  
Interim Provost and EVP for Academic Affairs Forrest Maltzman  
March 11, 2016



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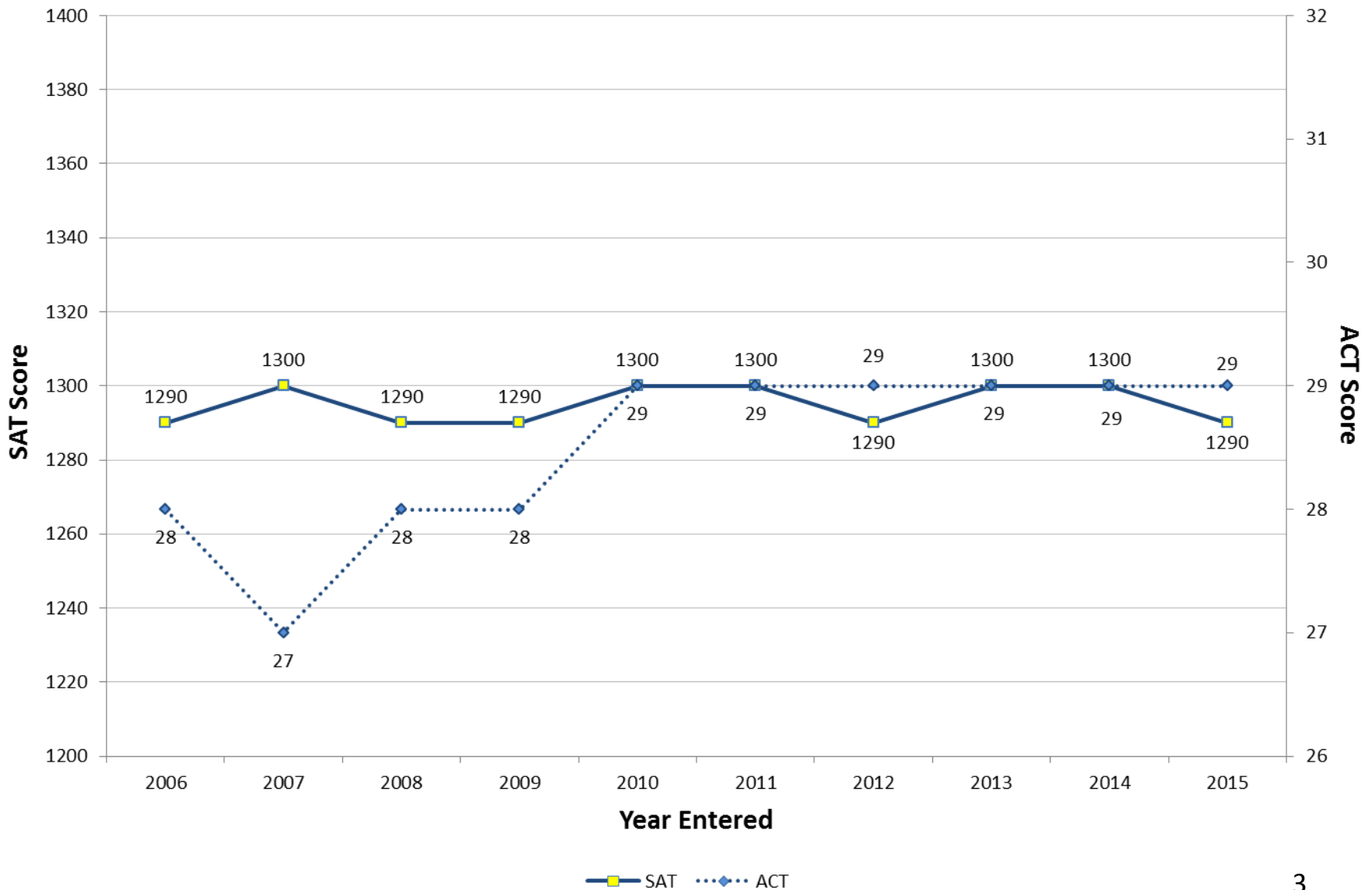
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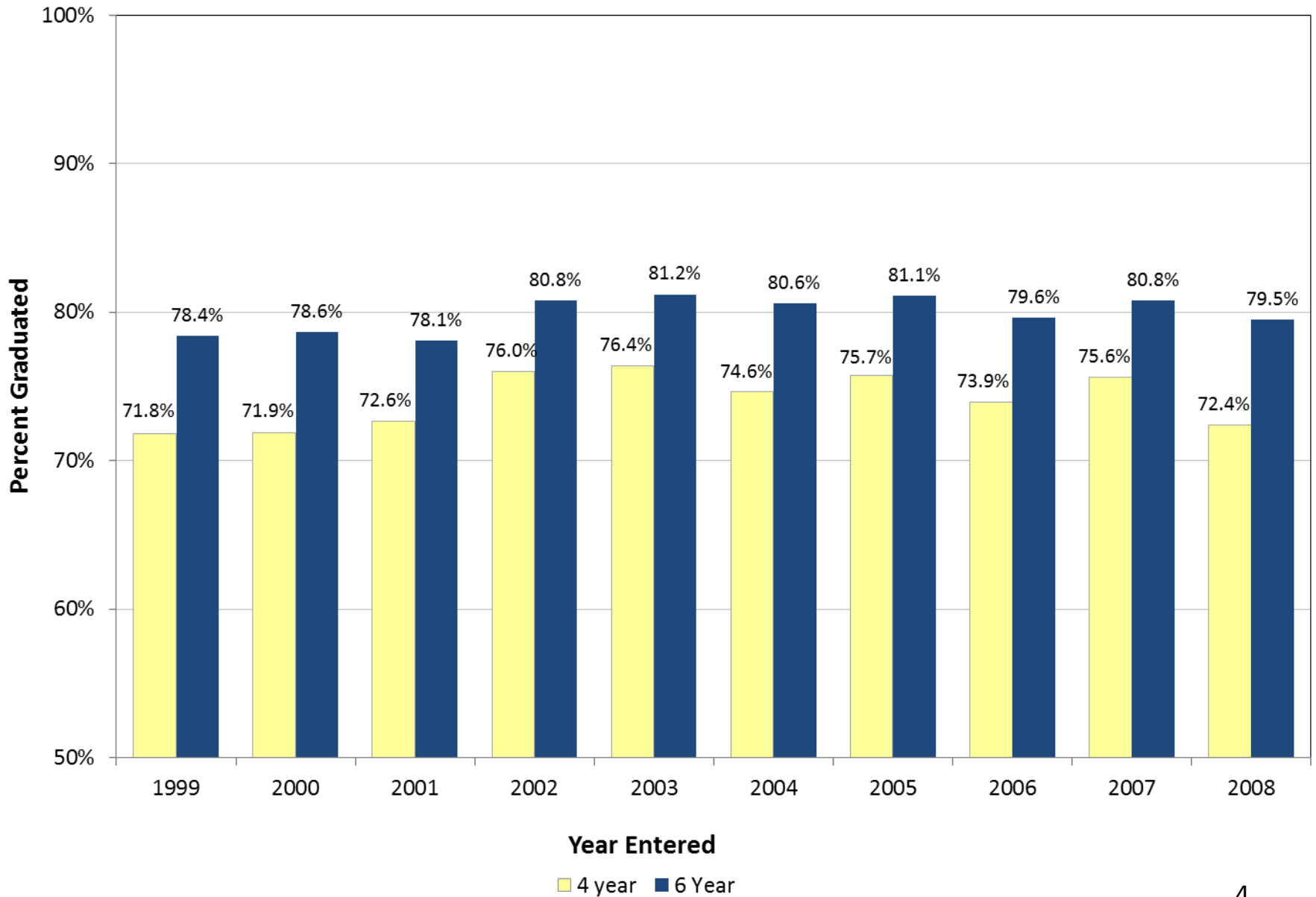
## Board of Trustees Metrics



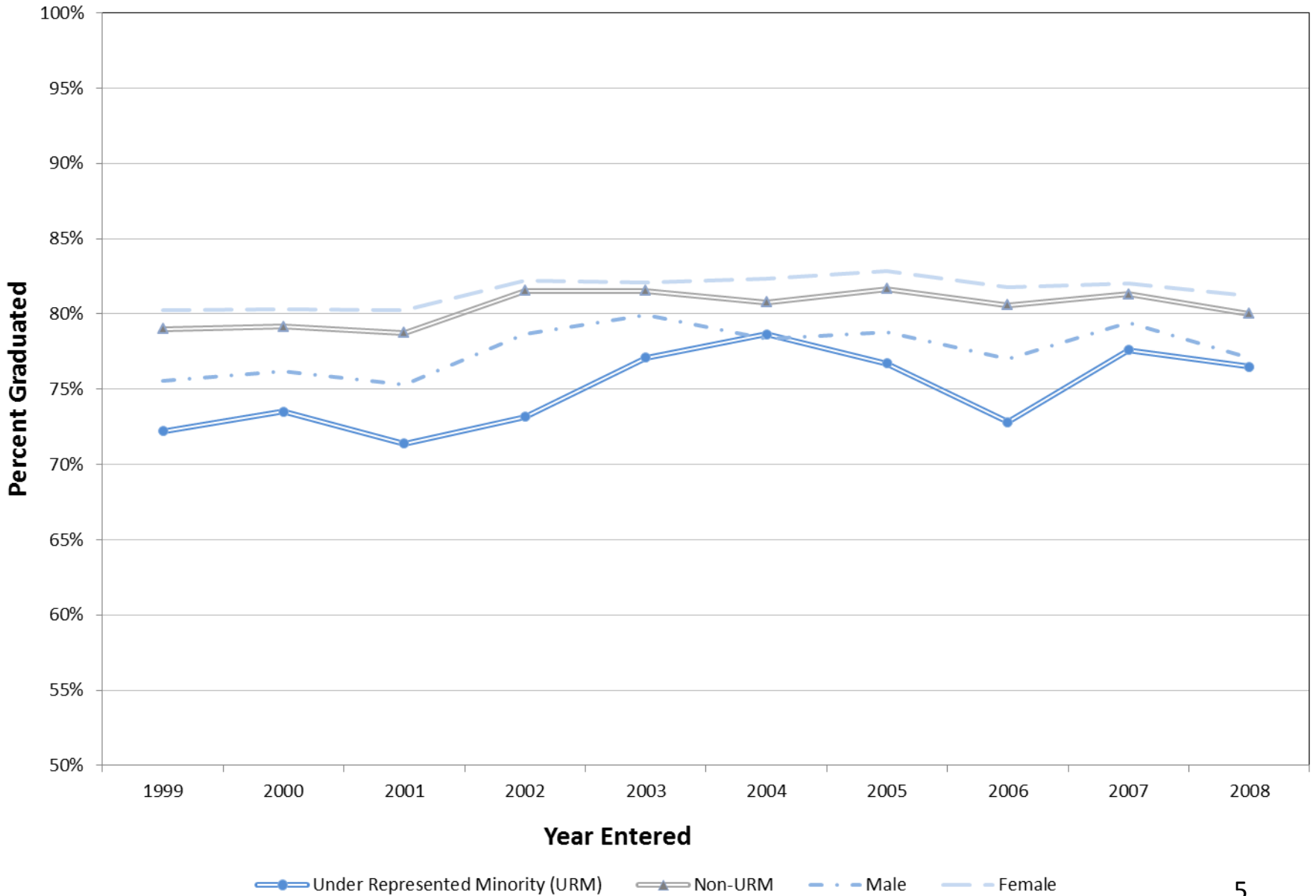
# Median SAT (Verbal and Math) and ACT Scores of Freshmen Matriculants

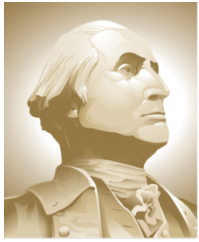


## Four- and Six-Year Graduation Rates



# Six Year Graduation Rates by Race and Gender





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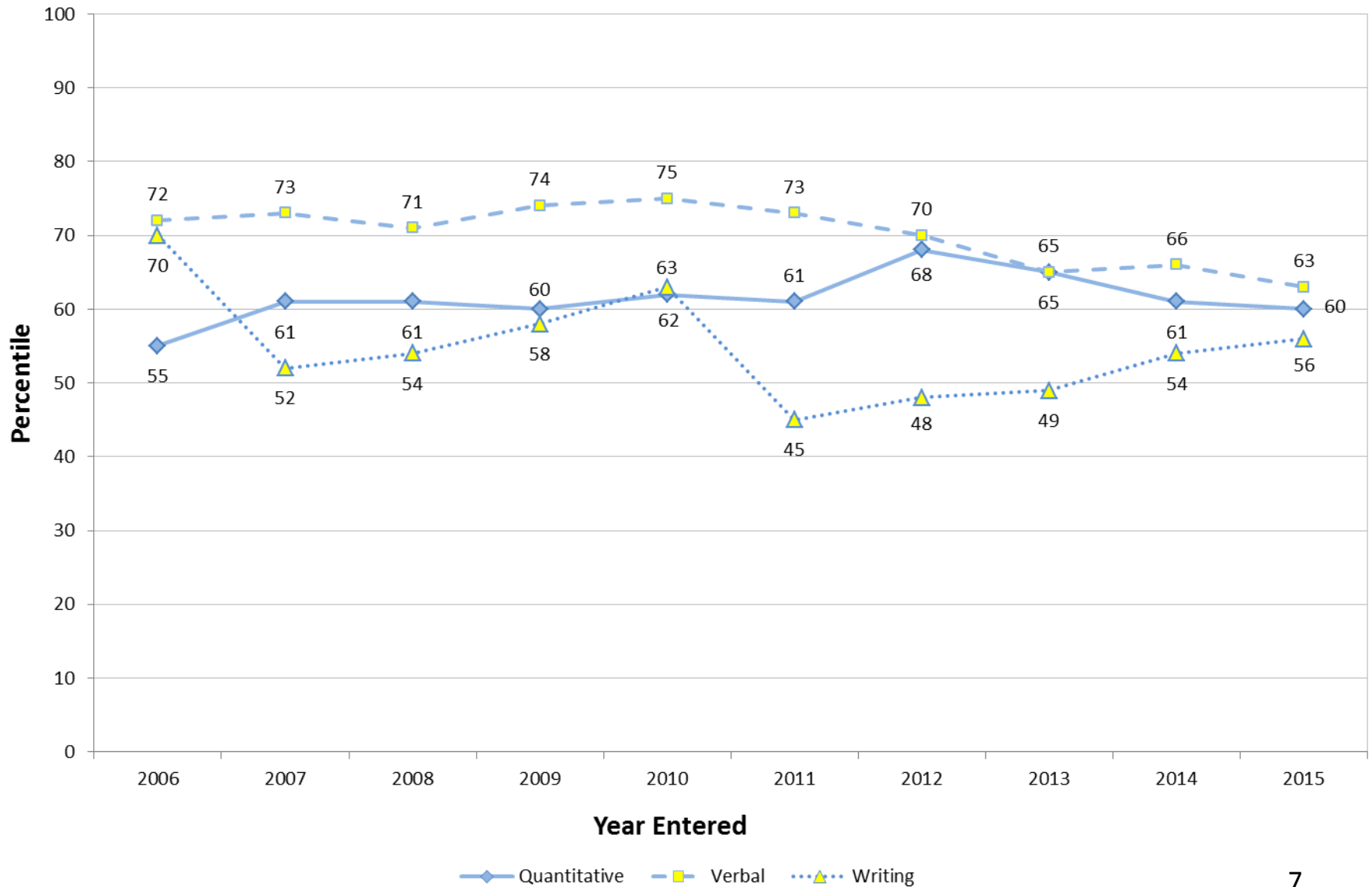
## Student-Faculty Ratio\*

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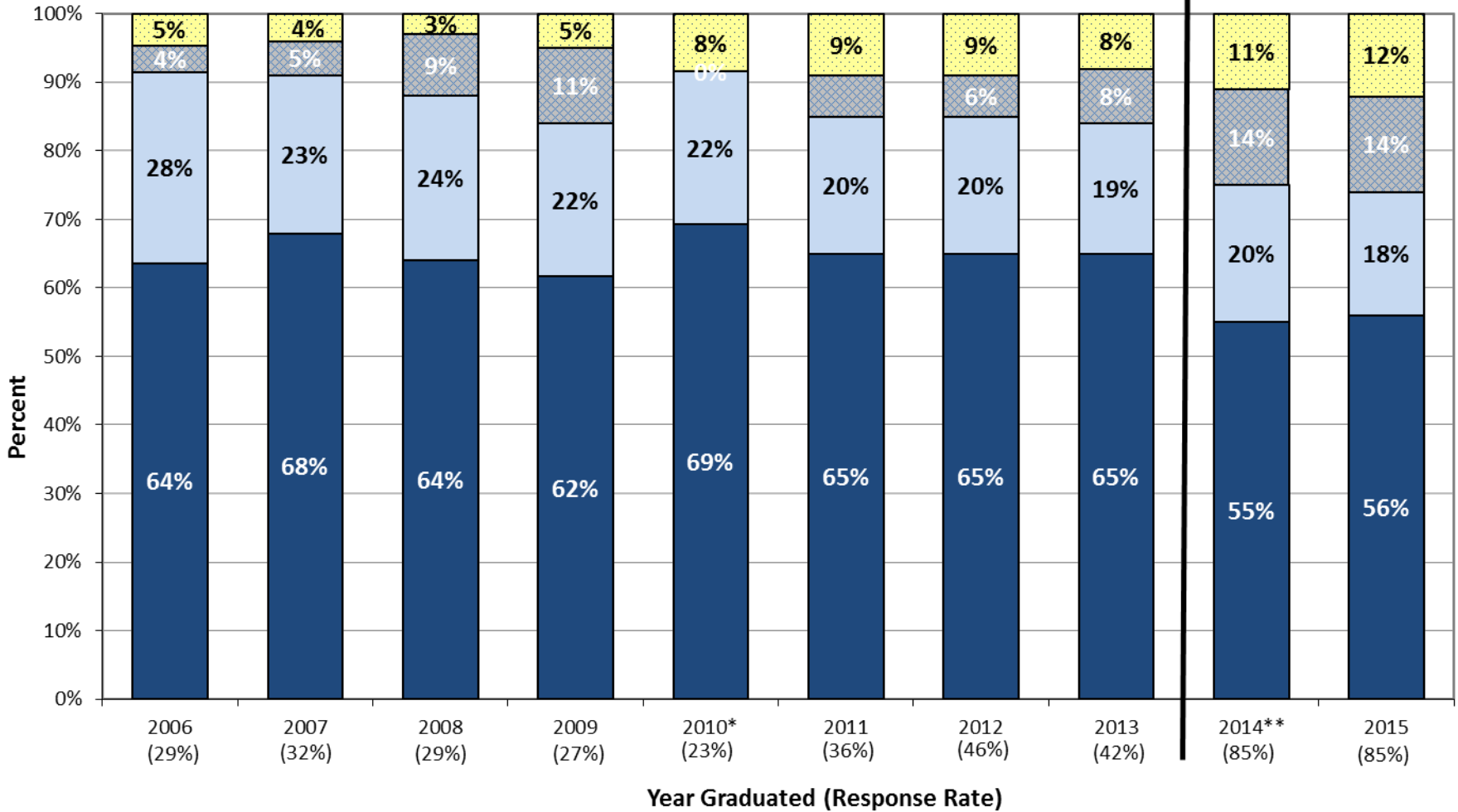
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Ratio	13.6	13.4	13.5	13.0	13.0	13.0	13.7	12.7	12.7	12.4

\*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

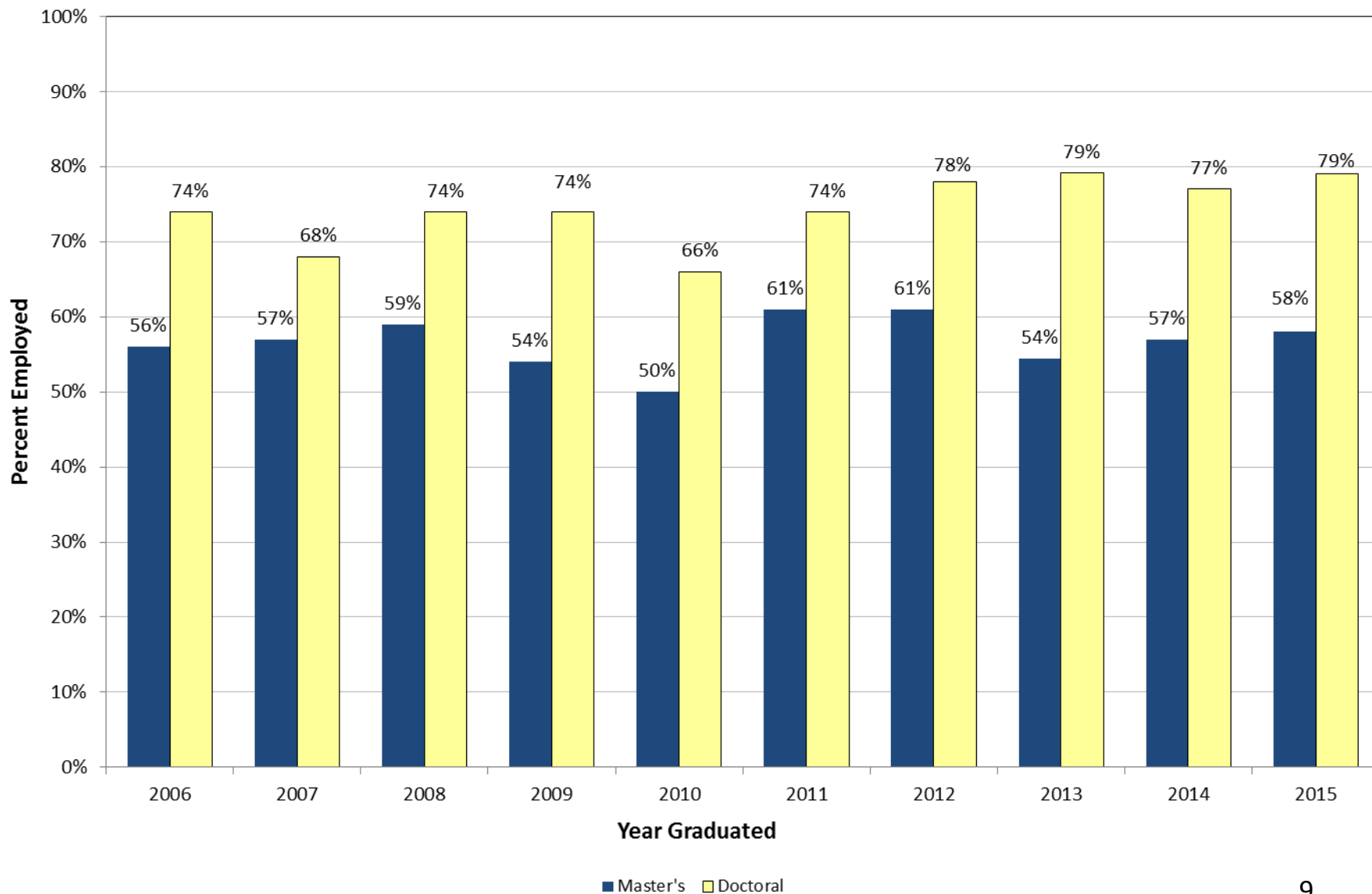


Employed full- or part-time
  Continuing Education
  Actively seeking employment
  Other activity (travel, family obligations, serving as a volunteer)

\* The response choice "actively seeking employment" was not included as a choice.

\*\* The method for collecting students' post-baccalaureate plans changed in 2014 in response to recommendations from the National Association of Colleges and Employers (NACE). NACE recommends using a "cohort" method whereby students' post-graduate activities can come from more than one source. In prior years, results from the post-baccalaureate survey were used exclusively to report students' activities. The response rate in 2014 was 85% compared to 42% in 2013.

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





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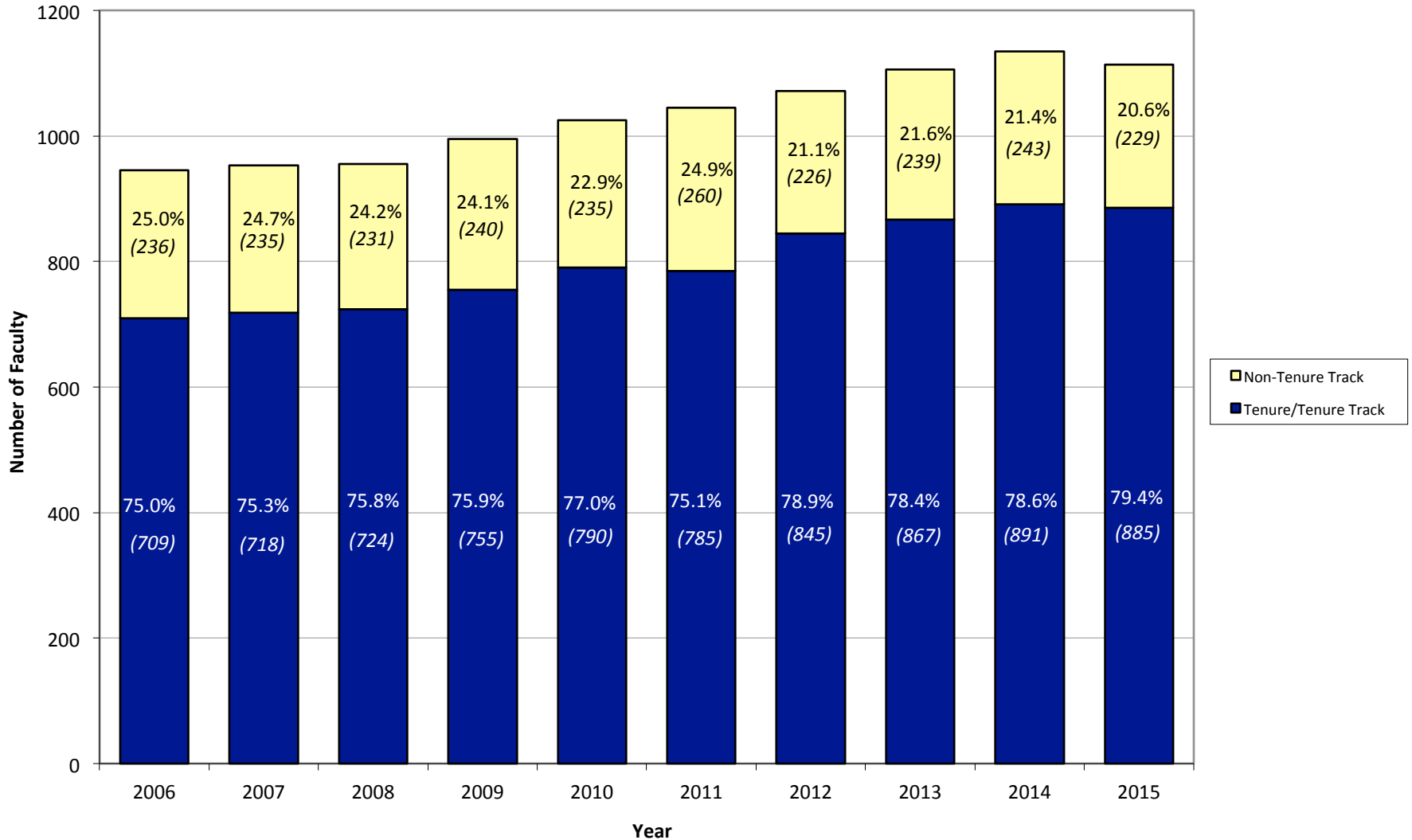
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## Faculty Composition

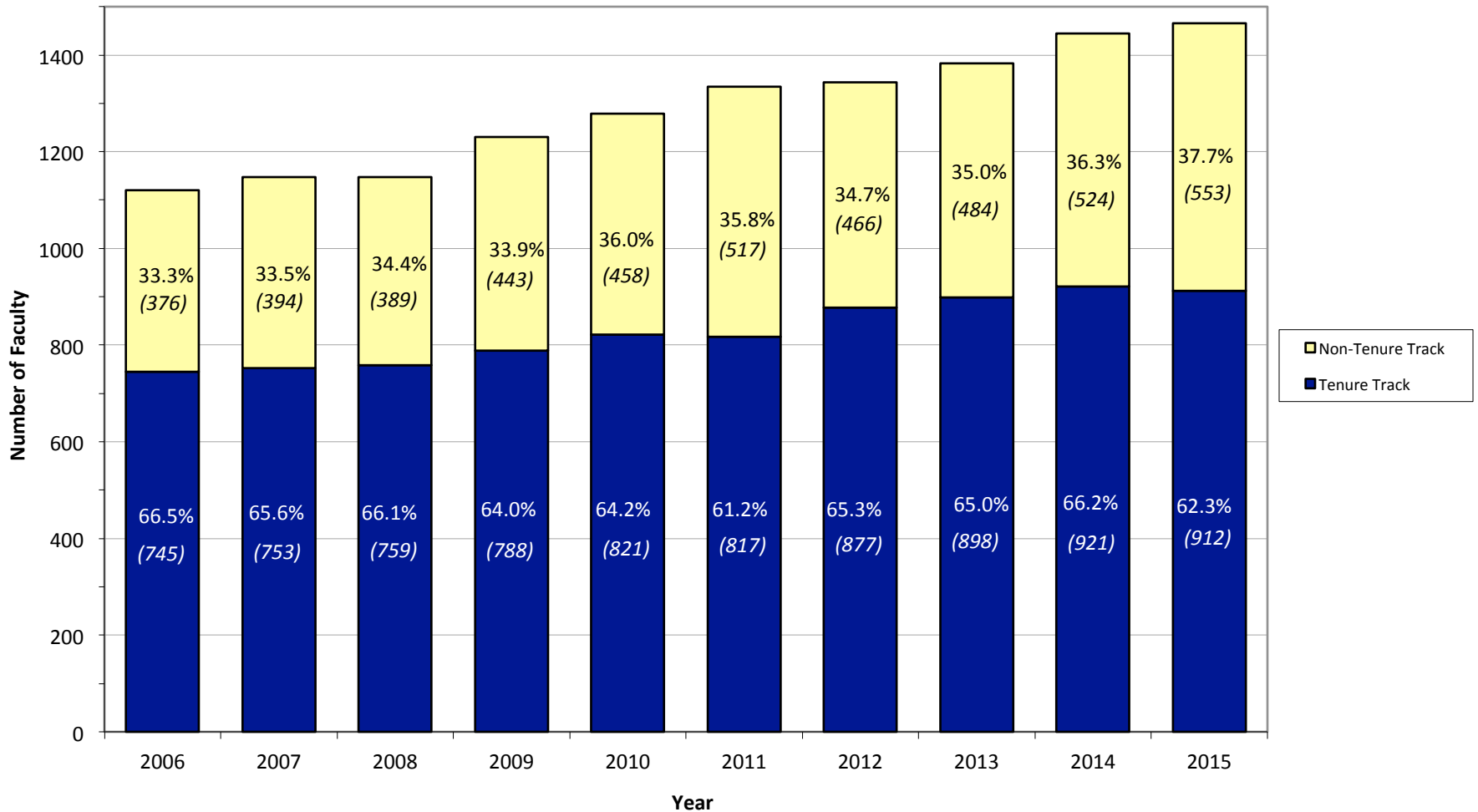


## Number and Percentage of Tenure Track and Non-Tenure Track Faculty\* (Excludes MFA)



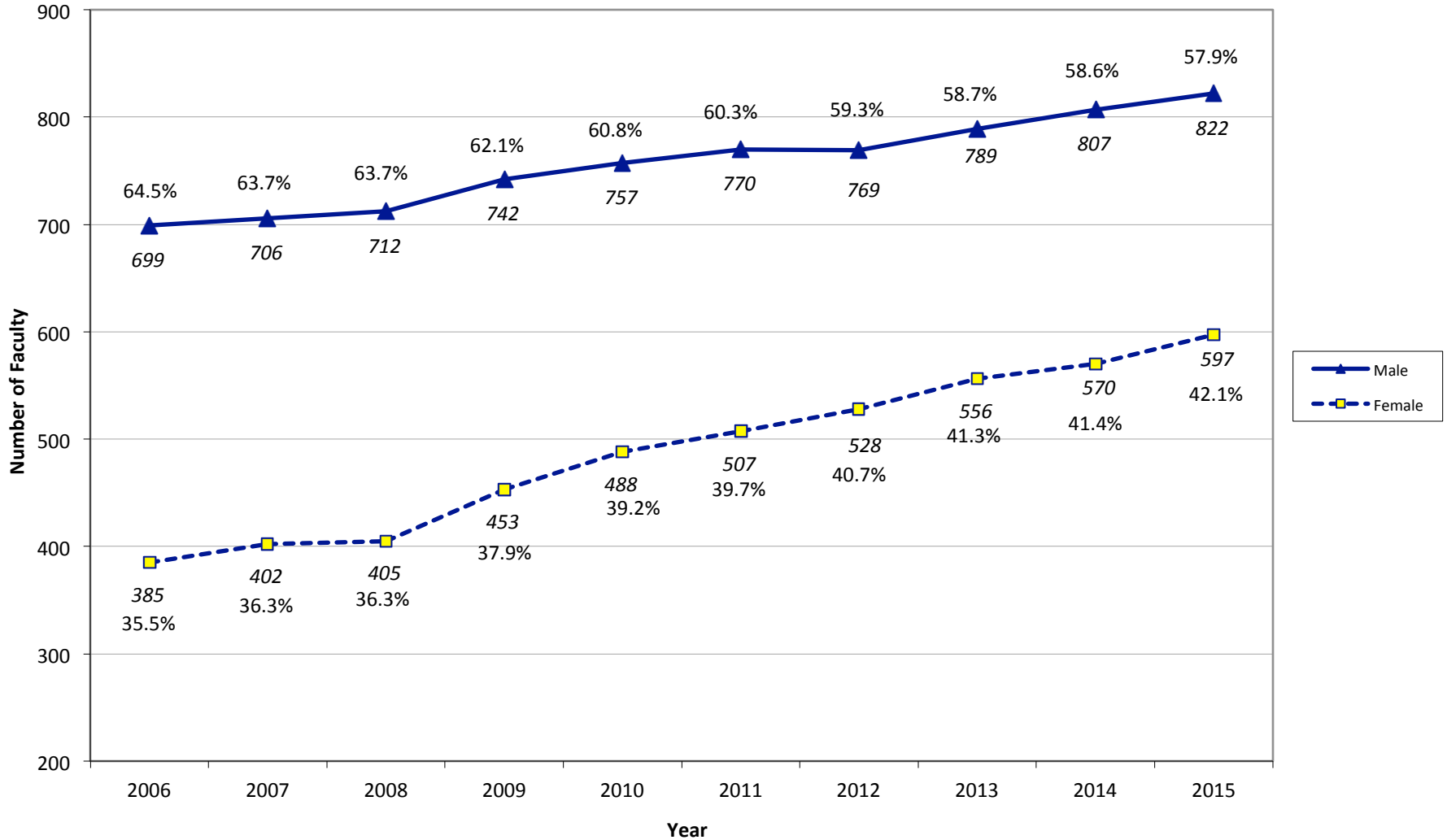
\*Includes associate deans; excludes Corcoran faculty hired as part of merger agreement.

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



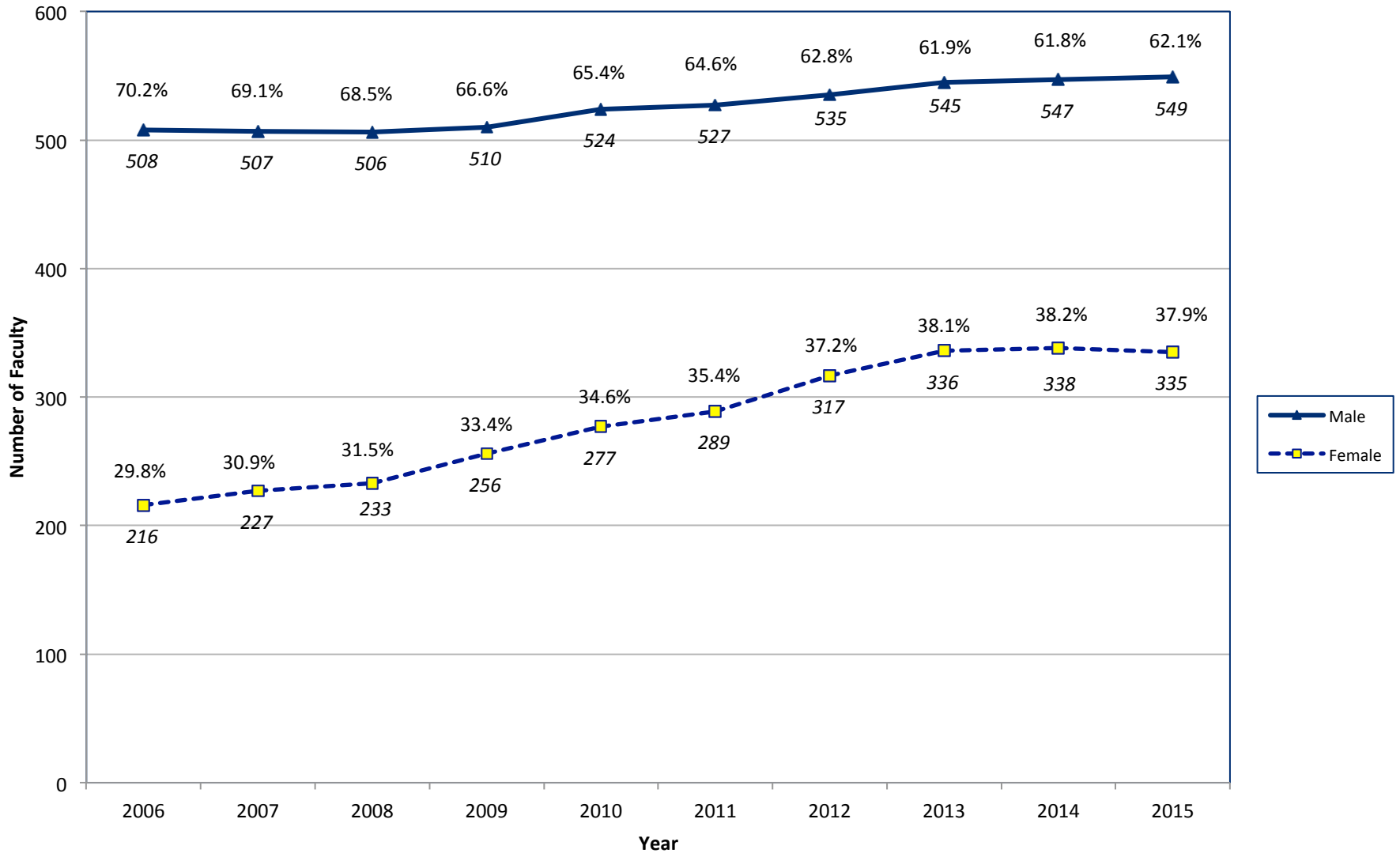
\*Includes associate deans; excludes Corcoran faculty hired as part of merger agreement. Totals include MFA but not CNMC

## Number and Percentage of Full-Time Regular Active-Status Faculty By Gender\*: 2006-2015



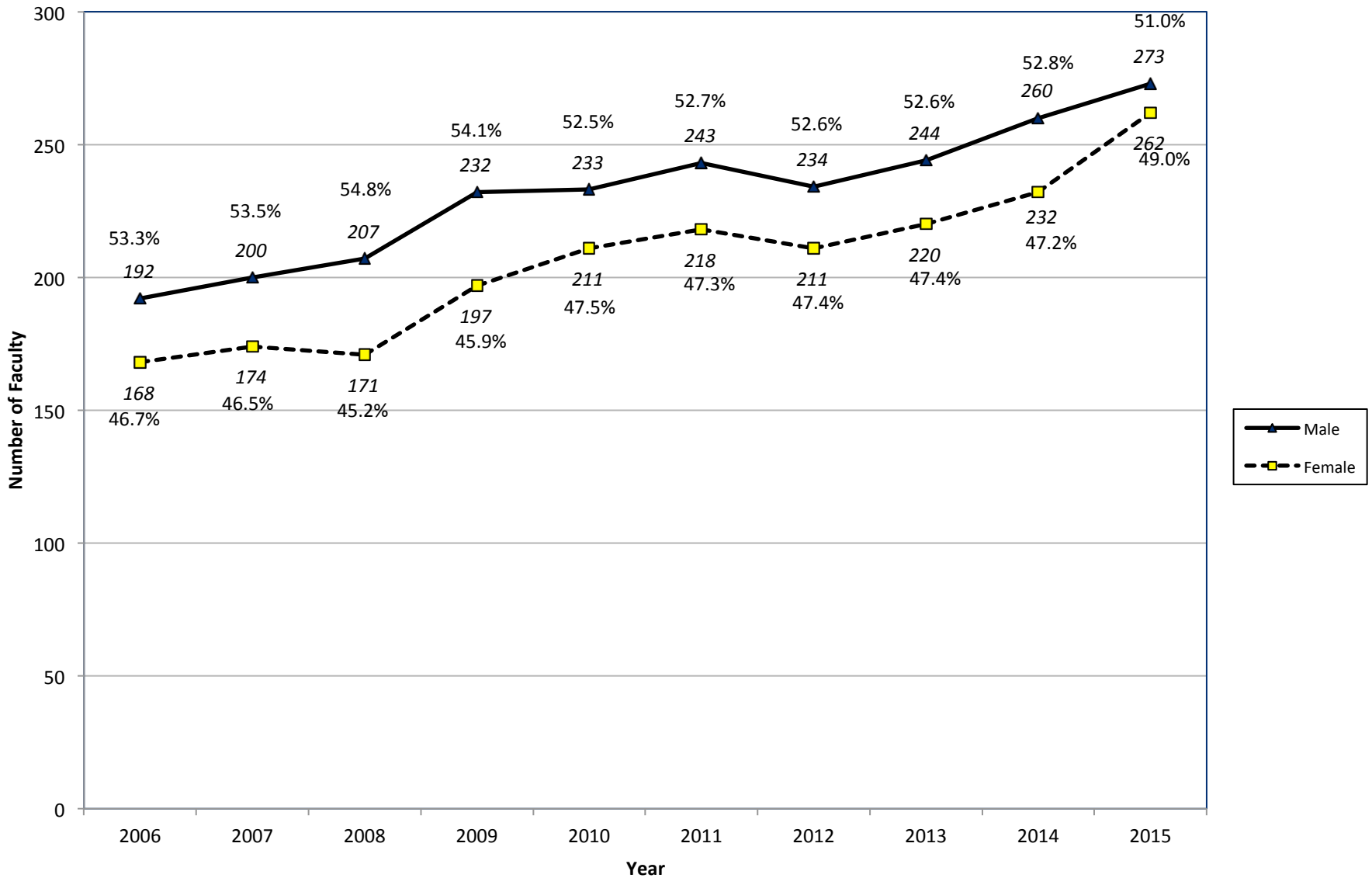
\*Excludes deans and associate deans; includes all schools; SMHS includes MFA faculty

## Number and Percentage of Tenure Track/Tenured Female and Male Faculty\*: 2006-2015



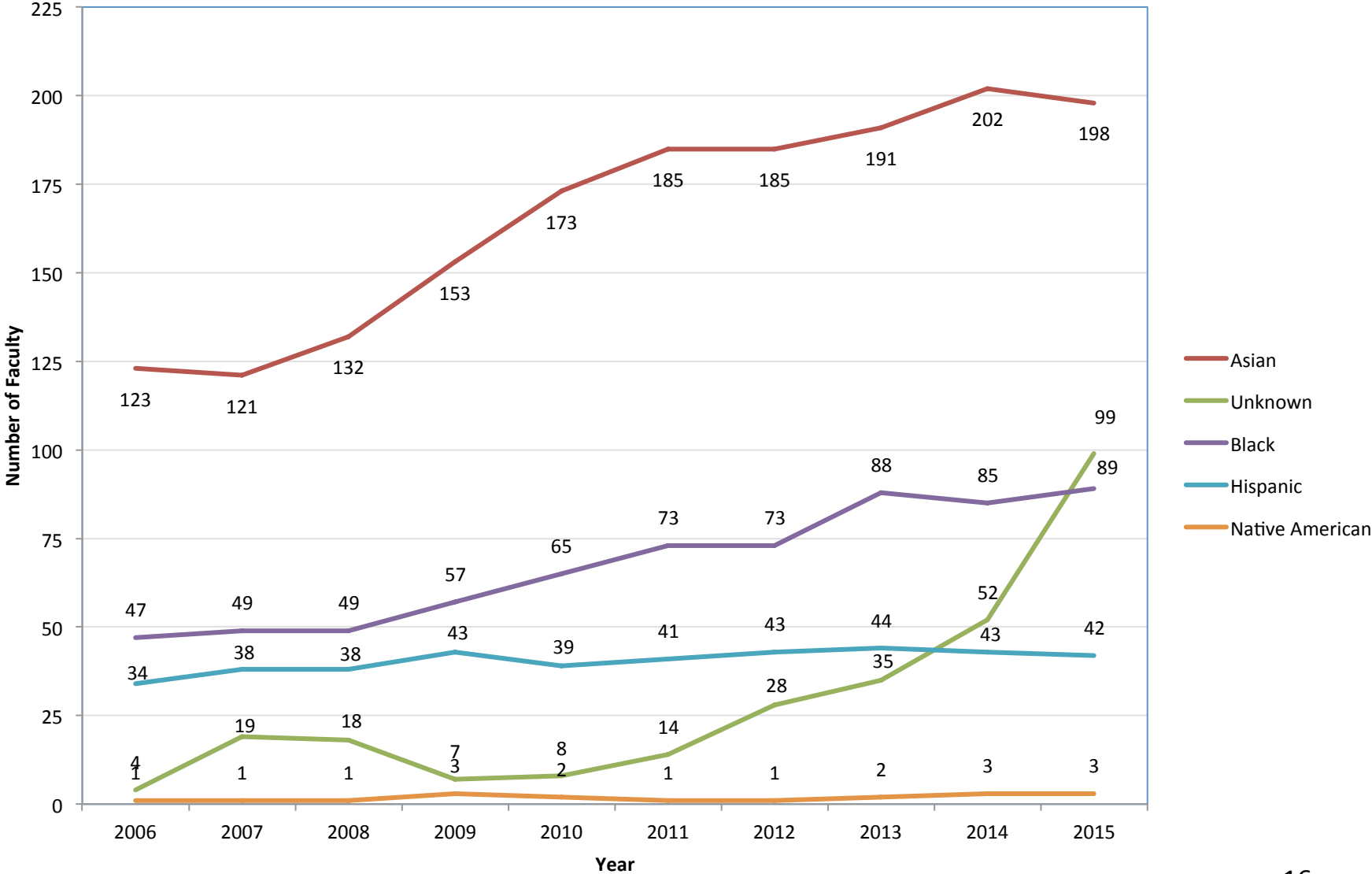
\*Excludes deans and associate deans; includes all schools; SMHS includes MFA faculty

## Number and Percentage of Non-Tenure Track Female and Male Faculty\*: 2006-2015



\*Excludes deans and associate deans; includes all schools; SMHS includes MFA faculty

# Number of Full-Time Minority\* Faculty: 2006- 2015





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## **Comparison of AAUP and Market Basket Salaries**



## Comparison of GW Faculty Salary Averages with AAUP 60<sup>th</sup> Percentile Averages: AY 2014-15

School	Professors			Associate Professors			Assistant Professors		
	2014-15	AAUP 60%	Difference	2014-15	AAUP 60%	Difference	2014-15	AAUP 60%	Difference
CCAS	\$131,087	\$132,747	(\$1,660)	\$93,601	\$93,664	(\$63)	\$78,256	\$81,683	(\$3,427)
ESIA	\$161,470	\$132,747	\$28,723	\$103,310	\$93,664	\$9,646	\$89,288	\$81,683	\$7,605
SB	\$172,793	\$132,747	\$40,046	\$153,674	\$93,664	\$60,010	\$158,328	\$81,683	\$76,645
SEAS	\$167,086	\$132,747	\$34,339	\$129,005	\$93,664	\$35,341	\$106,467	\$81,683	\$24,784
GSEHD	\$131,691	\$132,747	(\$1,056)	\$92,181	\$93,664	(\$1,483)	\$77,260	\$81,683	(\$4,423)
LAW*	\$236,906	\$132,747	\$104,159	\$168,143	\$93,664	\$74,479			
CPS**							\$85,673	\$81,683	\$3,990
GWSPH	\$180,575	\$132,747	\$47,828	\$131,033	\$93,664	\$37,369	\$96,881	\$81,683	\$15,198
SON**							\$88,278	\$81,683	\$6,595
<b>GW AAUP Salary Average</b>	<b>\$163,483</b>	<b>\$132,747</b>	<b>\$30,736</b>	<b>\$109,919</b>	<b>\$93,664</b>	<b>\$16,255</b>	<b>\$90,072</b>	<b>\$81,683</b>	<b>\$8,389</b>

\*Excludes clinical law faculty

\*\* SON and CPS data are incomplete where N<4



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

GW Market Basket	Professors									
Institution	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
University of Pennsylvania								\$187,000	\$192,300	\$197,500
New York University	\$144,000	\$149,500	\$162,400	\$170,700	\$171,700	\$175,900	\$182,400	\$187,618	\$195,700	\$196,900
Duke University	\$136,400	\$142,000	\$152,600	\$161,200	\$160,800	\$163,400	\$175,300	\$180,224	\$186,400	\$193,300
Washington University in St. Louis	\$135,200	\$145,100	\$150,800	\$159,300	\$160,700	\$164,900	\$172,400	\$175,816	\$183,600	\$186,900
Vanderbilt University	\$126,600	\$135,400	\$140,300	\$145,900	\$145,100	\$151,300	\$158,300	\$167,924	\$174,800	\$180,600
Georgetown University	\$132,500	\$139,900	\$148,600	\$155,900	\$155,500	\$158,900	\$167,100	\$173,592	\$177,900	\$178,200
Northwestern University	\$140,800	\$147,200	\$153,600	\$161,800	\$166,300	\$169,500	\$172,100	\$176,682	\$182,000	\$167,400
University of Southern California	\$129,000	\$134,500	\$140,100	\$145,000	\$145,800	\$151,000	\$155,900	\$160,517	\$164,600	\$166,800
Boston University	\$117,000	\$122,200	\$127,200	\$135,700	\$140,600	\$143,900	\$151,700	\$157,044	\$161,600	\$165,500
Northeastern University								\$153,200	\$157,600	\$165,400
<b>George Washington University</b>	<b>\$118,800</b>	<b>\$123,900</b>	<b>\$128,500</b>	<b>\$134,700</b>	<b>\$142,900</b>	<b>\$146,400</b>	<b>\$152,000</b>	<b>\$156,018</b>	<b>\$161,400</b>	<b>\$163,500</b>
American University	\$123,500	\$127,400	\$136,100	\$142,900	\$146,500	\$152,000	\$156,100	\$159,392	\$161,400	\$163,300
University of Miami	\$111,500	\$118,000	\$125,000	\$132,800	\$132,500	\$137,000	\$140,800	\$144,778	\$151,100	\$156,000
Southern Methodist University	\$115,800	\$121,000	\$124,400	\$127,500	\$133,400	\$133,500	\$136,900	\$141,845	\$146,000	\$150,700
University of Rochester								\$138,600	\$143,500	\$150,300
Tufts University	\$114,700	\$118,500	\$122,700	\$128,000	\$127,200	\$130,700	\$134,900	\$138,390	\$143,200	\$145,800
Tulane University	\$109,800	\$116,000	\$119,800	\$125,900	\$128,000	\$134,200	\$140,200	\$140,190	\$147,100	\$145,300
Syracuse University								\$122,800		\$127,700
Emory University	\$137,000	\$142,200	\$147,200	\$153,400	\$154,800	\$154,100	\$158,000	\$160,146	\$158,400	N/R
<b>Mean (excludes GW)</b>	<b>\$126,700</b>	<b>\$132,779</b>	<b>\$139,343</b>	<b>\$146,143</b>	<b>\$147,779</b>	<b>\$151,450</b>	<b>\$157,293</b>	<b>\$159,209</b>	<b>\$166,306</b>	<b>\$166,918</b>
<b>AAUP 80th percentile</b>	<b>\$116,643</b>	<b>\$121,196</b>	<b>\$127,492</b>	<b>\$132,969</b>	<b>\$134,671</b>	<b>\$137,637</b>	<b>\$140,726</b>	<b>\$143,125</b>	<b>\$146,405</b>	<b>\$152,123</b>

\* Sorted by 2014-15 numbers

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

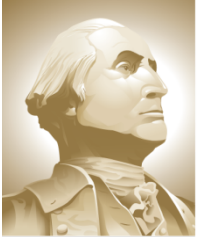
GW Market Basket	Associate Professors									
Institution	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Duke University	\$91,300	\$96,800	\$102,500	\$107,300	\$102,600	\$103,900	\$114,500	\$119,980	\$120,800	\$126,800
University of Pennsylvania								\$117,300	\$119,500	\$125,200
Northwestern University	\$93,700	\$97,500	\$100,500	\$105,300	\$106,900	\$108,300	\$110,200	\$112,460	\$115,100	\$120,600
New York University	\$88,300	\$91,200	\$102,600	\$103,700	\$101,500	\$103,800	\$106,000	\$107,656	\$112,100	\$114,700
Northeastern University								\$108,000	\$111,800	\$114,700
Georgetown University	\$86,000	\$89,100	\$95,400	\$101,000	\$100,700	\$104,100	\$109,000	\$109,355	\$111,300	\$114,200
Boston University	\$78,600	\$81,700	\$86,000	\$91,200	\$95,500	\$99,800	\$105,000	\$106,896	\$110,200	\$113,600
Washington University in St. Louis	\$90,500	\$93,300	\$96,400	\$96,500	\$97,100	\$99,800	\$100,200	\$103,586	\$110,600	\$112,900
<b>George Washington University</b>	<b>\$84,300</b>	<b>\$89,400</b>	<b>\$92,600</b>	<b>\$97,000</b>	<b>\$98,600</b>	<b>\$100,200</b>	<b>\$103,100</b>	<b>\$106,102</b>	<b>\$109,400</b>	<b>\$109,900</b>
Vanderbilt University	\$81,900	\$86,300	\$91,000	\$93,500	\$93,100	\$96,200	\$98,600	\$103,521	\$107,500	\$108,600
American University	\$81,200	\$84,900	\$88,900	\$92,600	\$96,400	\$100,600	\$101,300	\$102,258	\$105,700	\$107,700
University of Southern California	\$88,500	\$92,000	\$93,600	\$95,800	\$98,600	\$103,300	\$105,300	\$107,766	\$110,000	\$104,700
Tufts University	\$85,300	\$87,900	\$90,200	\$95,300	\$95,300	\$96,000	\$97,500	\$101,152	\$102,300	\$104,500
University of Rochester								\$100,900	\$101,700	\$103,400
Southern Methodist University	\$78,000	\$80,500	\$84,100	\$88,800	\$89,900	\$91,700	\$91,700	\$95,698	\$100,300	\$103,000
University of Miami	\$75,200	\$79,000	\$83,000	\$86,200	\$86,900	\$90,000	\$92,000	\$94,764	\$99,400	\$102,500
Syracuse University								\$87,700		\$94,600
Tulane University	\$77,000	\$78,800	\$82,400	\$83,400	\$84,000	\$85,300	\$86,600	\$88,736	\$92,000	\$90,800
Emory University	\$86,200	\$90,100	\$93,400	\$100,500	\$99,400	\$99,900	\$101,600	\$106,005	\$104,800	N/R
<b>Mean (excludes GW)</b>	<b>\$84,407</b>	<b>\$87,793</b>	<b>\$92,143</b>	<b>\$95,793</b>	<b>\$96,279</b>	<b>\$98,764</b>	<b>\$101,393</b>	<b>\$104,096</b>	<b>\$107,947</b>	<b>\$109,559</b>
<b>AAUP 80th percentile</b>	<b>\$82,173</b>	<b>\$85,878</b>	<b>\$89,692</b>	<b>\$93,074</b>	<b>\$94,414</b>	<b>\$96,232</b>	<b>\$98,023</b>	<b>\$101,072</b>	<b>\$101,658</b>	<b>\$103,801</b>

\* Sorted by 2014-15 numbers

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

GW Market Basket	Assistant Professors									
Institution	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
University of Pennsylvania								\$116,200	\$118,000	\$119,600
New York University	\$75,900	\$80,100	\$90,300	\$93,500	\$92,700	\$95,600	\$99,700	\$105,299	\$110,100	\$111,200
Northwestern University	\$81,200	\$83,500	\$87,900	\$93,500	\$95,300	\$96,800	\$98,900	\$98,398	\$102,700	\$106,900
Duke University	\$78,800	\$82,400	\$87,300	\$91,600	\$89,800	\$87,200	\$96,000	\$97,299	\$103,500	\$105,400
Georgetown University	\$71,400	\$73,700	\$75,600	\$80,500	\$83,600	\$88,900	\$94,400	\$96,014	\$101,200	\$103,300
Northeastern University								\$96,700	\$99,100	\$102,200
Washington University in St. Louis	\$73,400	\$77,200	\$80,000	\$85,000	\$85,400	\$89,900	\$96,800	\$98,796	\$98,300	\$102,000
Southern Methodist University	\$69,200	\$72,300	\$78,500	\$82,900	\$84,400	\$85,200	\$92,600	\$94,292	\$97,900	\$99,000
University of Rochester								\$94,700	\$96,000	\$98,000
Boston University	\$66,000	\$69,800	\$71,000	\$76,400	\$82,100	\$85,100	\$87,800	\$91,001	\$93,200	\$96,800
University of Southern California	\$76,400	\$81,600	\$85,000	\$86,700	\$89,600	\$91,500	\$93,300	\$93,452	\$95,600	\$92,900
Vanderbilt University	\$66,000	\$67,200	\$69,500	\$72,500	\$73,100	\$74,600	\$76,500	\$84,907	\$88,900	\$91,000
<b>George Washington University</b>	<b>\$69,300</b>	<b>\$72,100</b>	<b>\$75,100</b>	<b>\$78,700</b>	<b>\$81,000</b>	<b>\$82,100</b>	<b>\$84,200</b>	<b>\$86,896</b>	<b>\$87,500</b>	<b>\$90,100</b>
University of Miami	\$67,800	\$72,700	\$76,600	\$79,500	\$79,100	\$77,700	\$81,100	\$83,406	\$83,500	\$86,900
Tufts University	\$67,700	\$70,800	\$73,300	\$75,800	\$75,700	\$78,200	\$79,000	\$82,898	\$86,400	\$86,500
Tulane University	\$65,300	\$63,400	\$66,100	\$65,200	\$67,800	\$69,300	\$71,500	\$73,956	\$79,800	\$83,200
American University	\$60,900	\$64,300	\$67,900	\$67,600	\$67,200	\$70,600	\$75,000	\$76,568	\$80,100	\$81,700
Syracuse University								\$75,500		\$76,500
Emory University	\$76,300	\$77,900	\$78,900	\$84,100	\$83,400	\$85,300	\$86,500	\$85,403	\$85,900	N/R
<b>Mean (excludes GW)</b>	<b>\$71,164</b>	<b>\$74,064</b>	<b>\$77,707</b>	<b>\$81,057</b>	<b>\$82,086</b>	<b>\$83,993</b>	<b>\$87,793</b>	<b>\$91,377</b>	<b>\$95,306</b>	<b>\$96,319</b>
<b>AAUP 80th percentile</b>	<b>\$69,668</b>	<b>\$71,763</b>	<b>\$75,816</b>	<b>\$78,886</b>	<b>\$81,002</b>	<b>\$81,135</b>	<b>\$84,236</b>	<b>\$86,896</b>	<b>\$87,456</b>	<b>\$91,183</b>

\* Sorted by 2014-15 numbers



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## Appendices

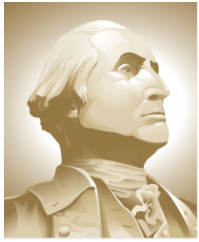


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## Faculty Counts

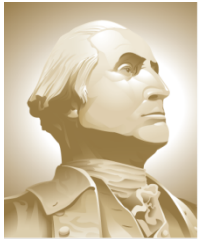


## Total Number of Full-\* and Part-Time\*\* Faculty by School (excludes MFA)

School	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
CCAS	410	560	423	489	408	492	423	521	424	523	429	532	450	565	477	530	476	543	472	519
ESIA	44	68	47	68	49	82	54	87	55	92	56	72	61	93	57	93	61	128	62	108
SB	121	70	114	81	118	59	118	66	122	64	120	66	108	73	105	62	104	61	101	65
SEAS	81	75	80	79	80	83	83	83	86	90	86	72	87	112	91	85	90	91	86	93
GSEHD	66	105	69	100	70	107	72	98	74	93	76	69	76	96	71	84	73	104	74	97
LAW	79	170	79	178	79	191	84	192	83	193	82	199	84	210	80	230	79	229	76	230
CPS	8	32	12	59	14	57	15	62	16	56	17	48	16	81	20	78	23	86	20	89
SMHS	88	1,578	85	1,606	94	1,594	91	1,460	84	1,377	85	1,354	92	1,206	86	1,358	102	1,396	101	1,652
SON	-	-	-	-	-	-	-	-	14	39	18	32	19	30	26	29	29	57	30	67
GWSPH	48	245	44	228	43	240	55	245	67	304	76	341	81	279	93	234	97	130	92	160
<b>Total</b>	<b>945</b>	<b>2,903</b>	<b>953</b>	<b>2,888</b>	<b>955</b>	<b>2,905</b>	<b>995</b>	<b>2,814</b>	<b>1,025</b>	<b>2,831</b>	<b>1,045</b>	<b>2,785</b>	<b>1,071</b>	<b>2,745</b>	<b>1,106</b>	<b>2,783</b>	<b>1,134</b>	<b>2,825</b>	<b>1,114</b>	<b>3,080</b>

\*Includes both tenure track and non-tenure track faculty; excludes Corcoran faculty hired as part of merger agreement

\*\*Excludes research, visiting, special service, and affiliated faculty

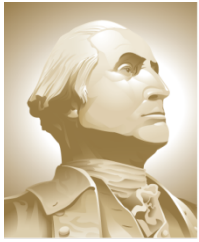


## Total Number of Full-\* and Part-Time\*\* Faculty by School (includes MFA)

School	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
CCAS	410	560	423	489	408	492	423	521	424	523	430	532	451	565	477	530	476	543	472	519
ESIA	44	68	47	68	49	82	54	87	55	92	57	72	61	93	57	93	61	128	62	108
SB	121	70	114	81	118	59	118	66	122	64	123	66	108	73	105	62	104	61	101	65
SEAS	81	75	80	79	80	83	83	83	86	90	87	72	87	112	91	85	90	91	86	93
GSEHD	66	105	69	100	70	107	72	98	74	93	77	69	76	96	71	84	73	104	74	97
LAW	79	170	79	178	79	191	84	192	83	193	83	199	82	210	80	230	79	229	76	230
CPS	8	32	12	59	14	57	15	62	16	56	17	48	17	81	20	78	23	86	20	89
SMHS	264	1,578	279	1,606	287	1,623	327	1,486	338	1,405	374	1,395	364	1,253	362	1,405	413	1,492	452	1,734
SON	--	--	--	--	--	--	--	--	14	39	18	32	19	30	26	29	29	57	30	67
GWSPH	48	245	44	228	43	240	55	245	67	304	76	341	81	279	93	234	97	130	92	160
<b>Total</b>	<b>1,121</b>	<b>2,903</b>	<b>1,147</b>	<b>2,888</b>	<b>1,148</b>	<b>2,931</b>	<b>1,231</b>	<b>2,840</b>	<b>1,279</b>	<b>2,859</b>	<b>1,334</b>	<b>2,826</b>	<b>1,346</b>	<b>2,792</b>	<b>1,382</b>	<b>2,830</b>	<b>1,445</b>	<b>2,921</b>	<b>1,465</b>	<b>3,162</b>

\*Includes both tenure track and non-tenure track faculty; SMHS includes MFA faculty; excludes Corcoran faculty hired as part of merger agreement

\*\*Excludes research, visiting, special service, and affiliated faculty



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

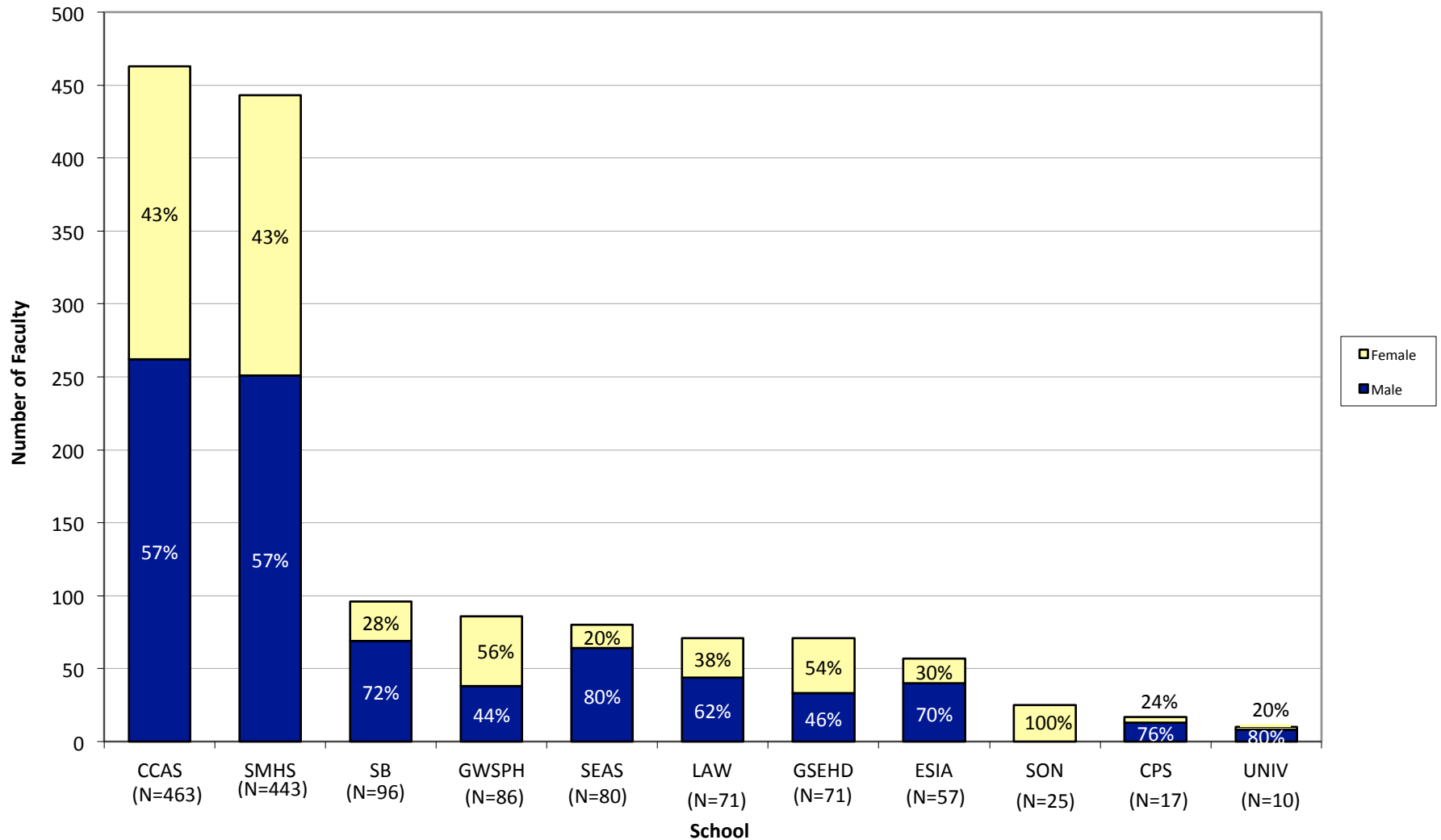
School	2006		2007		2008		2009		2010		2011		2012		2013		2014**		2015**	
	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT
CCAS	308	102	322	101	316	92	324	99	325	99	323	106	346	104	367	110	370	106	368	104
ESIA	38	6	39	8	38	11	42	12	45	10	42	14	49	12	48	9	50	11	51	11
SB	100	21	96	18	102	16	103	15	106	16	104	16	106	2	104	1	104	0	101	0
SEAS	76	5	73	7	72	8	74	9	78	8	75	11	83	4	86	5	86	4	83	3
GSEHD	41	25	43	26	47	23	47	25	47	27	45	31	51	25	46	25	52	21	52	22
LAW	68	11	68	11	69	10	73	11	79	4	75	7	76	5	71	9	71	8	72	4
CPS	1	7	1	11	1	13	1	14	1	15	1	16	1	15	1	19	2	21	0	20
SMHS	57	31	58	27	59	35	62	29	56	28	57	28	64	28	58	28	64	38	69	32
MFA	36	140	35	159	35	158	33	203	31	223	32	257	32	240	31	245	30	281	27	324
SON	--	--	--	--	--	--	--	--	8	6	12	6	13	6	20	6	24	5	21	9
GWSPH	20	28	18	26	20	23	29	26	45	22	51	25	56	25	66	27	68	29	68	24
<b>Total</b>	<b>745</b>	<b>376</b>	<b>753</b>	<b>394</b>	<b>759</b>	<b>389</b>	<b>788</b>	<b>443</b>	<b>821</b>	<b>458</b>	<b>817</b>	<b>517</b>	<b>877</b>	<b>466</b>	<b>898</b>	<b>484</b>	<b>921</b>	<b>524</b>	<b>912</b>	<b>553</b>

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

\*\*Excludes Corcoran faculty hired as part of merger agreement



## Percentage of Full-Time Female and Male Faculty\* by School: 2015



\*Excludes deans and associate deans; SMHS includes MFA faculty

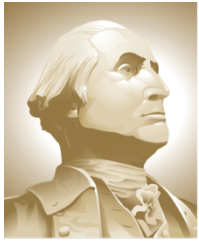


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## Faculty Teaching Loads

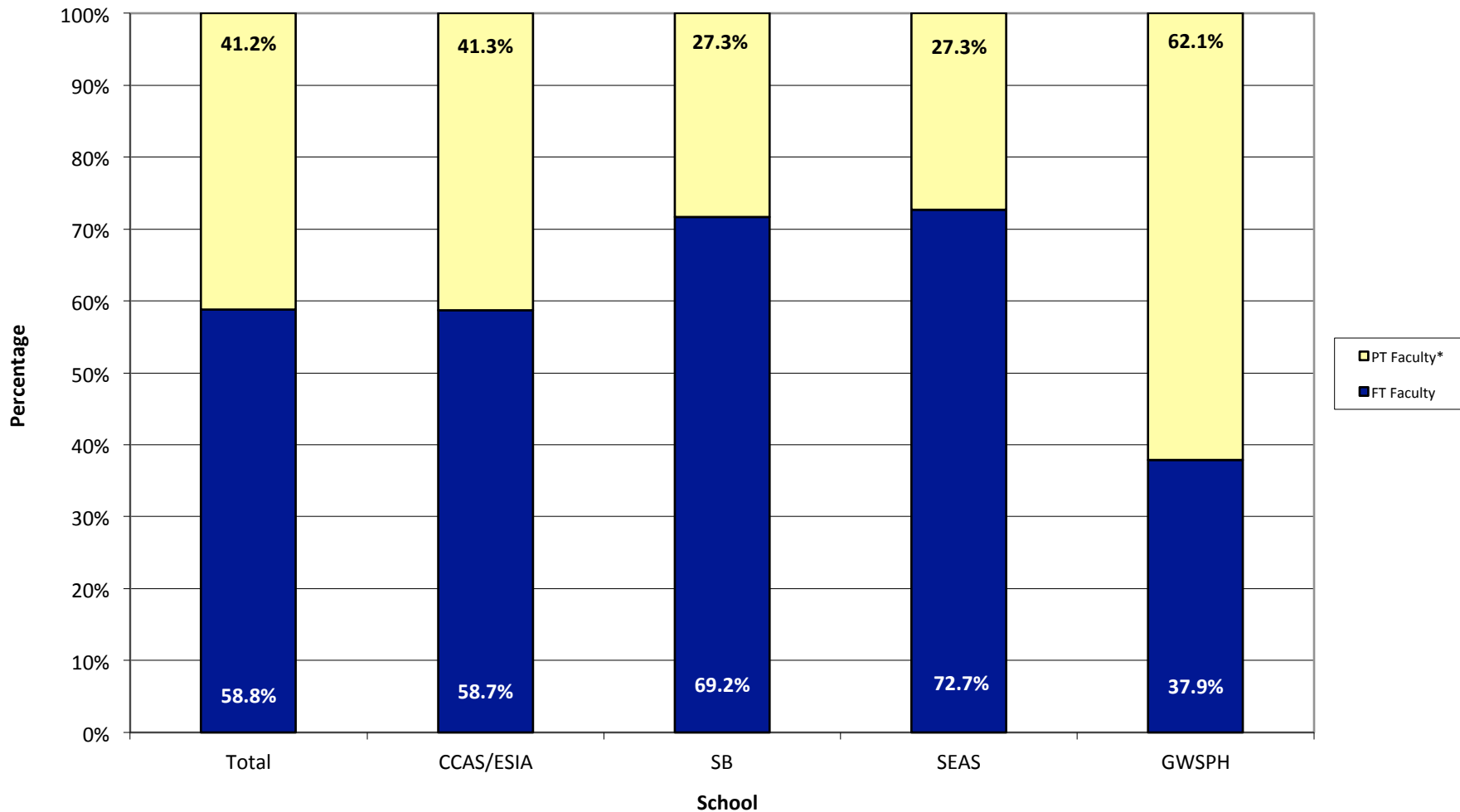


## Average AY Teaching Load in Course Hours of Tenure Track and Non-Tenure Track Faculty

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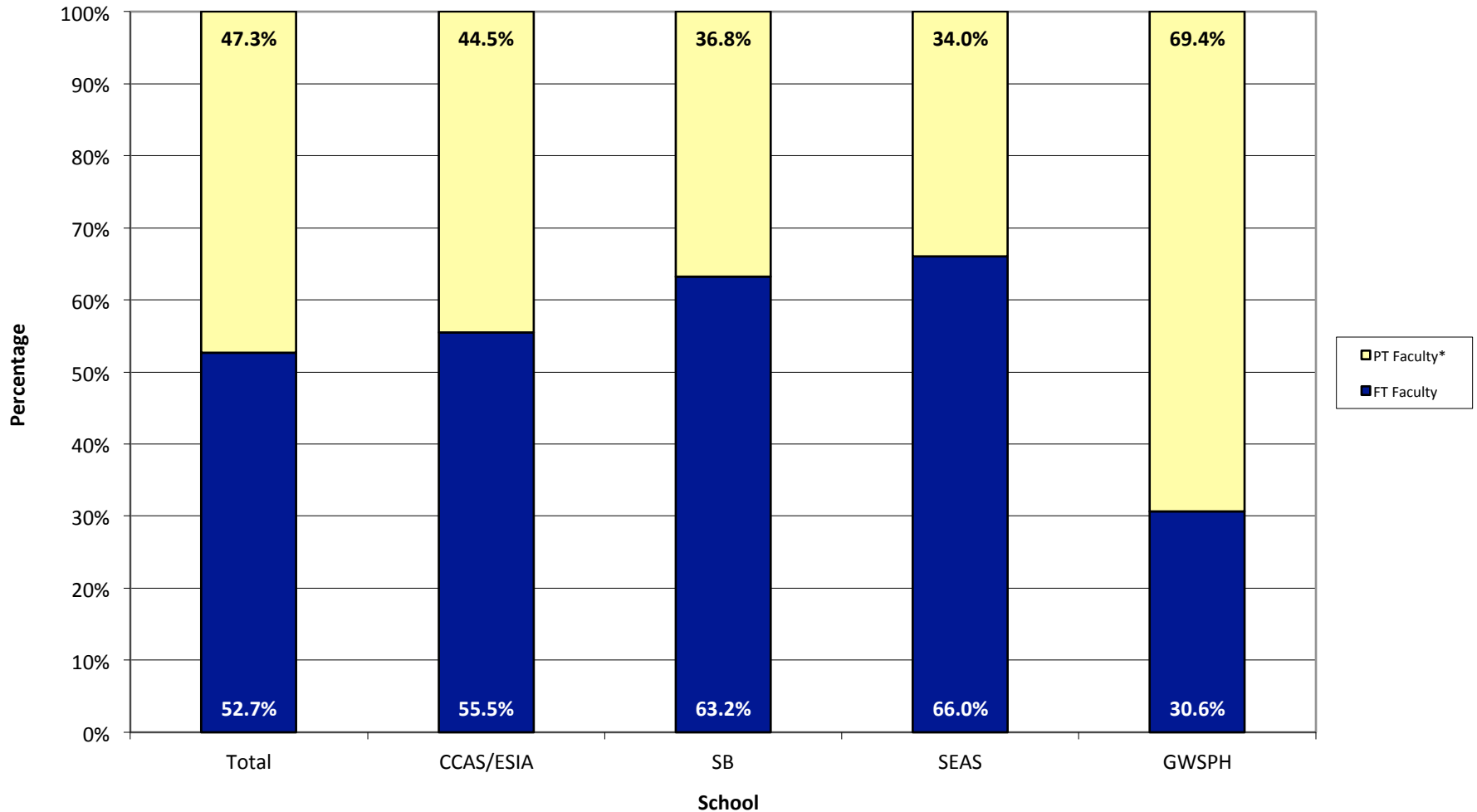
	2008		2009		2010		2011		2012		2013		2014	
School	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT
CCAS	10.4	16.5	10.0	15.5	9.6	13.8	9.8	14.6	8.7	14.4	8.7	13.3	9.1	12.1
ESIA	9.7	9.8	10.1	10.1	10.0	9.7	10.1	10.4	10.3	10.0	9.4	9.9	9.3	8.4
SB	11.6	12.4	10.9	11.7	10.7	11.9	10.3	14.1	10.8	N/A	11.2	N/A	9.7	N/A
SEAS	10.8	11.2	10.3	12.8	9.8	12.4	10.2	9.5	9.7	9.8	9.3	6.6	8.3	8.3
GSEHD	8.9	10.3	10.4	9.4	10.3	10.2	9.7	10.4	9.3	9.3	9.1	7.2	7.5	6.7
LAW	8.0	7.9	8.7	10.0	8.8	8.3	8.7	5.8	8.4	16.0	9.1	13.5	8.4	12.6
CPS	9.0	13.5	9.0	13.9	12.0	11.7	12.0	10.9	12.0	11.9	3.0	11.9	N/A	9.6
GWSPH	5.8	8.5	6.8	7.7	6.2	8.5	5.8	9.3	5.3	9.9	6.4	16.7	7.4	14.4
SON							22.4	20.8	15.4	27.5	16.1	21.8	12.7	37.8
TOTAL	10.2	13.5	9.9	13.0	9.6	12.0	9.7	12.8	9.7	12.8	9.1	12.7	8.9	12.2

## Percentage of Students Enrolled in On-Campus Undergraduate Courses Taught by Full- and Part-Time\* Faculty: Fall 2015



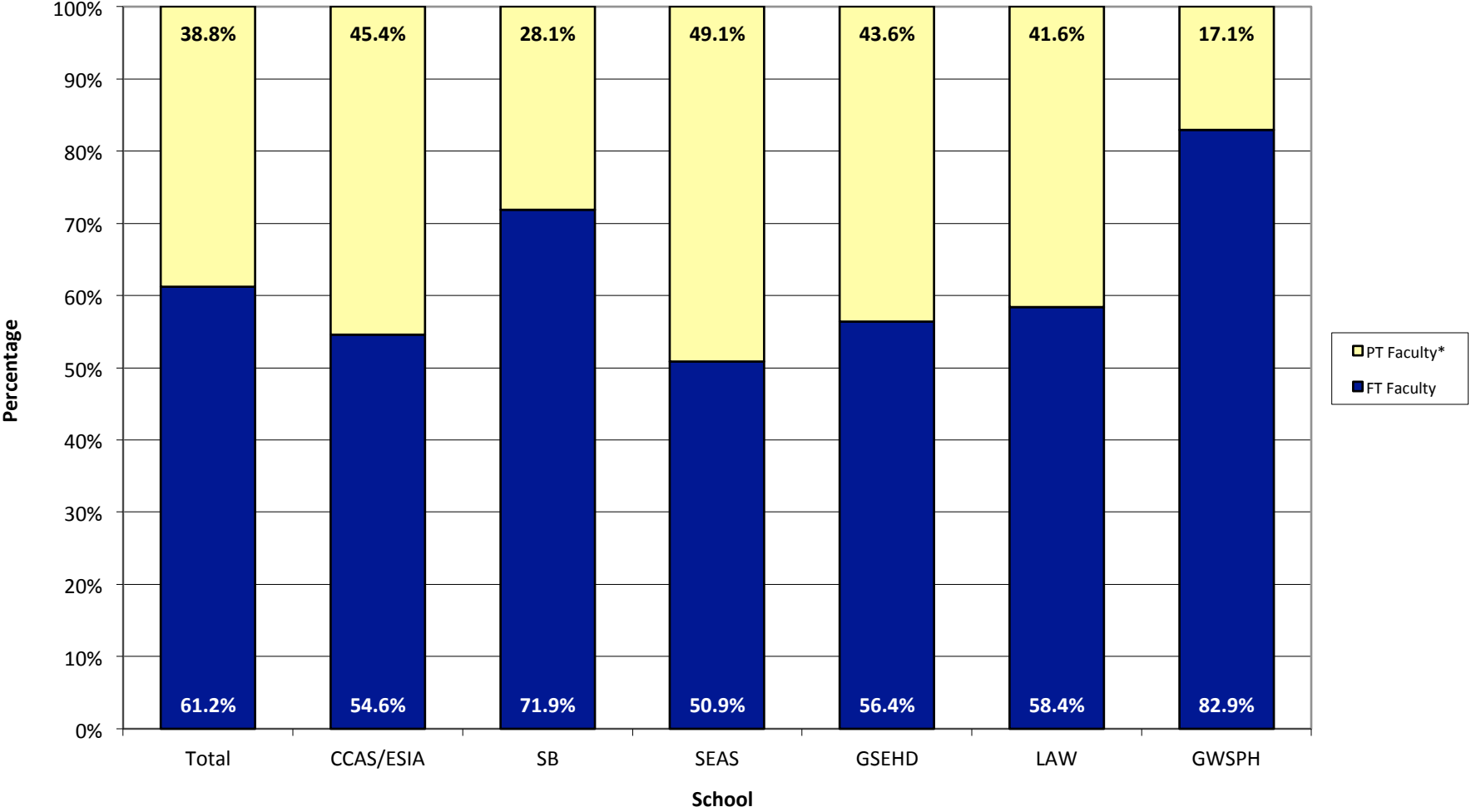
\*Includes graduate teaching assistants.  
GWSPH excludes LSPA courses.

## Percentage of On-Campus Undergraduate Course Sections Taught by Full- and Part-Time\* Faculty: Fall 2015



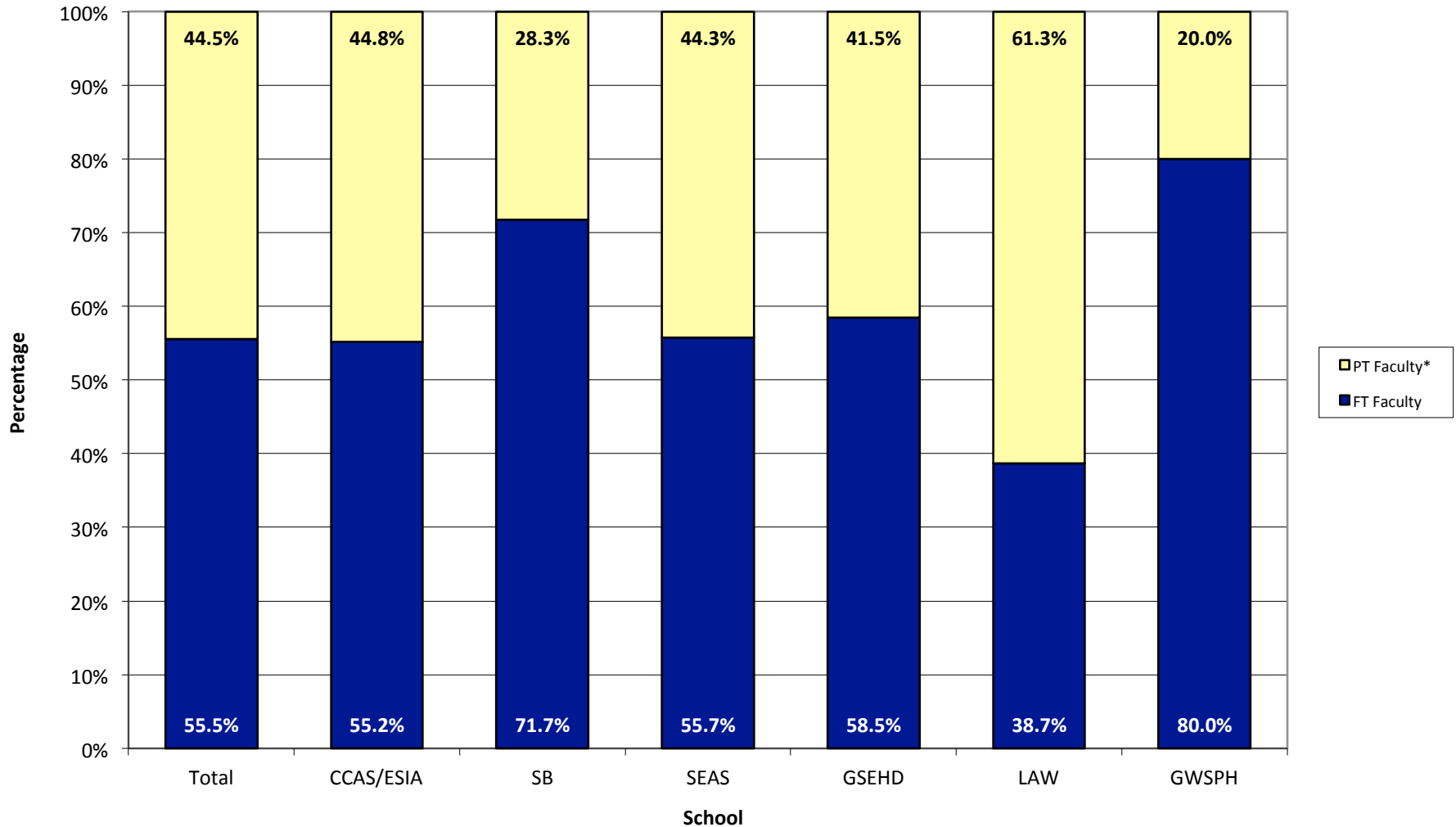
\*Includes graduate teaching assistants.  
GWSPH excludes LSPA courses.

## Percentage of Students Enrolled in On-Campus Graduate Courses Taught by Full- and Part-Time\* Faculty: Fall 2015



\*Includes graduate teaching assistants

## Percentage of On-Campus Graduate Course Sections Taught by Full- and Part-Time\* Faculty: Fall 2015



\*Includes graduate teaching assistants



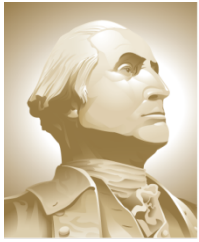
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## Enrollment Caps

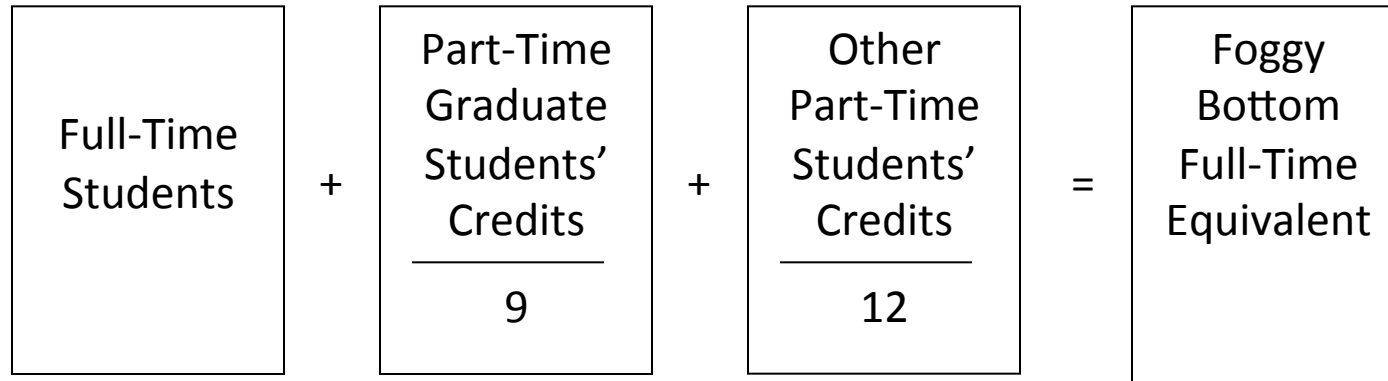




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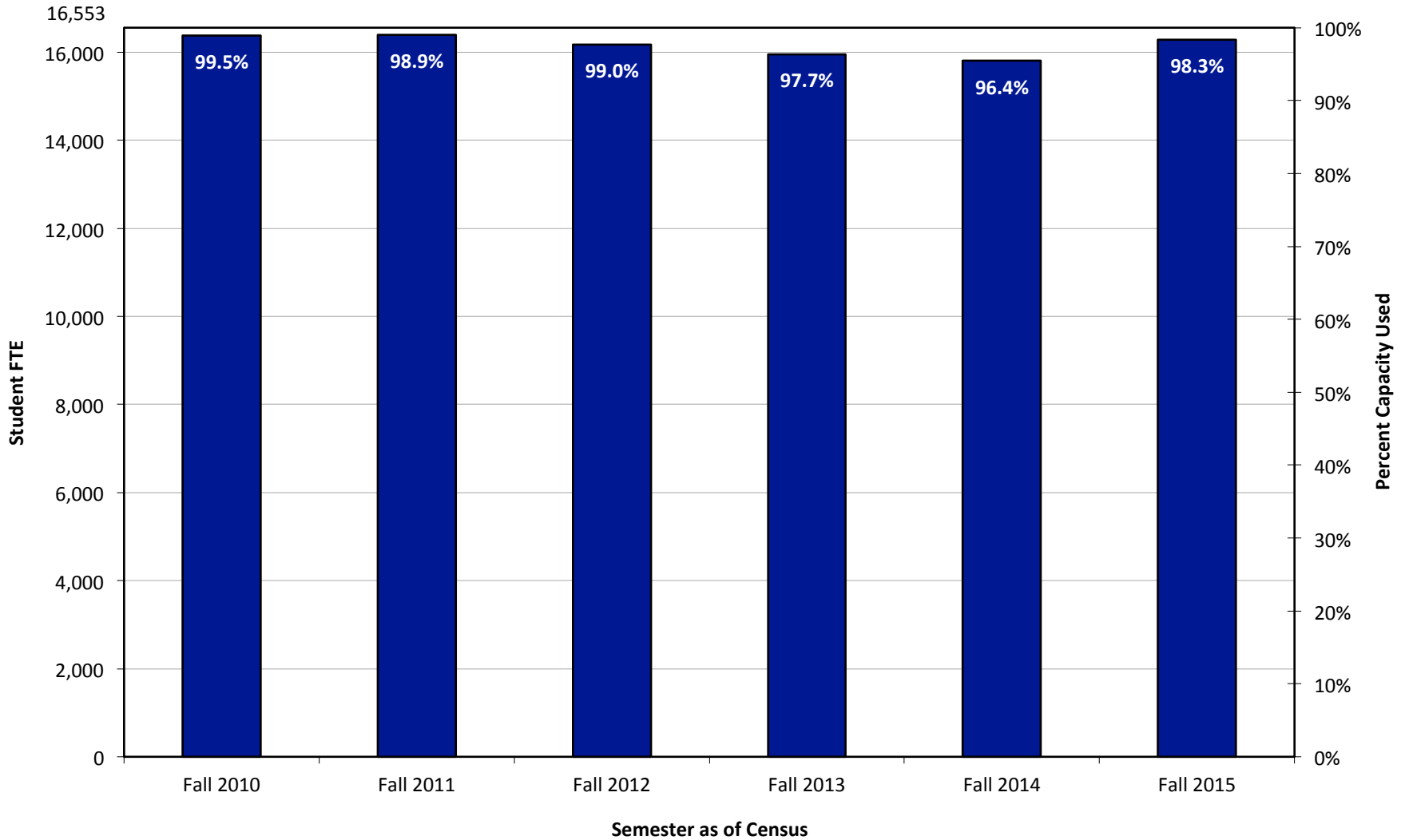
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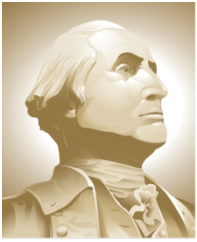
## Foggy Bottom FTE Enrollment BZA Limit = 16,553 FTE



Fall 2015	
Foggy Bottom/Mount Vernon Total FTE	17,667
- Study Abroad	413
- Mount Vernon Residents	689
- All Courses Mount Vernon	115
- Foggy Bottom Faculty & Staff	153
- School Without Walls Students	24
<b>Foggy Bottom Student FTE</b>	<b>16,273</b>
<b>Maximum FTE BZA Order</b>	<b>16,553</b>
<b>Utilization</b>	<b>98.31%</b>

# Foggy Bottom Student FTE Cap





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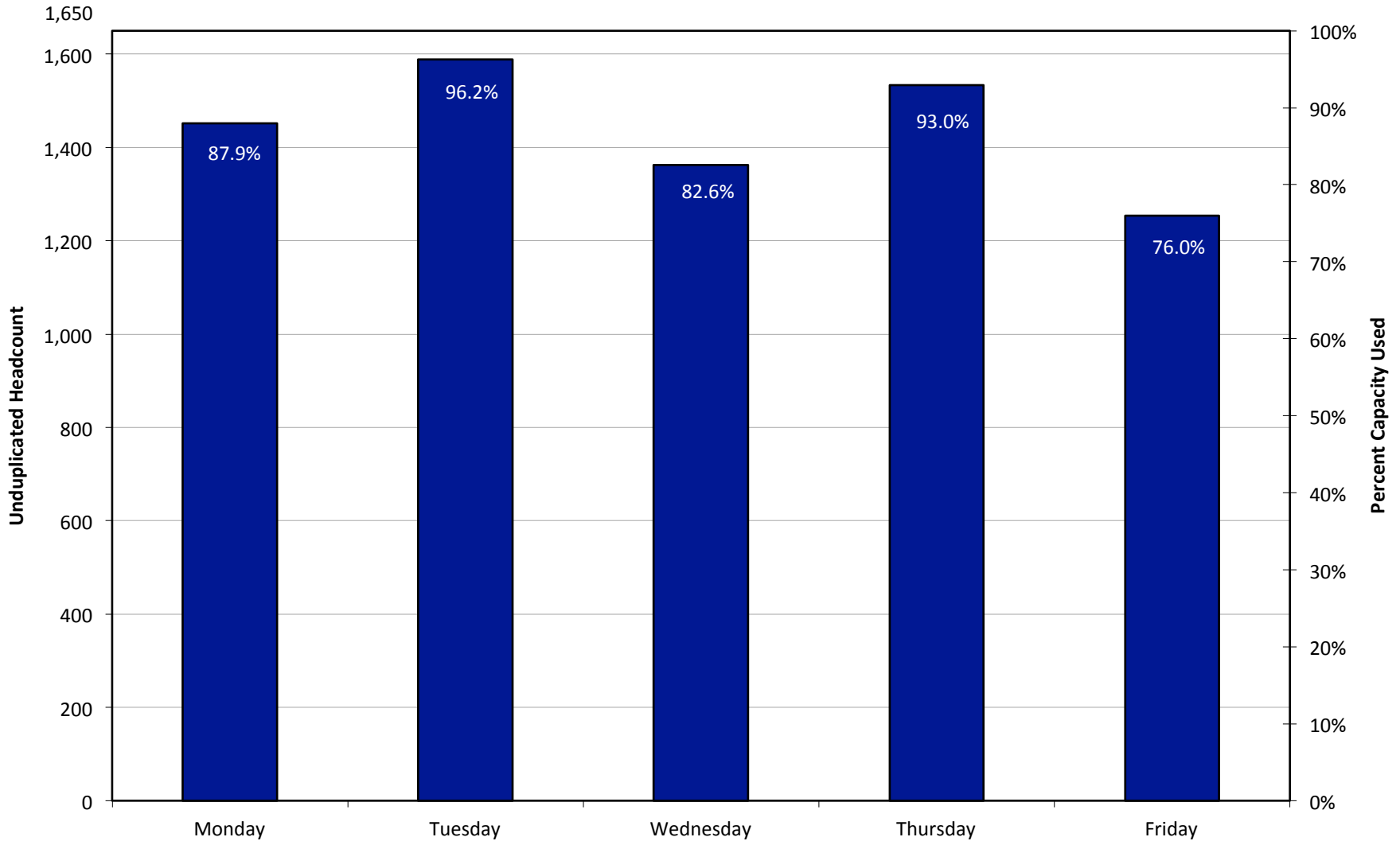
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## Mount Vernon Daily Headcount Campus Plan Limit = 1,650 Students Per Day

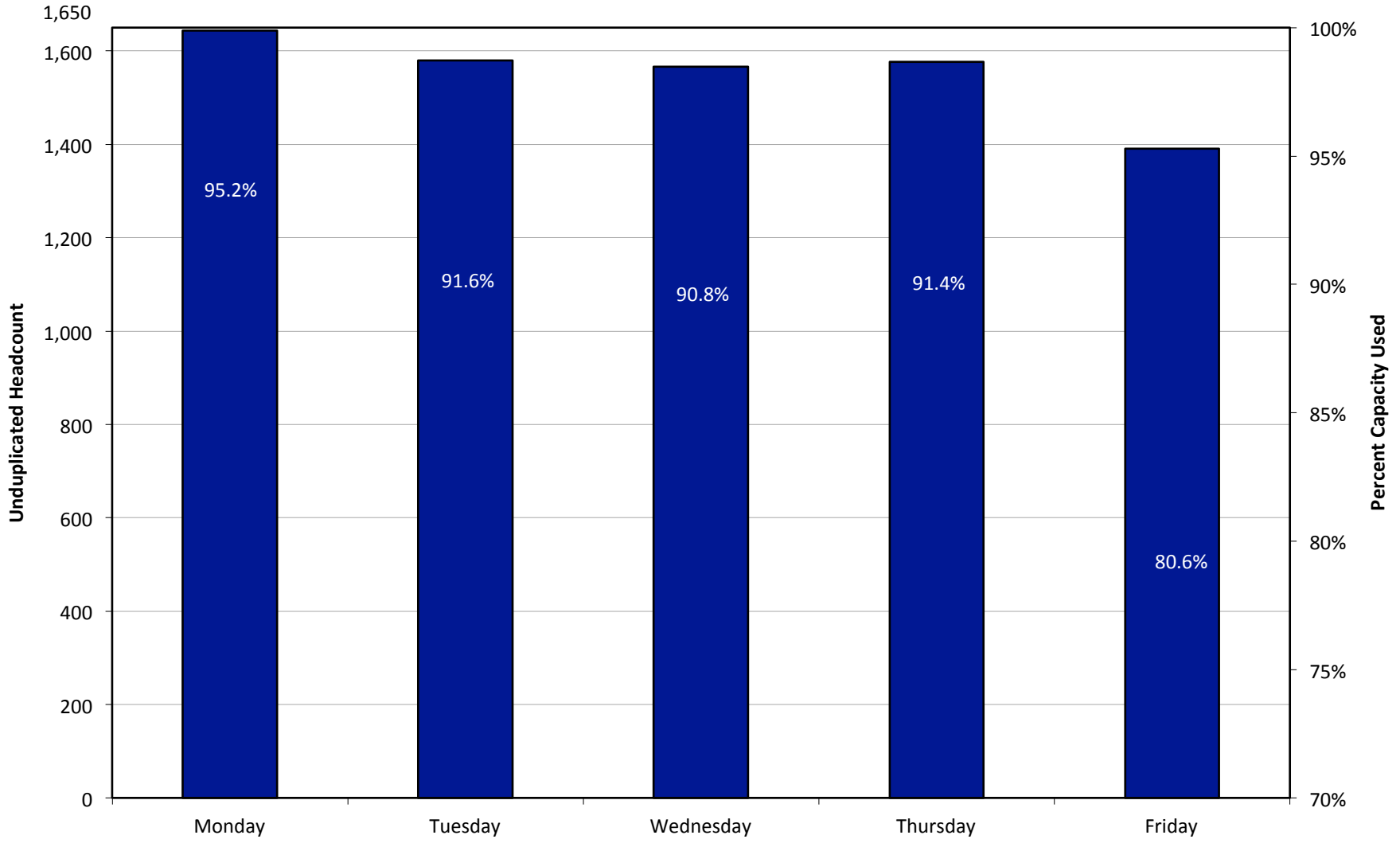
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$$\begin{array}{|c|} \hline \text{Mount Vernon} \\ \text{Residents} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{Non-Residents} \\ \text{In Courses} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Daily} \\ \text{Headcount} \\ \hline \end{array}$$

# Mount Vernon Campus Headcount by Day - Spring 2015



# Mount Vernon Campus Headcount by Day - Fall 2015





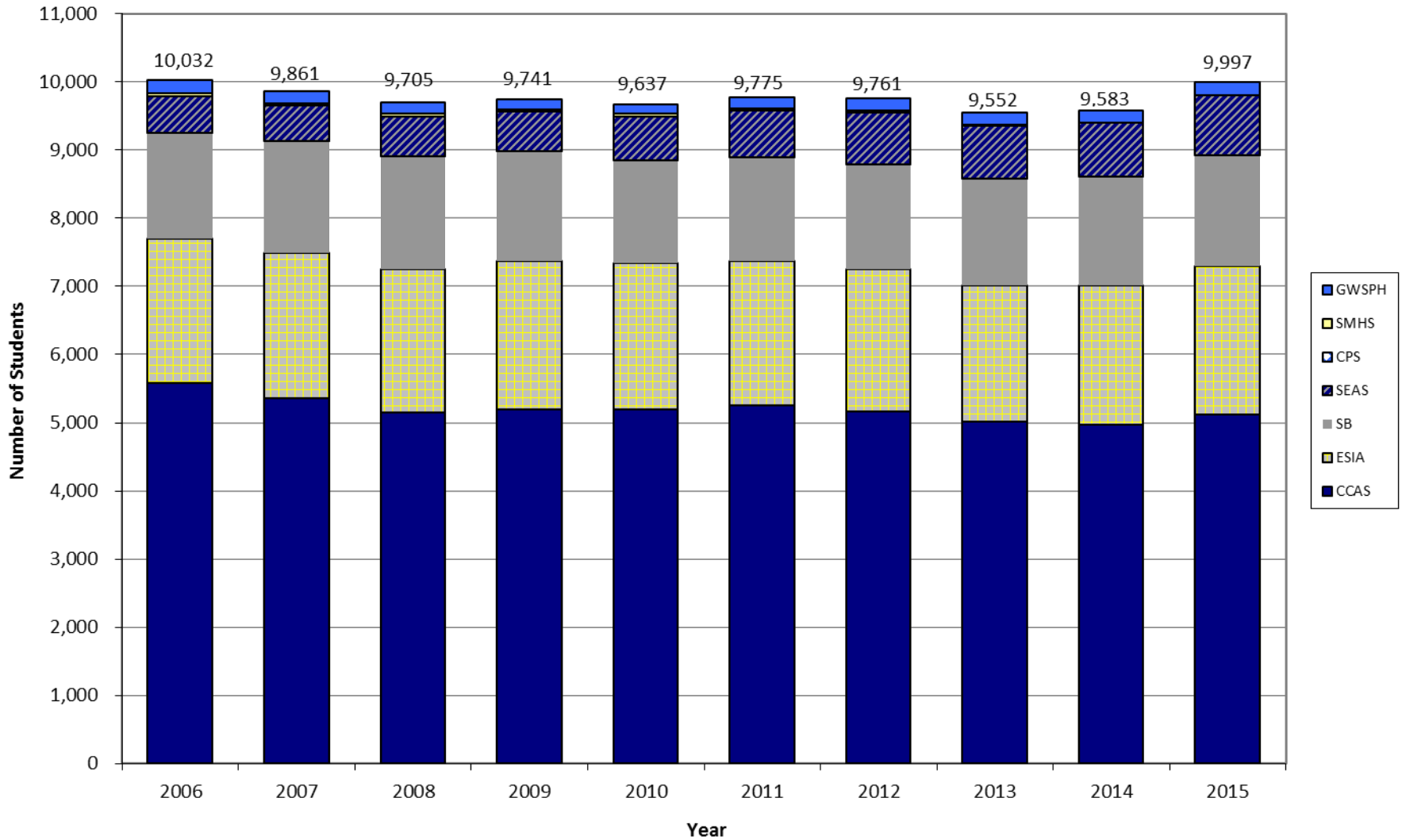
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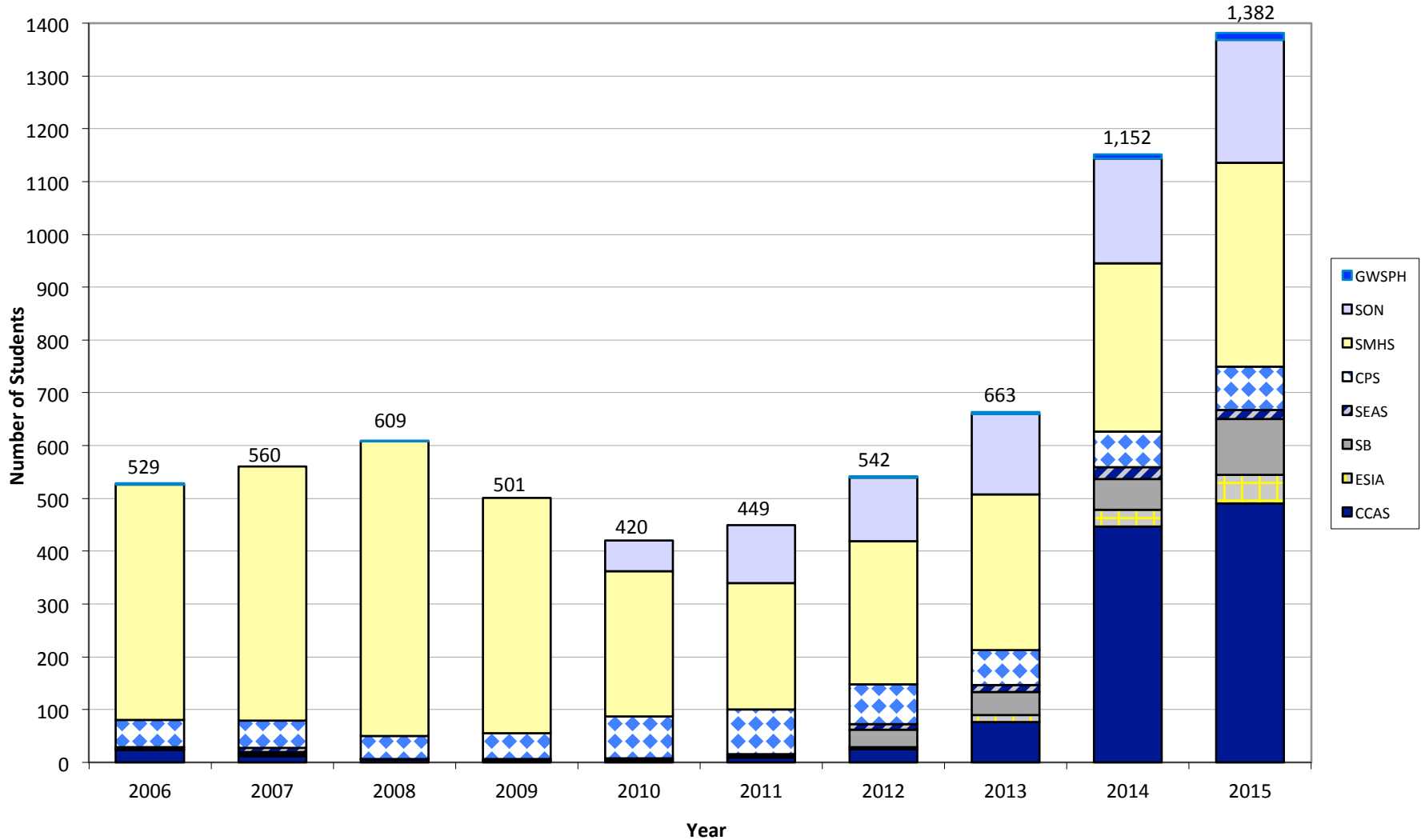
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## Undergraduate Enrollment Trends

## Total Fall On-Campus Undergraduate Enrollment



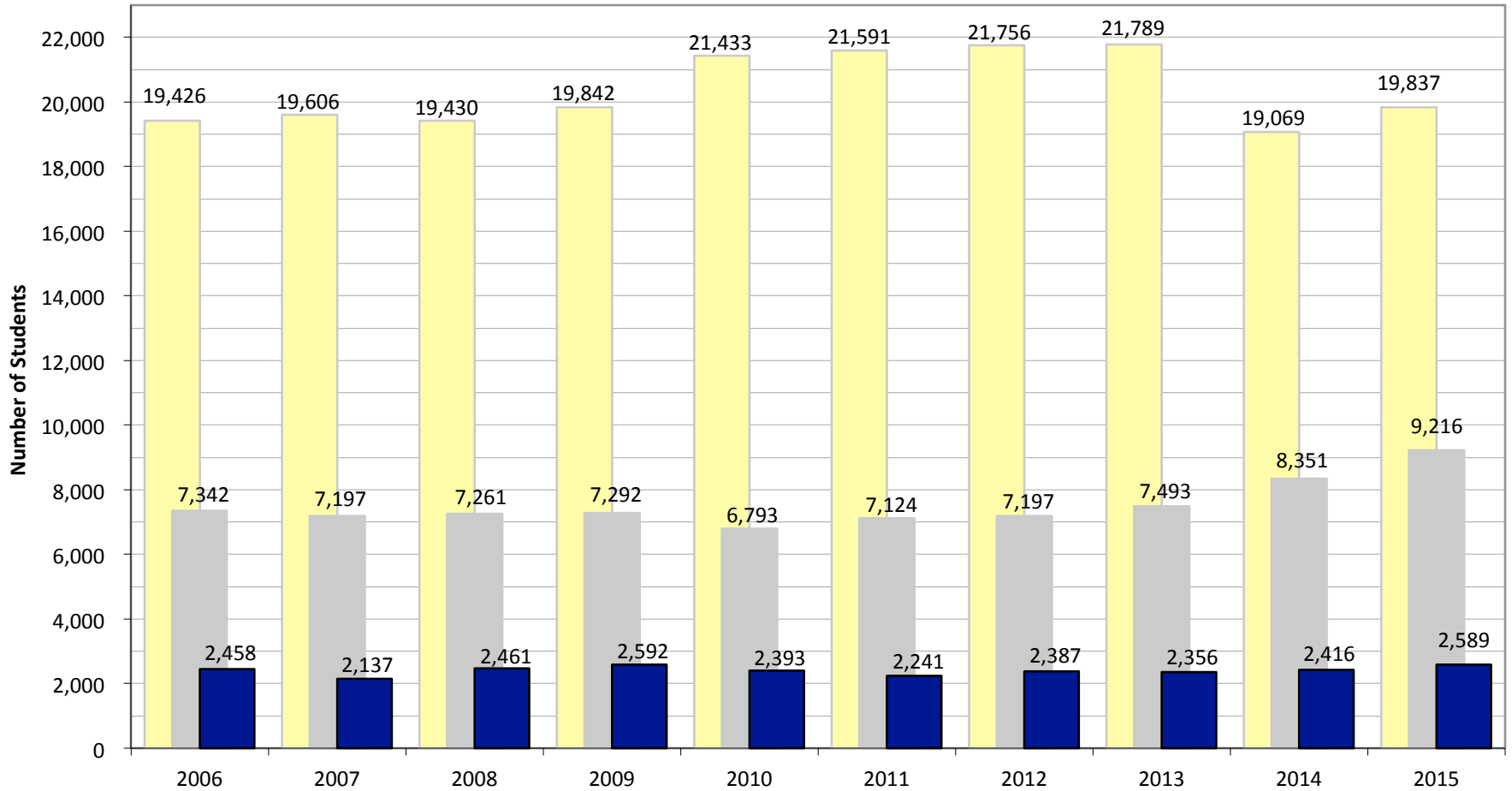
## Total Fall Off-Campus\* Undergraduate Enrollment



\*Includes VSTC students

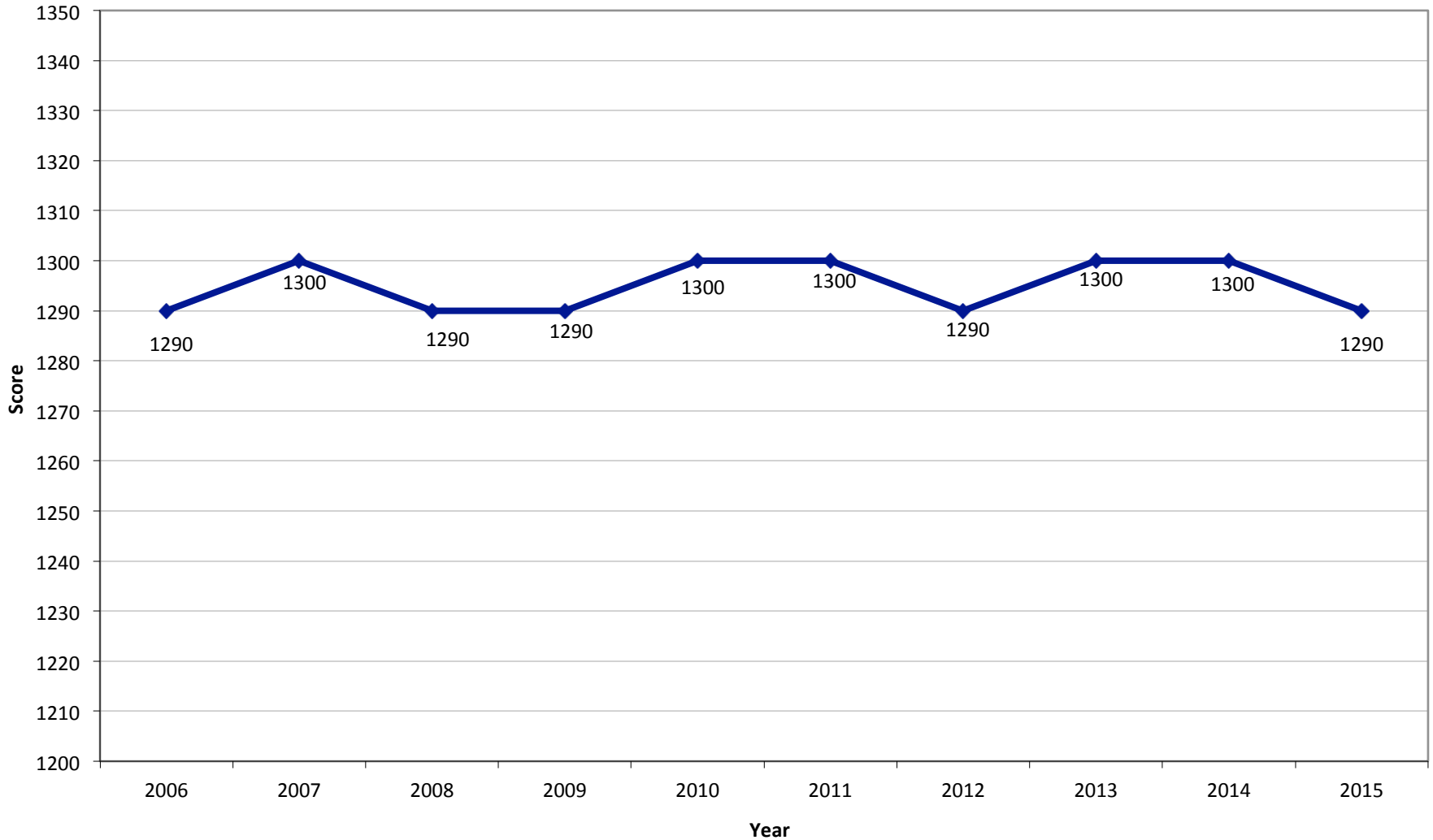


# Numbers of and Rates for Freshmen Applicants, Admits, and Matriculants

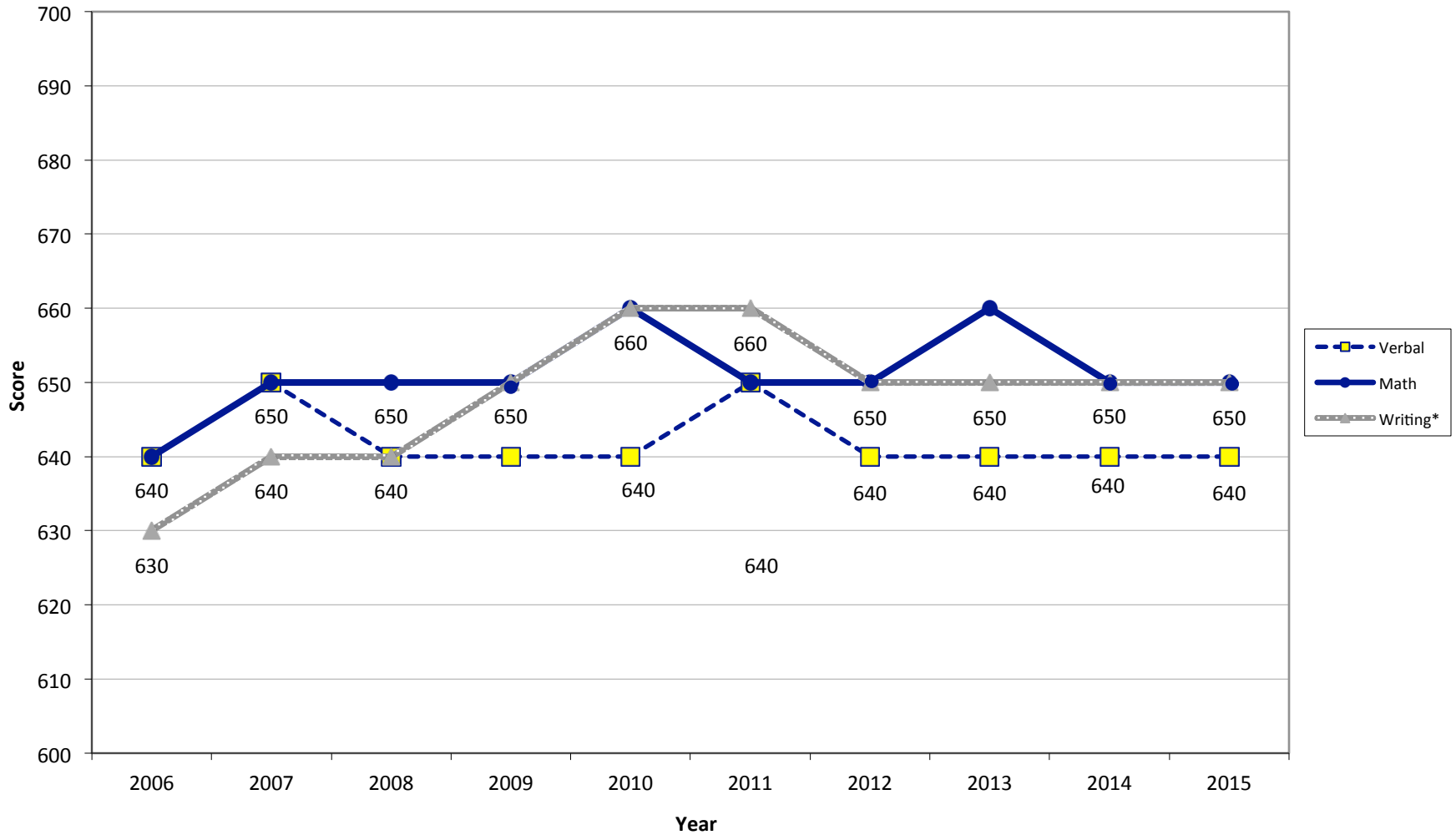


	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Acceptance Rate</b>	37.8%	36.7%	37.4%	36.8%	31.7%	33.0%	33.1%	34.4%	43.8%	45.6%
<b>Yield Rate</b>	33.5%	29.7%	33.9%	35.5%	35.2%	31.5%	33.2%	31.4%	28.9%	28.1%

## Combined Median SAT Math and Verbal Scores of Freshmen Matriculants

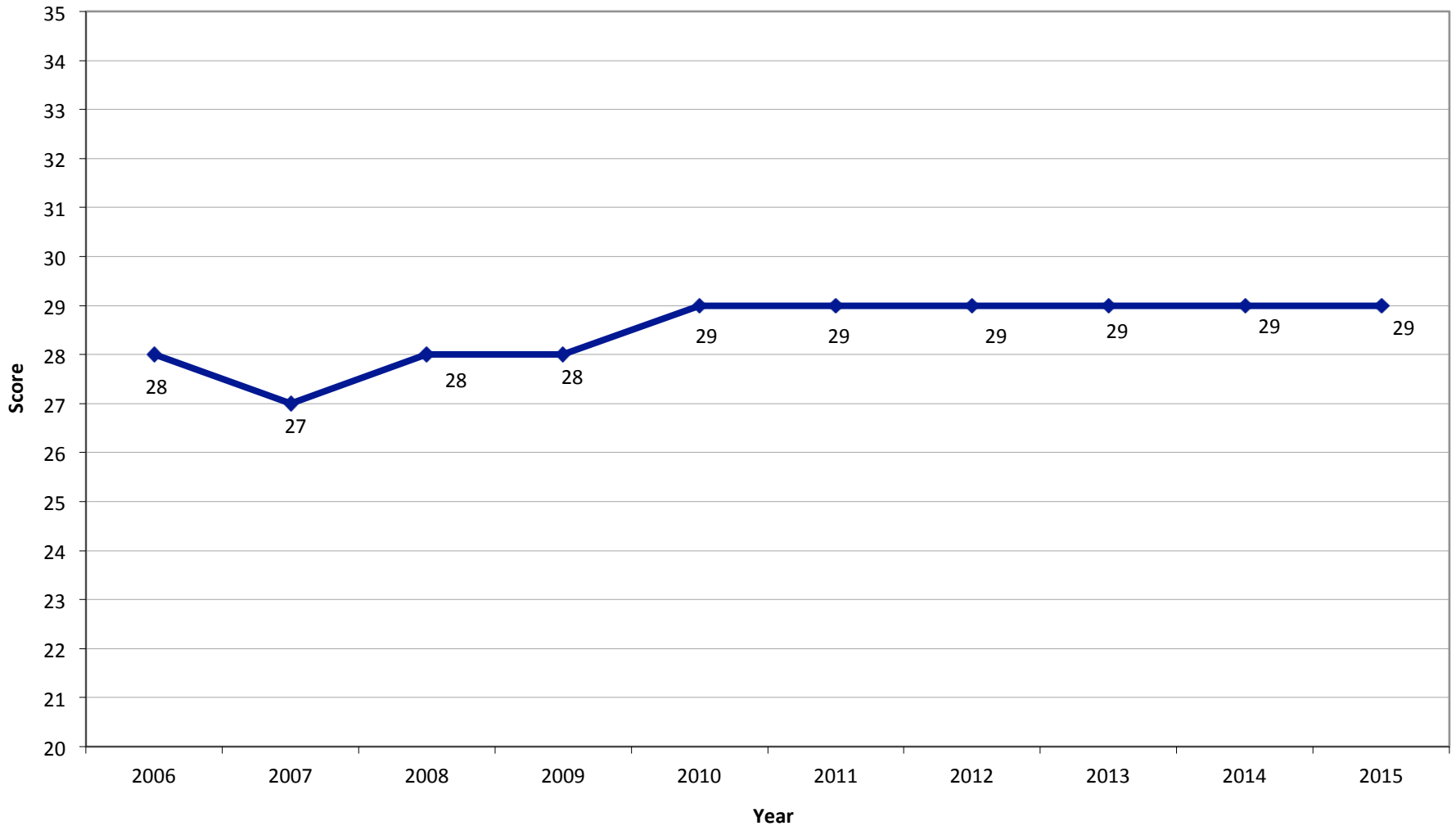


## Median SAT Math, Verbal, and Writing\* Scores of Freshmen Marticultants

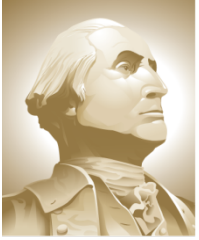


\*Writing scores were not available before 2006.

## 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.



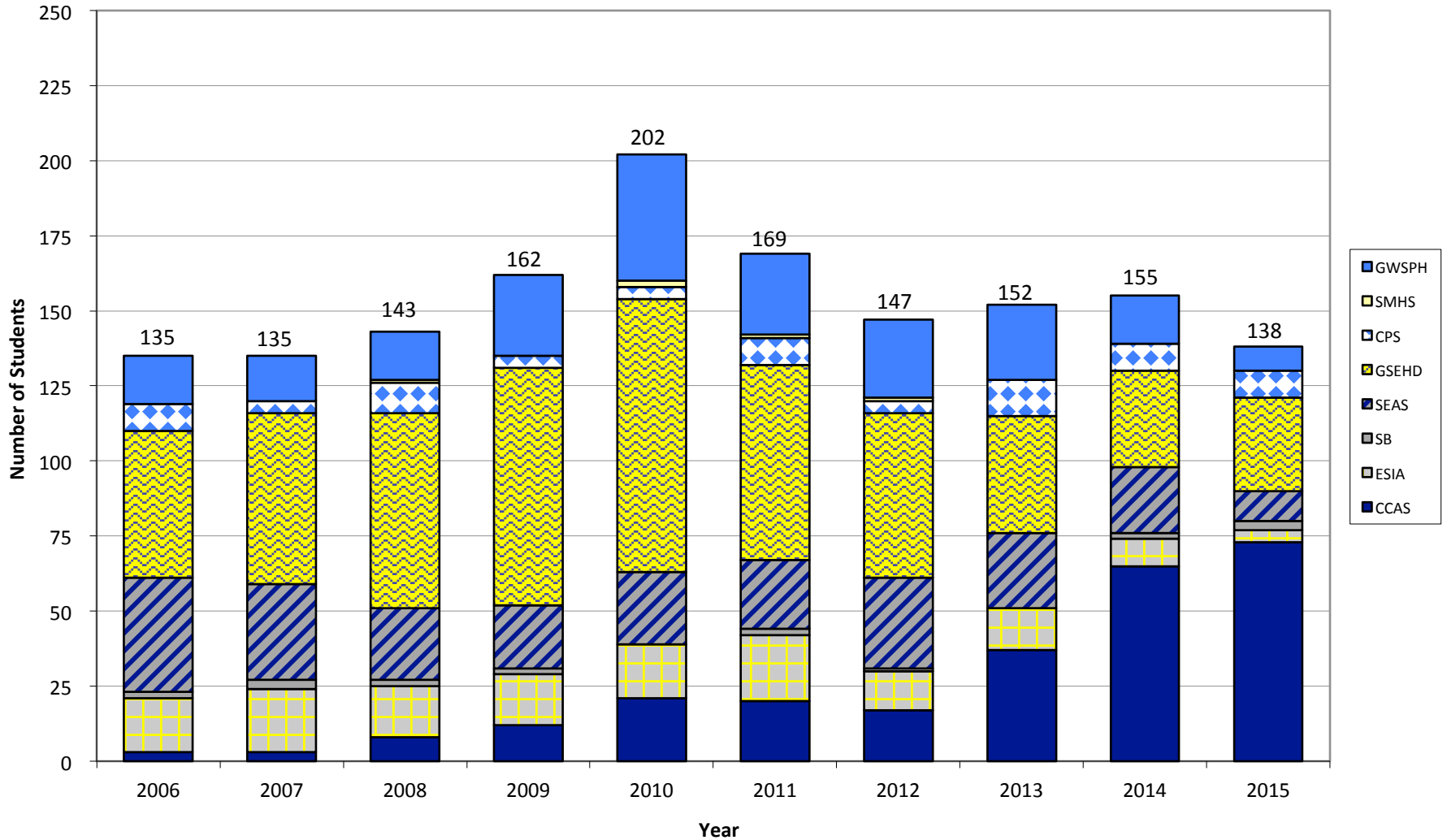
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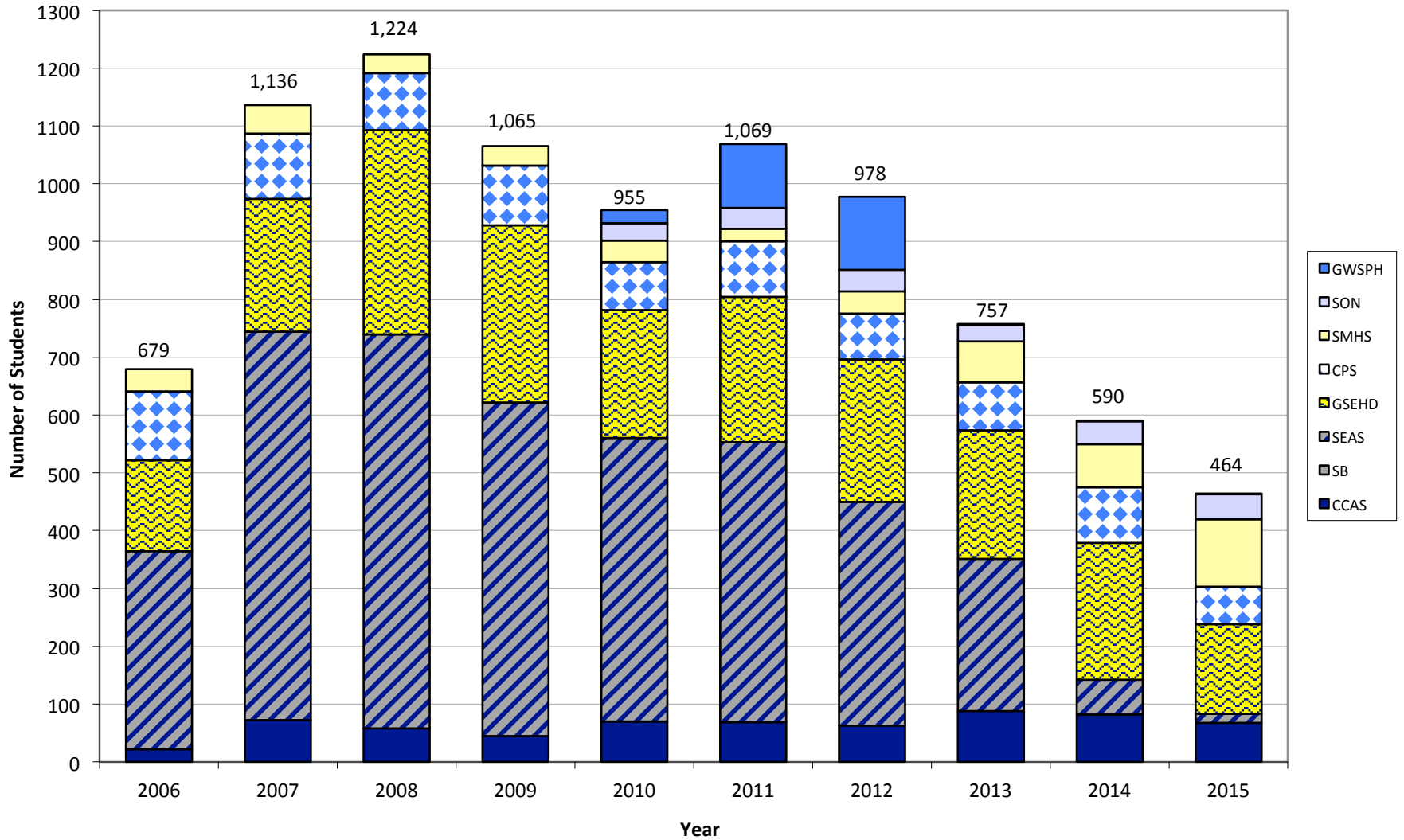
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## **Graduate Certificate and Master's Degree Enrollment Trends**

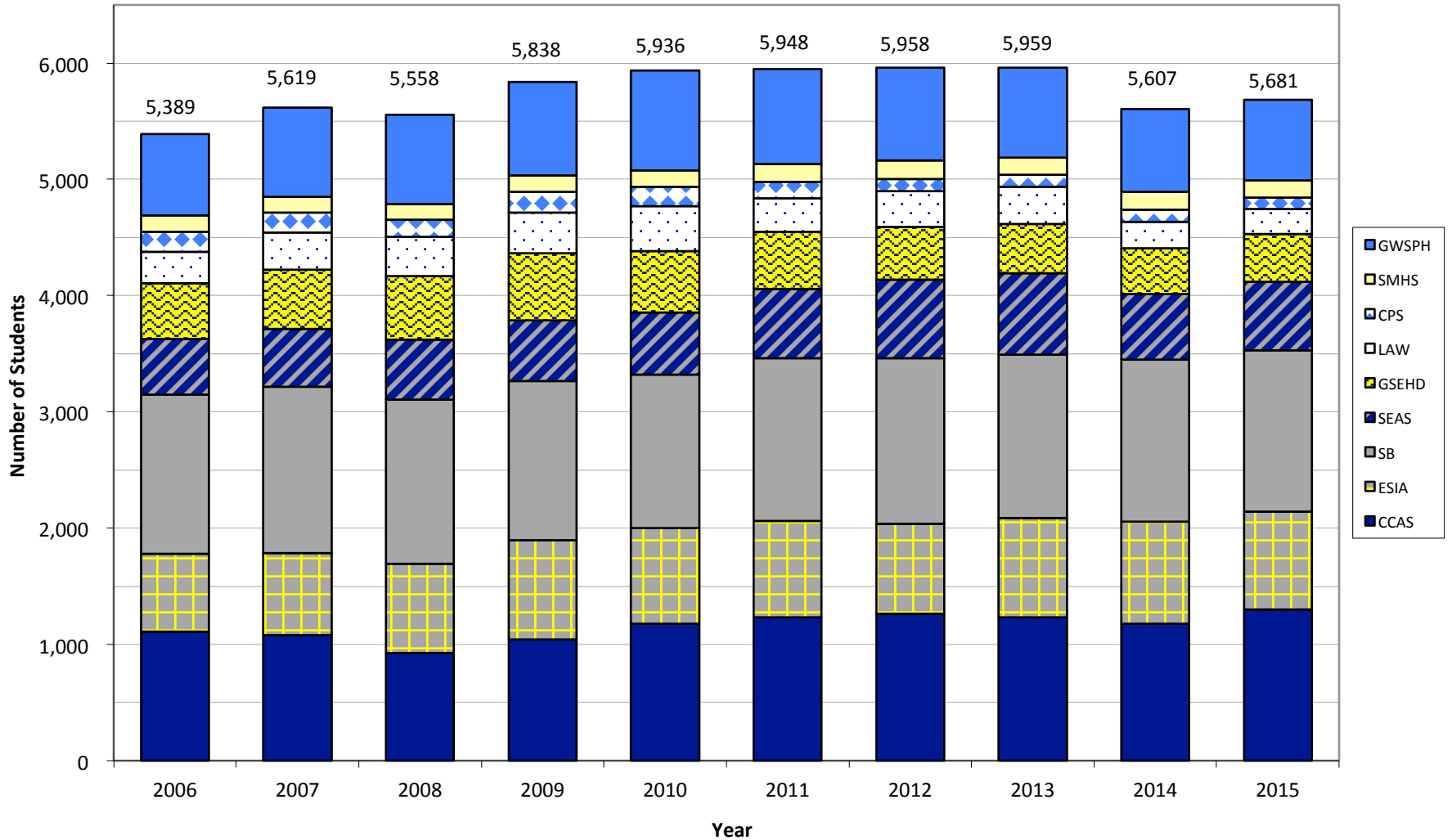
## Total Fall On-Campus Graduate Certificate Enrollment



## Total Fall Off-Campus Graduate Certificate Enrollment

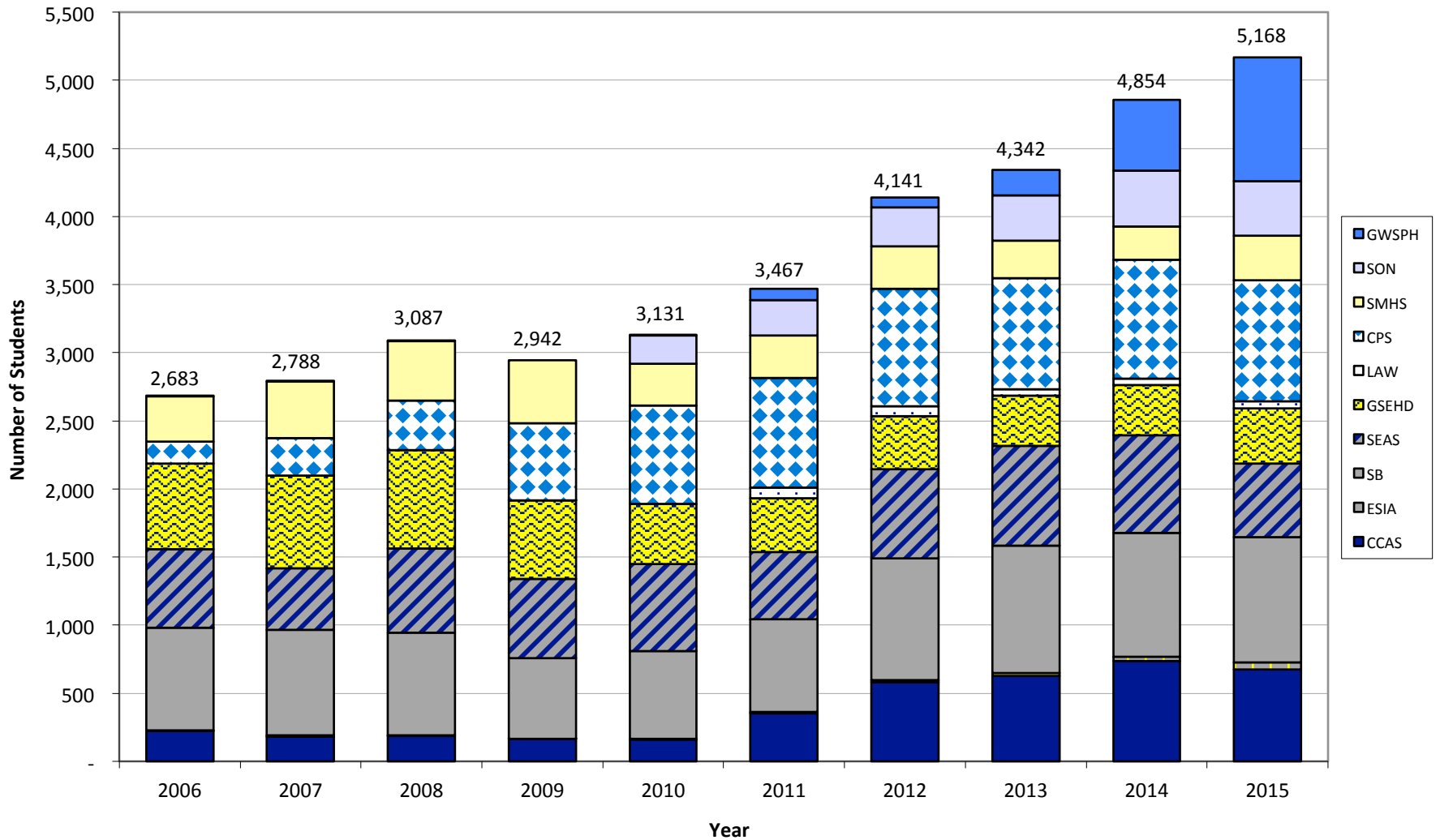


## Total Fall On-Campus Master's Degree Enrollment

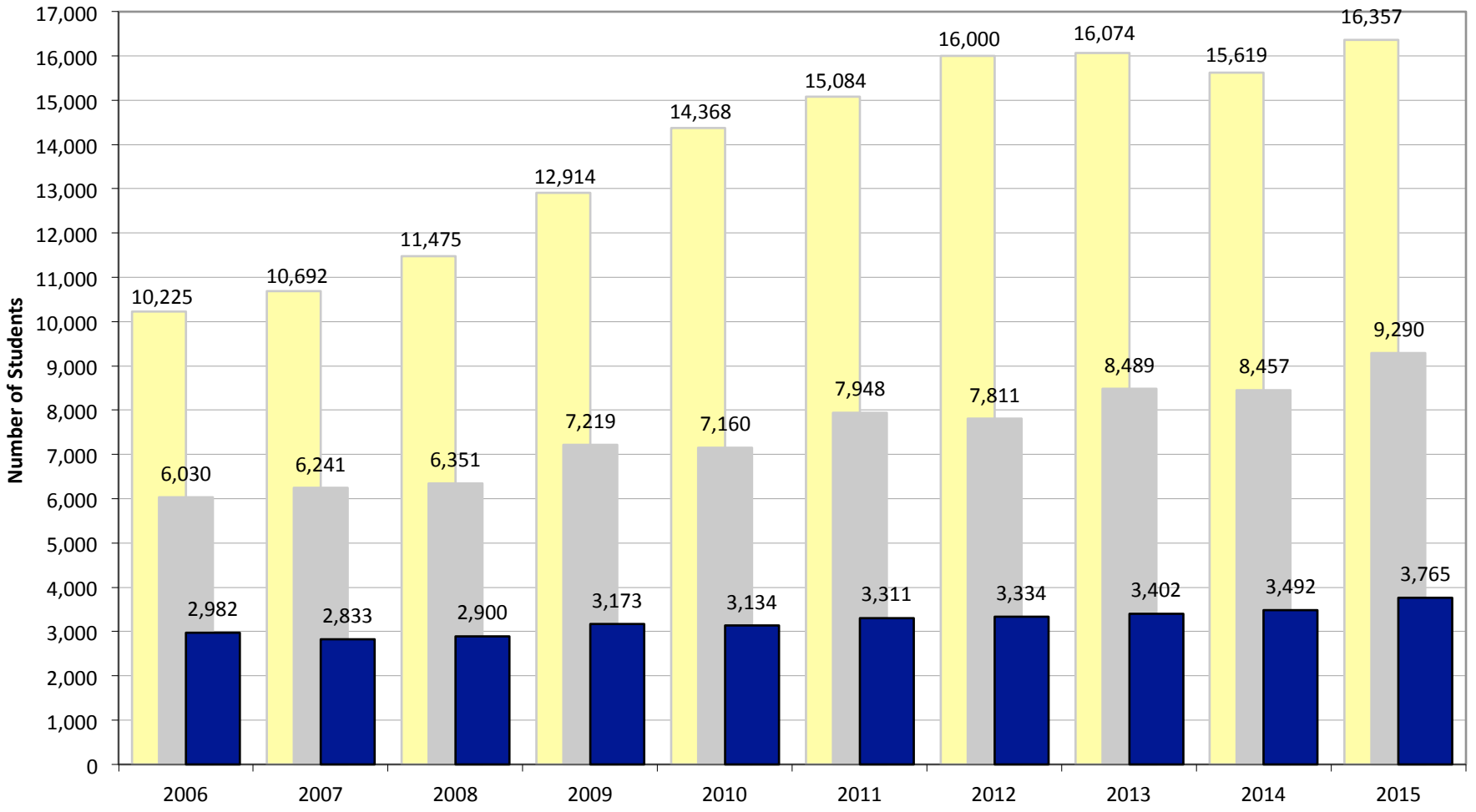
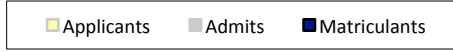




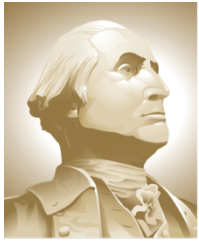
## Total Fall Off-Campus Master's Degree Enrollment



# Numbers of and Rates for Master's Degree Applicants, Admits, and Matriculants



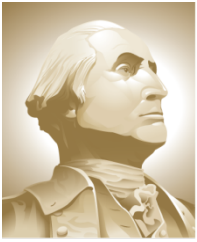
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Acceptance Rate</b>	59.0%	58.4%	55.3%	55.9%	49.8%	52.7%	48.8%	52.8%	54.1%	56.8%
<b>Yield Rate</b>	49.5%	45.4%	45.7%	44.0%	43.8%	41.7%	42.7%	40.1%	41.3%	40.5%



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

---

School	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
CCAS	52	57	56	58	60	56	65	64	62	60
ESIA	66	66	68	65	66	61	69	60	57	52
SB	58	61	63	59	68	61	65	64	61	68
SEAS	77	75	74	79	80	84	84	87	87	88
GSEHD	36	47	48	46	44	40	56	49	41	40
CPS	48	53	51	48	43	40	49	39	35	45
SMHS	32	54	58	61	57	40	44		65	61
GWSPH	51	52	49	58	51	44	61	48	55	49



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

---

School	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
CCAS	69	73	73	77	77	75	69	64	57	67
ESIA	86	85	84	85	88	86	86	80	79	74
SB	60	57	55	51	63	70	68	59	54	52
SEAS	56	45	26	27	37	38	36	40	32	29
GSEHD	53	62	62	64	65	63	65	65	66	59
CPS	62	70	65	68	67	57	69	65	53	66
SMHS	62	67	63	64	65	61	59		81	81
GWSPH	61	67	57	64	65	63	69	69	73	

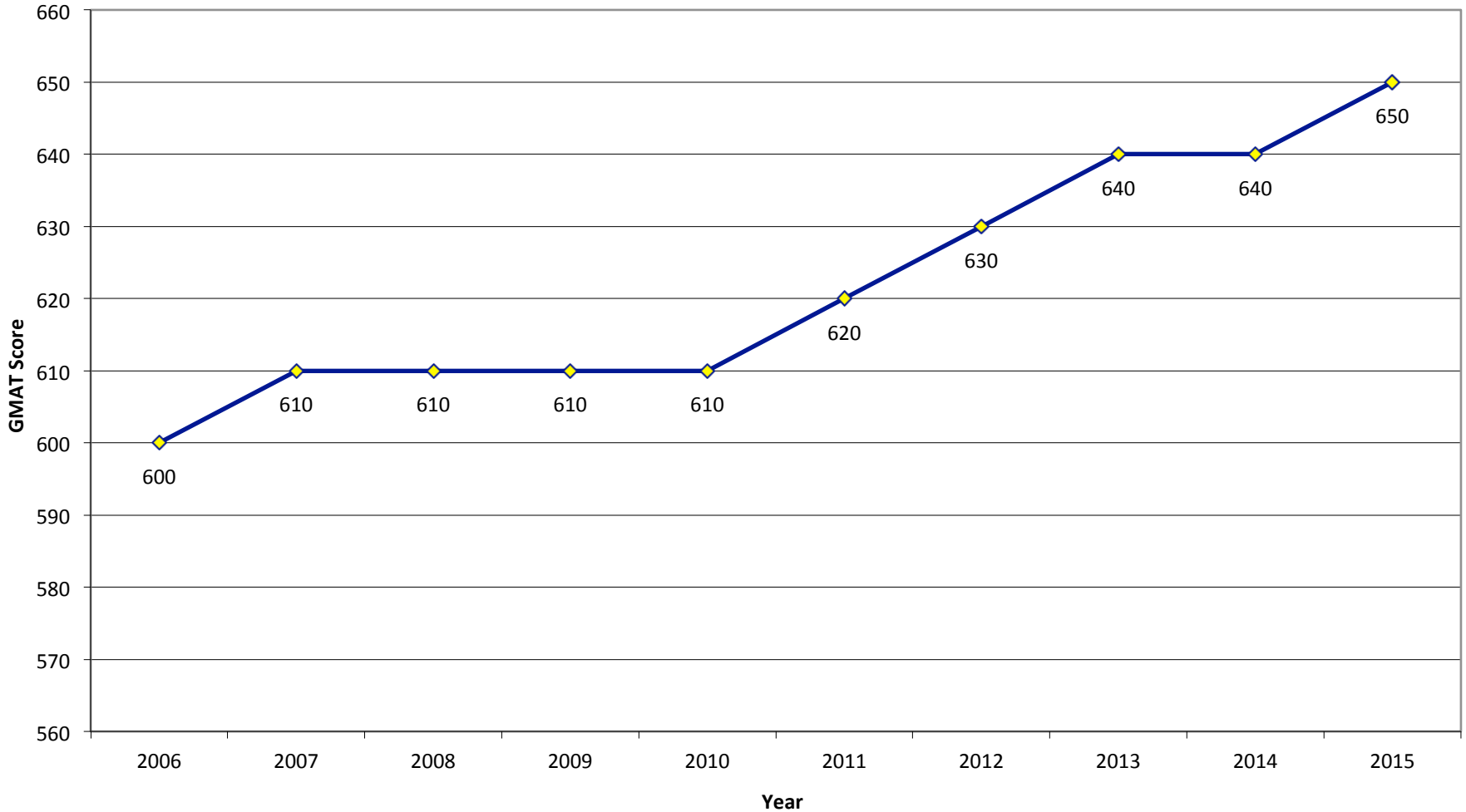


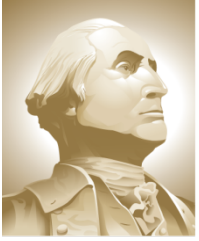
## Median GRE Writing Percentiles of Matriculants in Master's Degree Programs

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School	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
CCAS	70	52	54	58	63	45	48	49	54	56
ESIA	70	71	73	58	63	67	72	72	73	56
SB	52	32	33	37	41	45	29	49	35	38
SEAS	51	23	18	20	10	10	11	11	14	15
GSEHD	52	52	54	58	63	45	48	49	54	56
CPS	70	52	54	58	51	45	67	49	35	49
SMHS	7	52	54	58	63	45	39		54	56
GWSPH	67	52	41	58	63	45	48	49	56	56

## Median GMAT Scores of Matriculants Enrolled in School of Business Master's Degree Program





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## Doctoral Enrollment Trends



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## Types of Active Doctoral Degrees

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Ph.D. – Doctor of Philosophy

Ed.D. – Doctor of Education

S.J.D. – Doctor of Juridical Science

Psy.D. – Doctor of Psychology

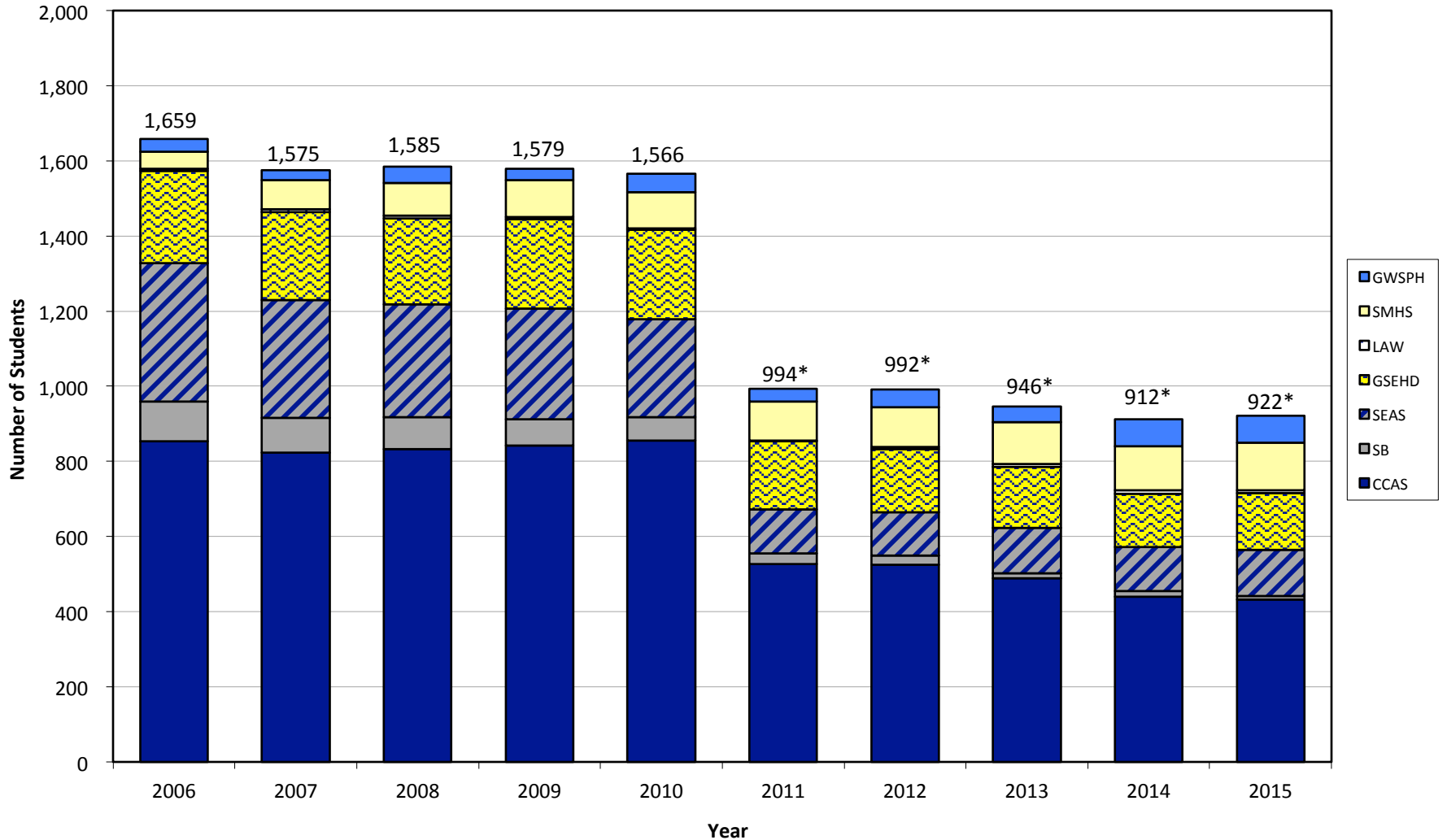
D.P.H. – Doctor of Public Health

D.P.T. – Doctor of Physical Therapy

D.N.P. – Doctor of Nursing Practice

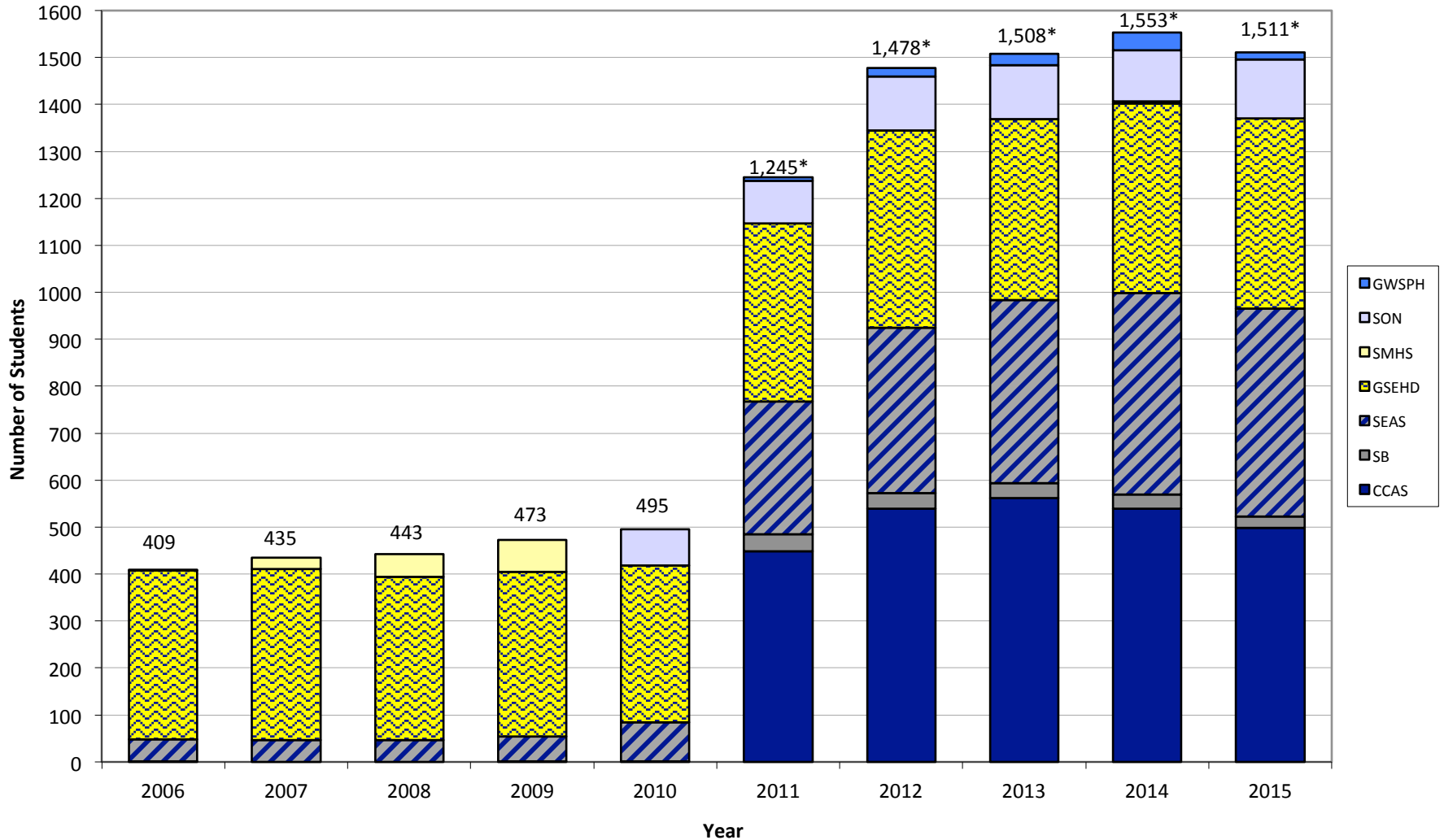


## Total Fall On-Campus Doctoral Degree Enrollment



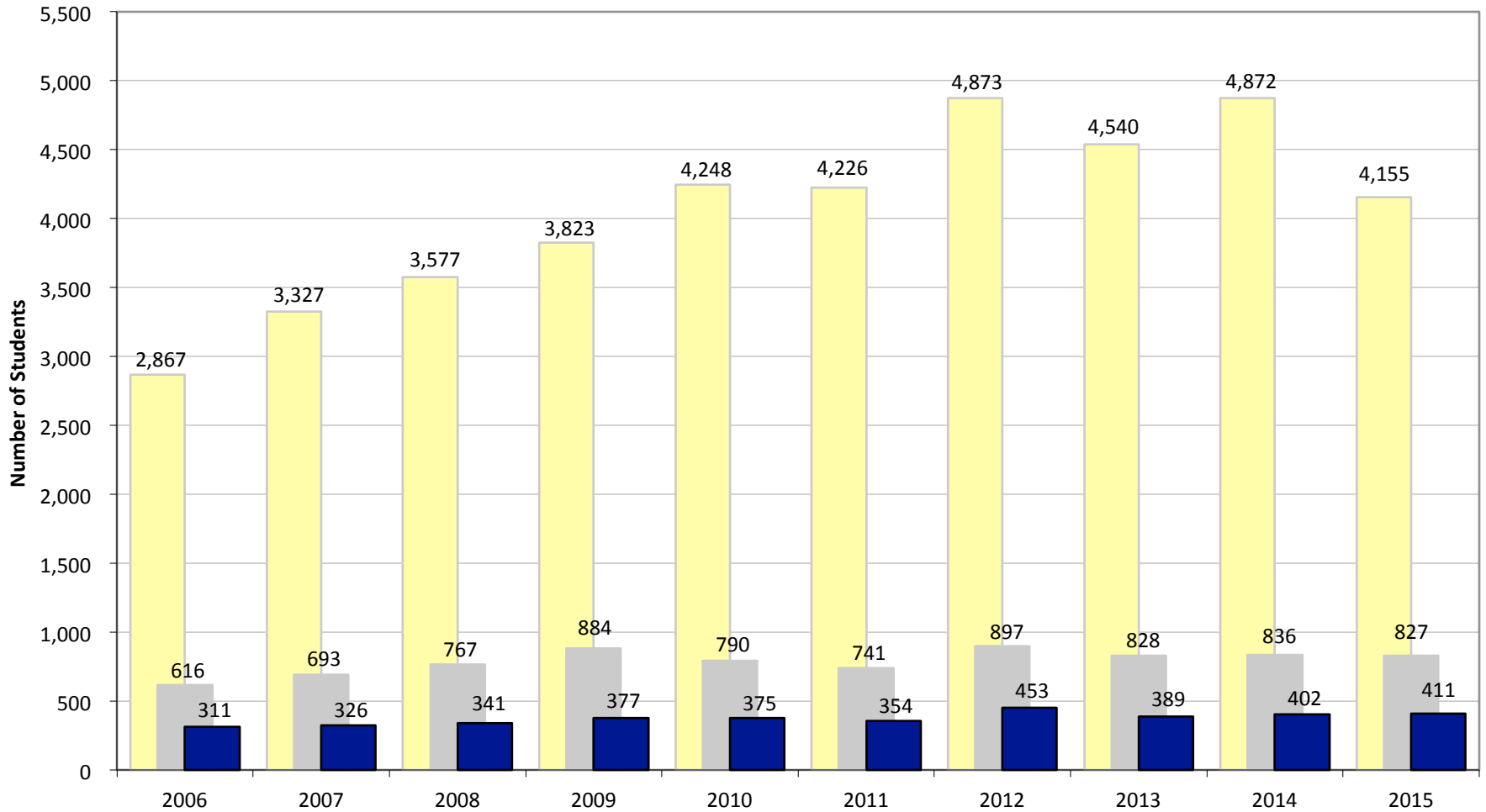
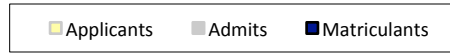
\*Changes in enrollments are attributable to change in campus code. See increase in off-campus enrollment on next slide.

## Total Fall Off-Campus Doctoral Degree Enrollment

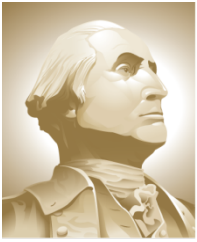


\*Changes in enrollments are attributable to change in campus code. See decrease in on-campus enrollment on previous slide.

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



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Acceptance Rate</b>	21.5%	20.8%	21.4%	23.1%	18.6%	17.5%	18.4%	18.2%	17.2%	19.9%
<b>Yield Rate</b>	50.5%	47.0%	44.5%	42.6%	47.5%	47.5%	50.5%	47.0%	48.1%	49.7%



## Median GRE Quantitative Percentiles of Matriculants in Doctoral Degree Programs

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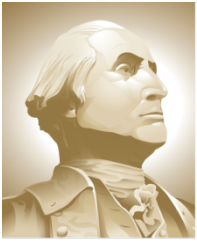
School	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
CCAS	66	73	70	74	73	70	77	71	69	68
SB	88	80	92	92	92	87	91	71	95	85
SEAS	83	87	89	87	88	87	88	88	84	83
GSEHD	43	40	46	51	48	52	51	56	40	35
SMHS	64	61	63	63	64	61	61	61	68	60
GWSPH	80		51		62		56		68	84



## Median GRE Verbal Percentiles of Matriculants in Doctoral Degree Programs

---

School	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
CCAS	77	82	85	83	80	84	80	79	78	78
SB	94	67	87	92	89	65	96	96	65	57
SEAS	62	43	40	46	54	55	61	53	53	41
GSEHD	65	73	71	65	70	73	66	77	64	74
SMHS	56	54	68	58	65	68	73	69	70	74
GWSPH	48		68		84		69		67	90



## Median GRE Writing Percentiles of Matriculants in Doctoral Degree Programs

---

School	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
CCAS	70	71	70	77	63	67	67	73	73	56
SB	54	62	33	74	63	54	71	49	34	35
GSEHD	70	71	54	77	63	71	72	72	63	67
SMHS	70	71	54	48	63	45	48	49	54	56
GWSPH	70		88		81		60		54	58



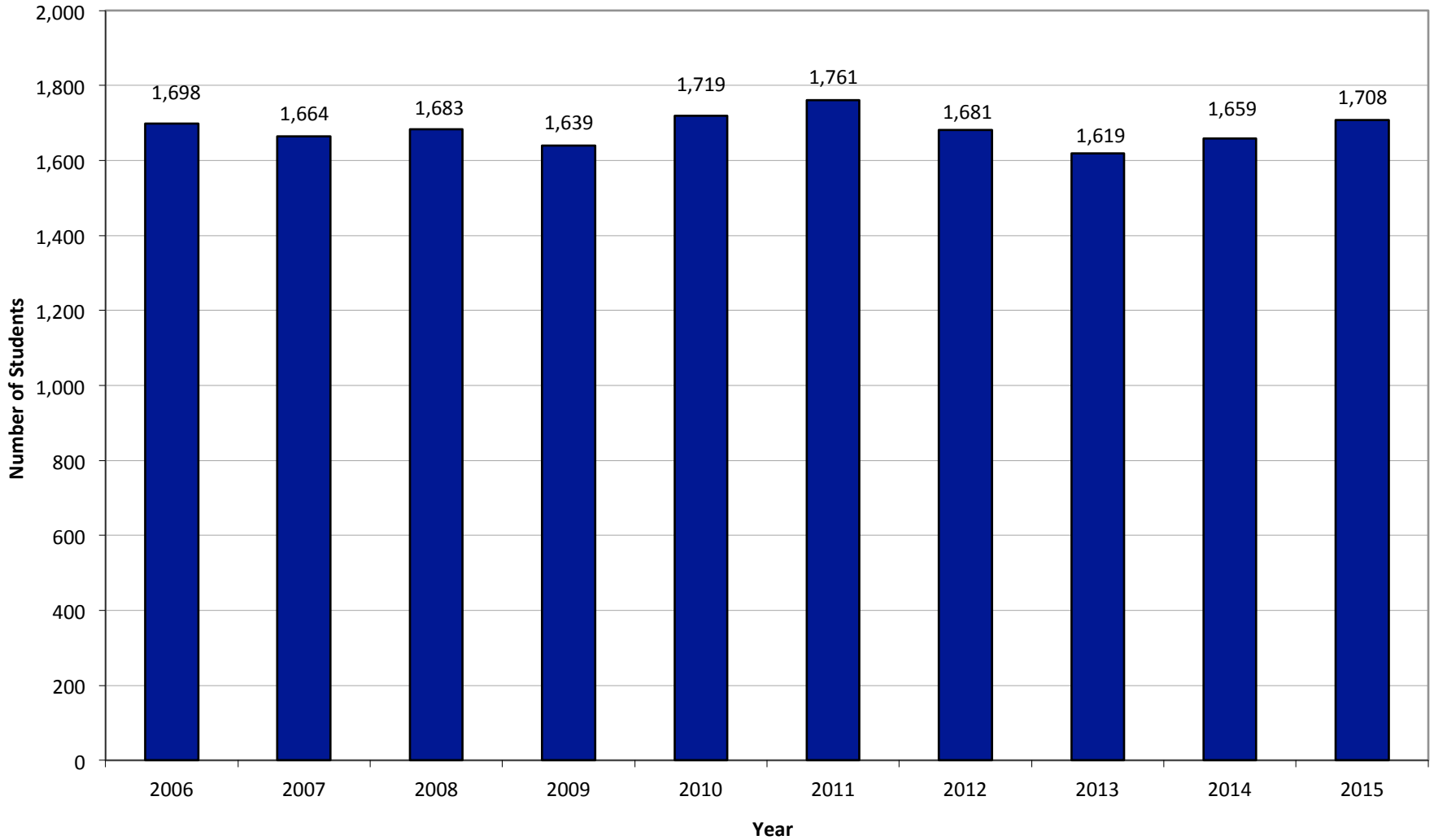
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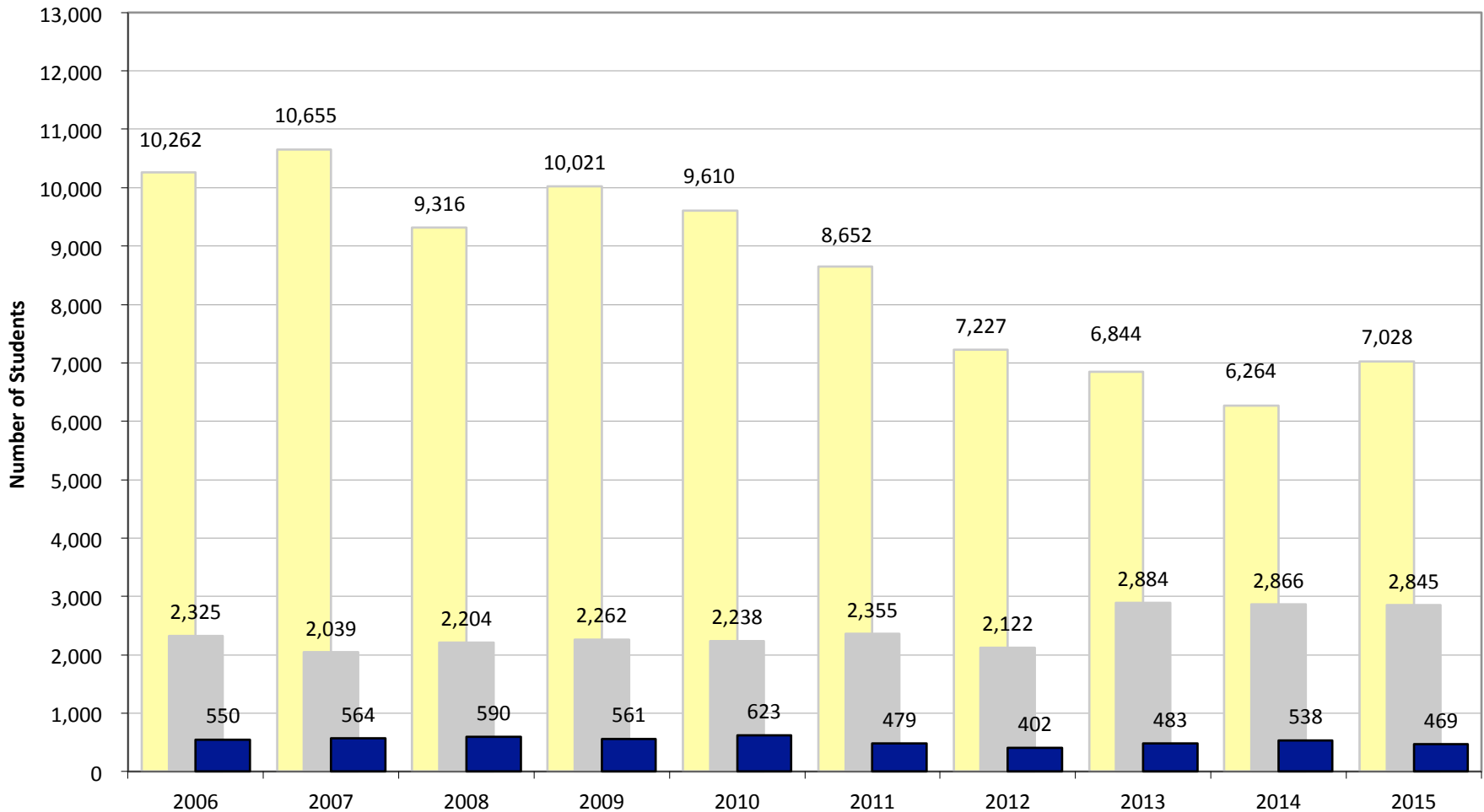
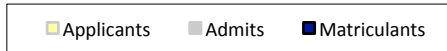
## J.D. and M.D. Enrollment Trends

## Total Fall Enrollment for Law-J.D. Degree Program



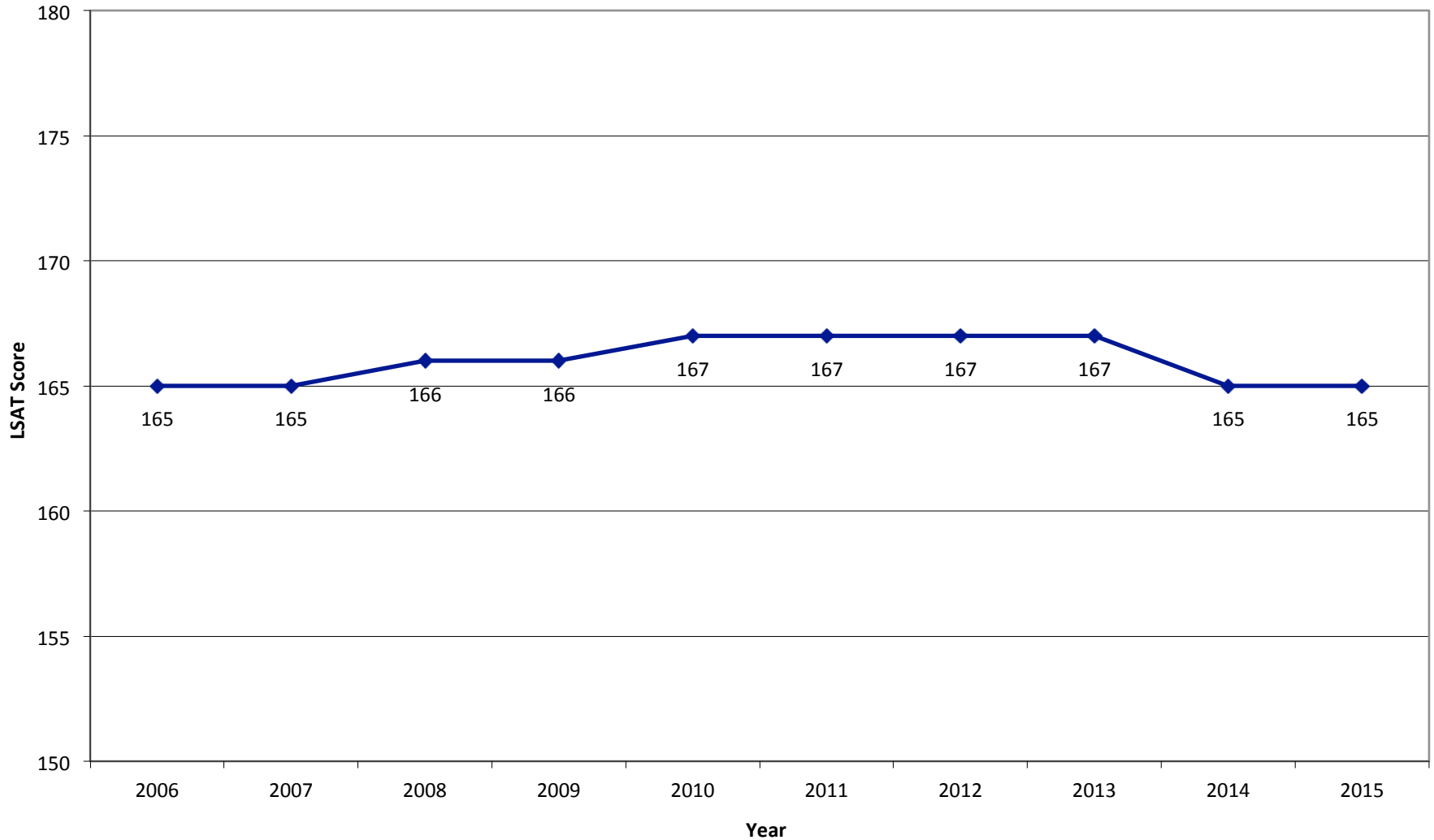


# Numbers of and Rates for Law-J.D. Program Applicants, Admits, and Matriculants



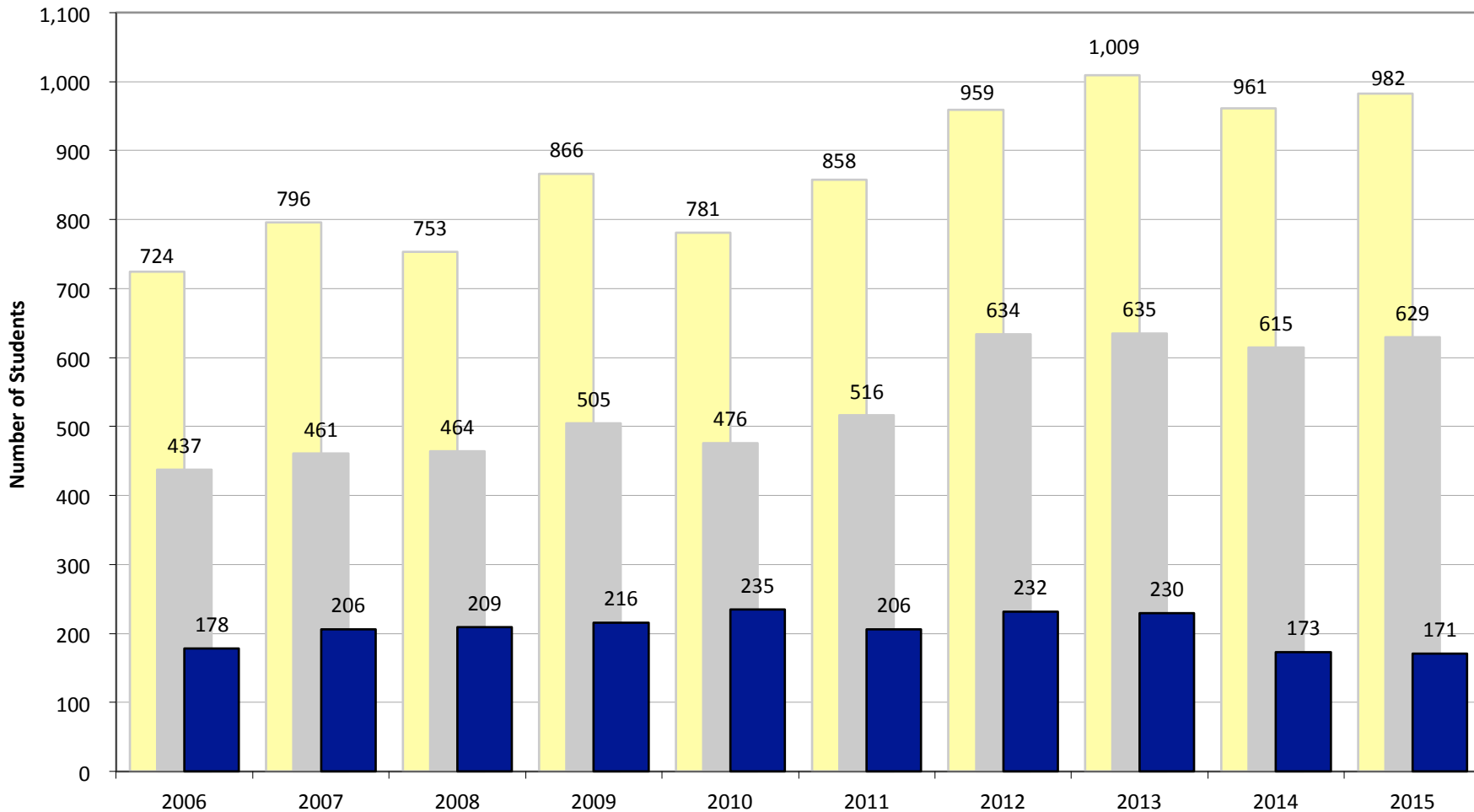
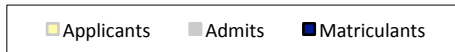
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Acceptance Rate</b>	22.7%	19.1%	23.7%	22.6%	23.3%	27.2%	29.4%	42.1%	45.8%	40.5%
<b>Yield Rate</b>	23.7%	27.7%	26.8%	24.8%	27.8%	20.3%	18.9%	16.7%	18.8%	16.5%

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



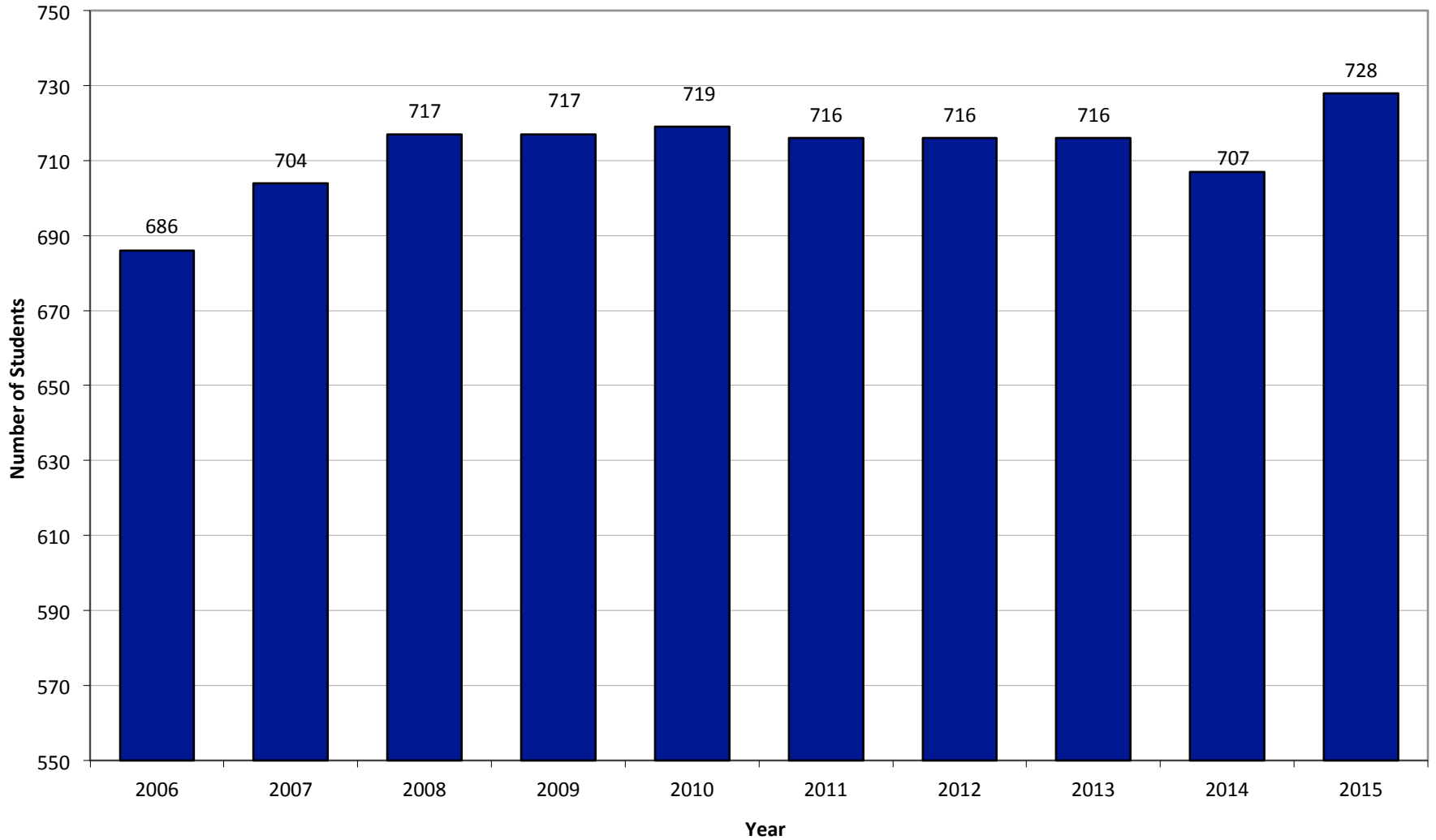
\*LSAT scores range between 120 and 180. Only 15% of the test takers score above 160.

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

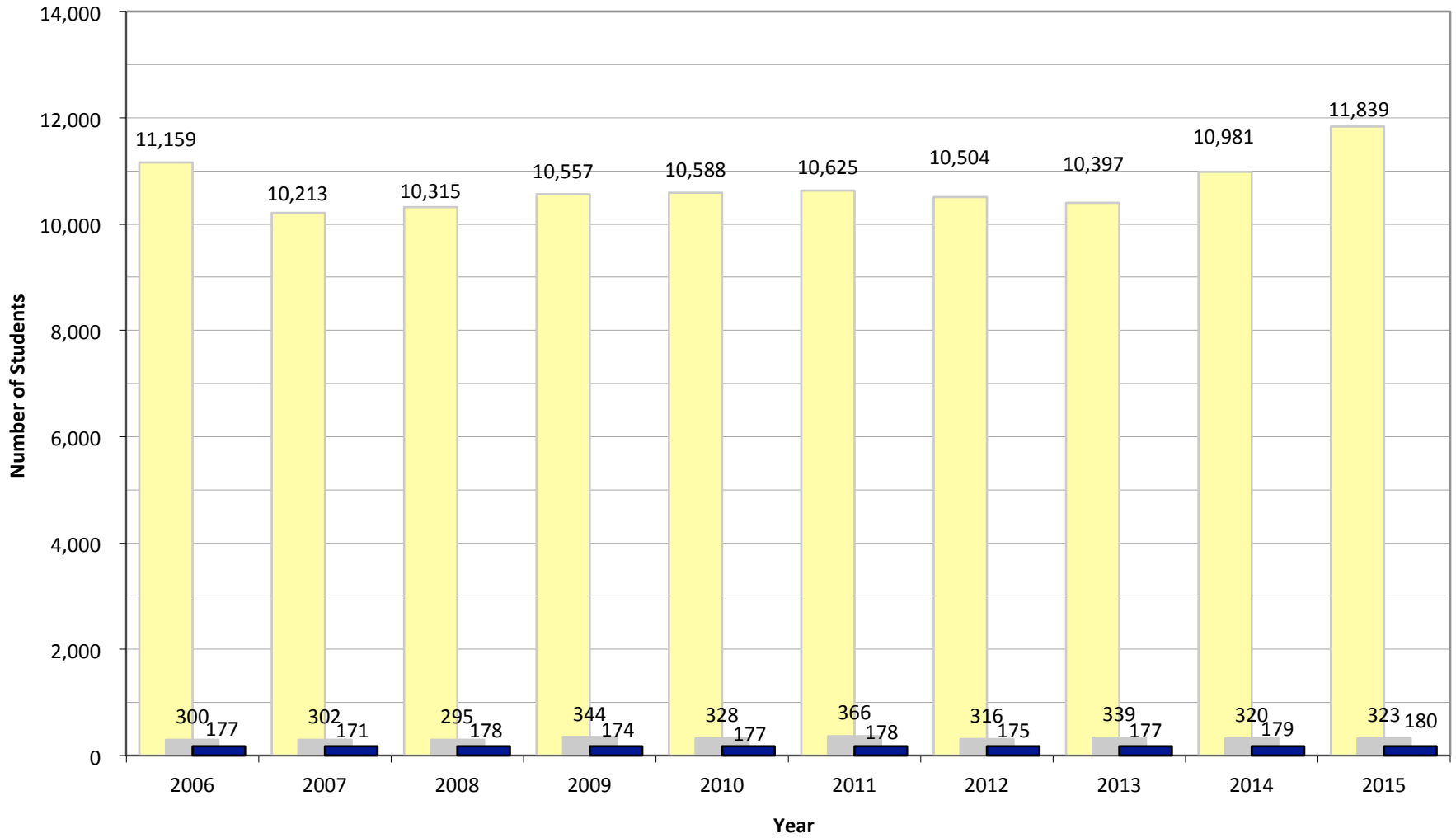
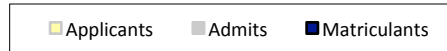


	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Acceptance Rate</b>	60.4%	57.9%	61.6%	58.3%	60.9%	60.1%	66.1%	62.9%	64.0%	64.1%
<b>Yield Rate</b>	40.7%	44.7%	45.0%	42.8%	49.4%	39.9%	36.6%	36.2%	28.1%	27.2%

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

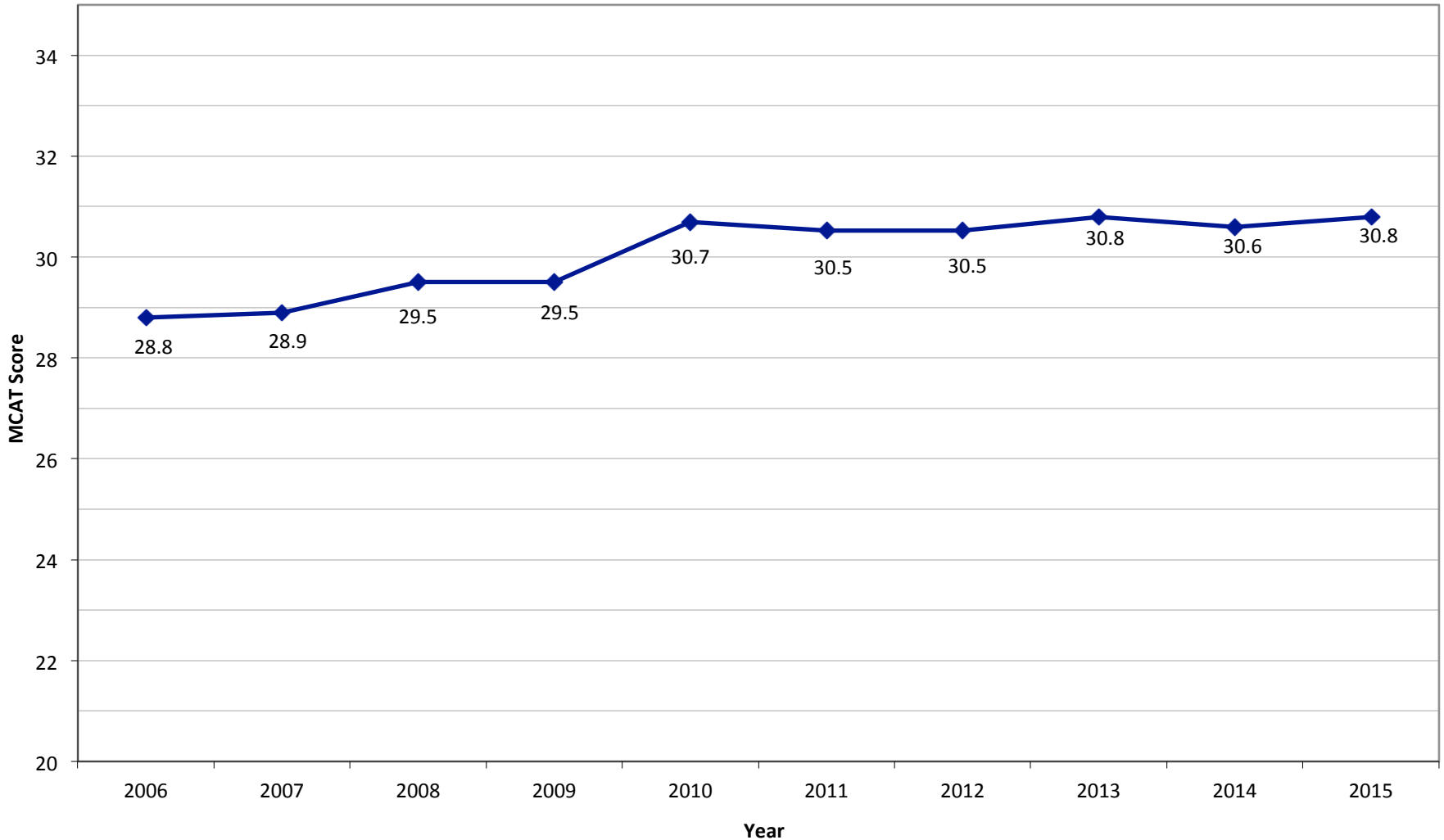


# Numbers of and Rates for M.D. Program Applicants, Admits, and Matriculants



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Acceptance Rate</b>	2.7%	2.3%	2.9%	3.3%	3.1%	3.4%	3.0%	3.3%	2.9%	2.7%
<b>Yield Rate</b>	59.0%	56.6%	60.3%	50.6%	54.0%	48.6%	55.4%	52.2%	55.9%	55.7%

## Median MCAT Scores\* of Matriculants in M.D. Program



\*MCAT scores range between 3 and 45. The average test taker scores about 24.

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

**Interim Report to the Faculty Senate, March 11, 2016**

The ASPP committee has met on 4 occasions since we last reported to you.

At our meeting in October we discussed the following:

- (i) The chair of the ASPP committee had presented the resolution agreed on by the committee at the Faculty Senate meeting on October 9. The resolution had been amended by the Faculty Senate in respect to reordering two of the WHEREAS clauses, but the resolving clauses were left intact. The amended resolution was adopted unanimously by the Faculty Senate. It was pointed out by members of the committee that President Knapp's Task Force on benefits was due to report in December 2015. It was hoped that this report would reinforce the findings of the Joint Task Force of the ASPP and Fiscal Planning & Budgeting committee of the Faculty Senate that GW had lower benefits and total faculty compensation compared to other schools in the Market Basket Schools list.

As the Benefits Advisory Committee (BAC) was due to meet in January, by which time the Benefits for fiscal 2017 were already being negotiated there was probably not enough time for the BAC to weigh in on them. Nevertheless, the committee felt that it might be a good tactic to raise the issue of benefits at each meeting of the Faculty Senate, when the president would have to make some reply. The issue of banding was discussed at length, and the question of whether or not this was discussed at the BAC was raised. As it was a suggestion from the President's Task Force it was thought that there had been little discussion in the BAC on this.

- (ii) The ASPP committee members were asked to contact their respective faculty and ensure that all faculty would attend the Faculty Assembly which had been postponed to November 10 to vote on the Board of Trustees resolution to change the composition of the Faculty Senate.

At our meeting in November we discussed the following:

- (i) The chair of the ASPP committee had presented the resolution agreed on by the committee at the Faculty Senate meeting on October 9. As was noted in the meeting, with some amendments to the Whereas clauses the resolution was passed unanimously.

The committee felt that the Open Enrollment period was too early and a better timing would be from the middle of October to the middle of November. The comment was made that the options presented were quite difficult to resolve to get a comparison of costs. There was always the possibility of calling the Ombudsman for

help with this. When more than one person was involved, i.e. spouse and/or family, this became particularly difficult.

Professors Biles and Wirtz, as promised at the previous meeting of the committee, then gave a report of the recent Benefits Advisory Committee (BAC) meeting. Because the composition of the BAC was now large (over 20 members) formulating Benefits Policy was clumsy as there was insufficient opportunity for detailed discussion between the administration and the faculty members. A return to the small group previously convened would be preferable. It was suggested that the BAC should have good faith discussions with Human Resources in early January as this would help in determining Benefits for the coming year.

- (ii) After much discussion it was agreed by the committee that a Secret Ballot on the Board of Trustees resolution was preferable. Vice Provost Martin was asked to see if this could be facilitated. Professor Garris, chair of the Executive Committee and Professor Charnovitz, Faculty Senate Parliamentarian, were also to be contacted on this issue.

At our meeting in December we discussed the following:

- (i) The chair of the ASPP committee summarised the previous meeting of the Benefits Advisory Committee(BAC). The current medical benefit concentrates on the PPO basic and medium plans. There appears to be a proposed switch to the High Deductible plan with the HSA savings option. Much of this was justified as responding to the Affordable Care Act provision to tax the so-called 'Cadillac Plans'. This would now seem to be removed as both sides of congress do not like it. Another matter mentioned in the BAC was the items characterized by the 'EPO' acronym which typically would include Kaiser.
- (ii) There was no report on non-concurrencies.
- (iii) The memorandum from Professor Carter was then taken up. He chair expressed the view that the changes suggested by Professor Carter were of a Faculty Code nature and would be better discussed by the PEAFF Committee. However, the ASPP committee could always visit this item at a later meeting. It would appear that most of the suggested changes would principally affect the Law School.

At our meeting in January, postponed to February due to inclement weather, we discussed the following:

- (i) Professor Brazinsky, a member of the Executive Committee and also a member of the President's Task Force on Benefits reported that the banding suggested by the Task Force in increases in employee contributions to the health benefits and accepted by the administration would be a one-time event. The ASPP committee would like to know from the University Human Resources department (UHR) if the recommendations from the Task Force, once implemented would, actually save money. Ms. Musselman replied that the effect of these changes, especially to the



**High Deductible High Premium option, were being studied but would not come into effect until after 2017.**

**Professor Biles thought that UHR was not able to tell the Benefit Advisory Committee (BAC) the situation with respect to the ongoing discussions for the upcoming Health deductibles and premiums for the coming year 2017. Professor Wirtz expressed what the ASPP committee generally felt that the faculty in particular and the GW employees in general only found out about the next round of health contributions after the fact. In addition, the BAC had too many members and had become unwieldy. Professor Anbinder reminded the ASPP committee that the faculty was only a small proportion on the BAC and therefore the Faculty Senate should be taking a more active role in discussions concerning Benefits.**

**Professor Anbinder had looked in detail at the President's Task Force report of the position of GW with respect to the other schools in the Market Basket produced by the outside consultants, Mercer and, despite statements to the contrary, still found us near the bottom of the list. Part of the problem is that the Board of Trustees is still implementing an overall increase of 3% across the board, while medical costs are increasing by at least 6% annually. Professor Brazinsky thought that the Senate should come up with a resolution before the summer recess to address this problem.**

**The ASPP committee asked UHR to have their answers to these matters at the next scheduled meeting of the BAC on March 23. The ASPP committee is due to meet on March 25 to have the numbers from UHR and also to consider formulating a resolution.**

- (ii) The item of partial retirement was postponed to the next meeting of the ASPP, but in the meantime a subcommittee of ASPP was formed with Professor Galston as convener and Professors LaLecheur and Rohrbeck to report back to the ASPP at its next meeting.**

**Respectfully submitted,**

**Robert J. Harrington, March 10, 2016**

March 11, 2016

Physical Facilities Committee

Report to Faculty Senate

Submitted by Kim Roddis, PFC Chair

The Physical Facilities Committee of the Faculty Senate met Friday, March 4, 2016 from 3-5:30PM in SEH Room 3845. At the request of the committee, Interim Provost Maltzman provided a thorough report on the GW Academic Facilities listed below. Additional information is given in the attached slides provided by the Provost's Office.

- Hall on Virginia Avenue

  - Update on Sale

  - Alternative housing

- Science and Engineering Hall (SEH)

  - Power Interruption Controls

  - Flood Repairs

- Flagg Building

  - Entire (phased) Renovation Cost ~\$80 million

- Backfill from SEH Proceeding

- Corcoran Hall Renovation

  - Meeting with faculty and administrators

  - Classrooms

  - Deputy Provost: Terry Murphy

## UPDATE ON SALE

- ▶ HOVA currently on the market for sale
  - ▶ There has been significant interest in the property
  - ▶ The decision to sell will be determined by the quality of the bids, which are expected by the end of the spring semester
  
- ▶ Alternative housing
  - ▶ HOVA has been a graduate student-only residence hall for several years
  - ▶ Only other graduate student housing is in Aston Hall
  - ▶ GW has a referral program with Columbia Plaza, which can accommodate graduate and professional students
  - ▶ Without HOVA, there is no imminent plan to provide subsidized faculty rental apartments.

## UPDATE ON REPAIRS

- ▶ Power Interruption Controls
  - ▶ Planned outages are scheduled through Facilities Services with input from the building manager and advance notice to building occupants
  - ▶ Goals for planned outages include:
    - ▶ Limiting outages by coordinating multiple activities into a single outage
    - ▶ Target advance of 3 weeks notice as requested by building occupants
  - ▶ Unplanned outages will be communicated as promptly as possible; developing protocol to identify designated contacts in each room to facilitate communication
  
- ▶ Update on Flood Control
  - ▶ Water damage hindered our teaching and research mission
  - ▶ All classes were back in the building the first week after the flooding
  - ▶ Risk Management and Facilities are working with all affected faculty to time repairs when faculty are present to supervise and process claims for damaged equipment
    - ▶ Biology and Chemistry labs were particularly hard hit
    - ▶ The Office of the Provost and EVPT office are holding weekly calls with department chairs and unit heads to report and address issues
  - ▶ Some elevators are still being manually operated

## UPDATE ON RENOVATIONS

- ▶ Building usage
  - ▶ The first floor, basement, and sub-basement are all being used for teaching purposes
  - ▶ The second floor is not being utilized at this point
- ▶ Capital budget needs
  - ▶ Entire renovation cost is approximately \$80M
  - ▶ Renovation will be phased to coincide with funding
  - ▶ First stage priorities include:
    - ▶ ADA compliance (elevators, ramps, etc.)
    - ▶ Exterior sealants to prevent leakage
    - ▶ Mechanical and electrical upgrades
    - ▶ Outfit second floor spaces for the school and NGA

## FUTURE PHASES

- ▶ Three classrooms in historically designated space on the first floor
- ▶ Faculty offices
- ▶ Some infrastructure work on basement and sub-basement levels

## UPDATE ON BACKFILL

### ▶ DEPARTMENTS

- ▶ Academic departments (e.g. Statistics, Women's Studies, and Math) have been or will be consolidated in Phillips/Rome Halls.
- ▶ Speech and Hearing is expanding in Hall of Government/Monroe.
- ▶ Psychology will expand into Lisner Hall
- ▶ SEAS satellite space and UTeach housed in Tompkins Hall

### EDUCATIONAL SPACE

- ▶ Tompkins Hall
  - ▶ Computer Science educational space on fourth floor
  - ▶ Eight general purpose classrooms built in summer 2015; more planned for summer 2016
- ▶ Phillips/Rome/Smith
  - ▶ Four general purpose classrooms built in summer 2015
- ▶ Bell Hall
  - ▶ One general purpose rooms built in summer 2015; four planned for summer 2016

## UPDATE ON RENOVATION

- ▶ HOK Architects was retained to design the \$13M renovation, \$8M of which comprises construction costs
  - ▶ Renovations scheduled to begin this summer and expected to last 18-24 months
  - ▶ Manhattan Construction has been selected as the contractor
  - ▶ Physics faculty will be moved to Staughton Hall while renovations take place
- ▶ Met with faculty and administrators in Fall 2015 and January 2016
  - ▶ Additional meetings continue on an ad hoc basis

# REPORT OF THE EXECUTIVE COMMITTEE

Charles A. Garris, Chair

March 11, 2016

## ACTIONS OF THE EXECUTIVE COMMITTEE

### **Faculty Governance:**

#### **1. AMENDMENT SECTION TO FACULTY CODE**

As we have previously discussed, the Faculty Code does not have a section specifying the process by which it may be amended. PEAf has drafted such a section which specifies that before approving any amendment to the *Faculty Code* that has not previously been endorsed by resolution of the Faculty Senate, the Board of Trustees will consult with the Faculty Senate and will provide a reasonable opportunity for the Faculty Senate to adopt a resolution presenting its recommendations with respect to the proposed amendment. When the Board of Trustees consults with the Faculty Senate on a proposed amendment to the *Faculty Code*, the Board of Trustees and the Faculty Senate will both make good faith efforts to agree on the final text of the amendment. It was made clear that the Board of Trustees may take final action on the proposed amendment after receiving the Faculty Senate's recommendations or if the Faculty Senate fails to provide its recommendations within a reasonable time. The Executive Committee discussed it with the administration, who made some helpful suggestions. The draft section was forwarded to Board Chair Nelson Carbonell and Board Academic Affairs Committee Chair Madeleine Jacobs who agreed to put it before the Executive Committee of the Board for discussion at their mid-March meeting. I will meet with Chair Carbonell next week and further discuss the resolution and obtain feedback from the Board. If the feedback from the Board is positive, we hope to have a resolution for consideration by the Senate at our April meeting. If the Faculty Senate makes a favorable recommendation, this could then be addressed by the Board at their May meeting.

#### **2. GLITCHES IN NEW FACULTY CODE**

Concerning the implementation of the changes in the Faculty Code that were approved by the Board in June 2015, several glitches have become clear which will require correction. PEAf is currently consolidating these glitches, and we have discussed meeting with Provost Maltzman to determine corrective action. We hope to have a resolution on correcting these glitches at our April Senate meeting for your consideration and recommendation.

If you have found some problems with the new Faculty Code, please inform your Executive Committee representative, and PEAf will attempt to address them in their resolution.

#### **3. Resolution submitted by Professor T. Barnhill**

At the Senate meeting of February 12, Professor Barnhill submitted a resolution entitled "A RESOLUTION TO REVIEW THE BOARD OF TRUSTEES JUNE 18, 2015 CHANGES TO THE FACULTY CODE". This resolution was seconded and was referred to the Executive Committee, who referred it to PEAf. It was decided not to proceed as many of the goals of Professor Barnhill's resolution overlapped ongoing discussions and activities that are currently under discussion by PEAf and the Executive Committee. No further action on the resolution was recommended.

#### **4. Executive Committee Nominating Committee**



The Executive Committee formed the EC Nominating Committee. This committee was nominated today and is charged with nominating a slate of candidates for next years Executive Committee and its Chair.

#### **5. Plans for Administration of On-line Education**

Plans were discussed by the Executive Committee with the Administration in light of the elimination of the position of Vice Provost for On-Line education, and decentralizing on-line education activities. As Professor Paul Berman's presentation last month emphasized, many schools are very actively developing on-line education and see it as a new and strong revenue generator, especially in light of the cap on enrollments on-campus programs. While there is much agreement and enthusiasm for developing on-line education programs at GW, there are concerns for quality control and faculty engagement in administering the programs. The issue is being studied by the Senate Educational Policy Committee, and best practice recommendations are likely to emerge.

#### **6. TASK FORCE ON REMOTE VOTING:**

The Task Force on Remote Voting, Chaired by Professor Wirtz, has completed its excellent report and delivered it to the Executive Committee in a very timely fashion. As previously stated, one of their important recommendations is to experiment with the process. As previously described, we now experimenting with the use of WEBEX at today's Senate meeting. If it is successful, we may consider it for the Faculty Assembly where voting processes might be amended to accommodate remote participation in the Faculty Organization Plan. We have not taken action as yet in this connection

#### **7. GW Staff Association Organization**

The GW Staff Association has a great interest in forming a representative body for non-union staff whereby they might have a voice in University governance and in dealing with issues that are important to the Staff. The group is considering organizing a "GW Staff Organization" similar to the Faculty Assembly, and a "Staff Senate" patterned after the Faculty Senate and Student Senate. The organization may seek recognition from the University as the official representatives of the non-union staff. The Executive Committee reviewed their DRAFT governing documents and had a discussion with representatives of the group offering suggestions and questions on issues they might address, particularly those that bear on experience we have had in the Faculty Senate. The Executive Committee also discussed this possible new organization with the Administration. Of course this is in the formative stage, and it is not clear what will emerge.

#### **8. Joint Subcommittee of FP&B, ASPP, and PEAFF on University Budget.**

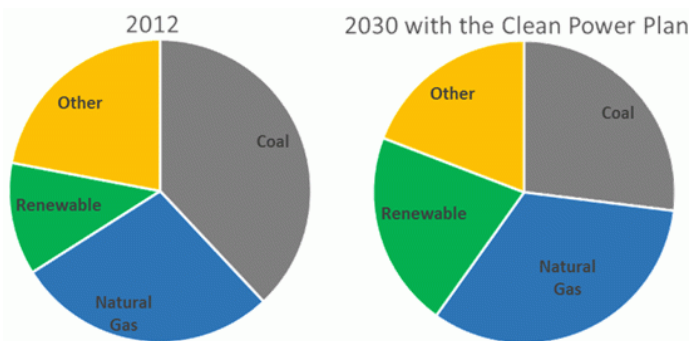
Although the Senate was pleased to learn that the University is making headway in addressing its budget problems, many faculty remain concerned about the impact of budget constraints on matters such as faculty and staff compensation and benefits, and faculty recruitment. Accordingly the Executive Committee has asked the chairs of the Fiscal Planning and Budgeting Committees, the Professional Ethics and Academic Freedom Committee, and the Academic Salary and Promotion Policy Committee to form a joint committee. The charge to the committee will be to conduct a wide-ranging review of both the current state of the university budget, as well as the future outlook for expense and revenue in the university's 5-year budget plan. The

Faculty Senate Executive Committee is looking forward to cooperating with the University Administration in this important task.

### **9. Request by Fossil Free GW Coordinating Committee for Senate Support on Coal Divestment**

An organization called “Fossil Free GW Coordinating Committee” approached the Executive Committee requesting a Senate resolution supporting their agenda to have GW disclose and sell off its investments in companies that engage in the extraction of coal. The Executive Committee chose not pursue this request further at this time for the following reasons:

- a. It was not clear that the “Fossil Free GW Coordinating Committee” has any actual connection with GW.
- b. Sustainability is clearly an extremely important issue for the nation and for GW, and reducing or eliminating the use of coal in the long-term is a national priority as outlined in the Environmental Protection Agency’s recent “Clean Power Plan.” Divesting University investments of mining companies that do coal extraction seems like a popular course of action. The actual effect of such a divestiture on sustainability is very unclear as even the most environmentally aggressive national planning is to wean the nation off of coal over a long period, during which time coal extraction is essential. EPA projects that coal will still be an important energy source in 2030, although considerably reduced from current levels.



**EPA Fact Sheet**  
<https://www.epa.gov/cleanpowerplan/fact-sheet-clean-power-plan-clean-energy-now-and-future>  
The share of generation from zero-emitting renewable energy resources, including hydro-power, wind, and solar is expected to grow from 12% in 2012 to 21% in 2030 under the Clean Power Plan.

## **FACULTY PERSONNEL MATTERS**

### ***Nonconurrences***

None officially reported as yet. However, at least two are expected

### ***Grievances***

There are currently two grievances pending. The first, from the School of Medicine and Health Sciences, is in the mediation stage. The second, from the Graduate School of Education and Human Development, asked for an extension to evaluate whether to go back to mediation or proceed to a formal hearing.

## **ANY OTHER MATTERS**

**None.**

## **ANNOUNCEMENTS**

The Executive Committee will meet Friday, March 25. Resolutions and reports for the April Senate meeting should be submitted to the Senate Office before that date.

## **Tentative upcoming agenda items:**

### **April 8, 2016**

- President Knapp – Report on Initiatives to Reduce University Bureaucracy
- **A RESOLUTION RECOMMENDING A PROCEDURE FOR AMENDING THE *FACULTY CODE***
- **A RESOLUTION ON CORRECTIONS TO THE FACULTY CODE.**

### **May 13, 2016**

- Dean David Dolling – Status and New Developments in the School of Engineering and Applied Science.
- Report on Servicing University Debt

We wish you all a very pleasant and productive Spring break.

**Thank You.**