

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

MINUTES OF THE FACULTY SENATE MEETING
HELD ON APRIL 12, 2013 IN THE STATE ROOM

Present: President Knapp, Provost Lerman, Registrar Amundson and Parliamentarian Charnovitz; Deans Feuer and Johnson; Professors Acquaviva, Barnhill, Brazinsky, Castleberry, Cordes, Dickson, Garris, Greenberg, Harrington, Helgert, Marotta-Walters, Newcomer, Parsons, Shesser, Sidawy, Simon, Stott, Swaine, Swiercz, Williams, and Yezer

Absent: Deans Akman, Barratt, Brown, Dolling, Eskandarian, Goldman, Guthrie, Interim Dean Maggs; Professors Briscoe, Dhuga, Dickinson, Fairfax, Hamano, Lantz, McAleavey, and Rehman

CALL TO ORDER

The meeting was called to order by President Knapp at 2:15 p.m. A short recess was declared for the purpose of taking the annual photograph of the Senate.

APPROVAL OF THE MINUTES

The minutes of the meeting held on March 8, 2013 were approved as distributed.

Professor Castleberry requested and received the unanimous consent of the Senate to amend the minutes of the Senate meeting held on February 8, 2013. The amendment, requested by Senior Vice Provost Maltzman, was distributed to the Senate before the meeting so that everyone had an opportunity to review it.

Professor Castleberry moved that the following language in the last sentence of the second paragraph on page 13 of the February 8th minutes be revised: "When the prospective student learned it was possible to enroll at GW and major in communications where many SMPA courses are cross-listed, he elected to stay with the early decision process, and was accepted to GW."

The Senate approved the following clarification: "When the prospective student learned it was possible to enroll at GW and possibly major in a related field, he elected to stay with the early decision process and was accepted by GW."

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

REPORT ON DIVERSIFYING THE FACULTY

Vice Provost for Diversity and Inclusion Terri Reed presented the powerpoint report, which is included with these minutes. She noted that this report on diversity amongst GW's

faculty ranks has been presented biennially for many years but has this year been enhanced as the University has come to think more about diversifying the faculty as an important mechanism to help GW achieve its goals for academic excellence. The achievement of the goals related to research, teaching, and service are not independent and separate from the core mission of the University, but are essential elements of it. The University needs to recruit and retain talent across populations, in the student body as well as the faculty ranks. This is particularly important given the fact that the demographics of the United States are changing. Encouraging diversity is an essential part of developing a skilled workforce of citizen leaders who can develop creative and innovative solutions to the world's most pressing problems, including strengthening the global economy and building bridges across nations. In order to foster diversity and the pursuit of excellence, three key priorities have emerged, including hiring, retaining and developing talented individuals, developing a robust pipeline of diverse talent, and ensuring an inclusive climate at the University that enables GW to leverage diversity.

Vice Provost Reed's comments in these minutes about the data follow the information that appears below about the various components of the Report. Because so much data is presented in the report, not every category was discussed in detail.

GW and Current Trend Data

Comparison of National Higher Education Data and GW U. S. Populations to U.S. Census data by Gender - Bachelor's, Master's, Doctoral, and Faculty (slide 5)

Comparison of National Higher Education Data and GW U. S. Populations to U.S. Census data by Race/Ethnicity- Bachelor's, Master's, Doctoral, and Faculty (slide 6)

GW Student Populations by Race/Ethnicity- 2011 (slide 7)

Percentage of all full-time regular-active status faculty by Gender- 2002–2011 (slide 8)

GW Faculty by Rank and Gender- 2011, (slide 9)

The following information is provided for both 2002 and 2011 in the Report:

All Full-Time Assistant, Associate, and Full Professors by Gender (slide 10)

Disaggregated data displaying the Percentage of All Full-Time Tenured and Tenure-Track Faculty compared to Contract Faculty (both categories being full-time regular, active-status faculty) by Gender (slide 11)

Percentage of All Full-Time Regular (active-status) Faculty by Race/Ethnicity – (slide 12)

GW Faculty by Rank and Race/Ethnicity- 2011 (slide 13)

Disaggregated data displaying the Percentage of All Full-Time Tenured and Tenure-Track Faculty compared to Contract Faculty (both categories being full-time regular, active-status faculty) by Race/Ethnicity (slide 14)

Disaggregated trend data displaying the Percentage of All Full-Time Tenured and Tenure-Track Faculty compared to Contract Faculty (both categories being full-time regular, active-status faculty) by Gender in selected Schools (2002 – 2011):

Graduate School of Education & Human Development (GSEHD) -- slides 15 and 16
Columbian College of Arts & Sciences (CCAS) – slides 17 and 18
School of Public Health and Health Services (SPHHS) – slide 19
Elliott School of International Affairs (ESIA) – slide 20
School of Medicine and Health Sciences (SMHS) --- slide 21

Percentage of Full-time Faculty by Race and School:

CCAS and ESIA – slide 22
School of Engineering and Applied Science (SEAS) and the School of Business (SB)
-- slide 23
GSEHD and the Law School (GWLS) – slide 24
SMHS and SPHHS – slide 25

Pipeline information:

Sex and field of study of U.S. Doctorate Recipients: 1991-2011; research doctorates Earned in 2011 -- slide 26

Doctorate Recipients earned by members of U.S. underrepresented minority Groups (URM) – [Black-African American, Hispanic, American Indian (includes Native Alaskans and Pacific Islanders)] – slide 27

GW Faculty Hiring Information (slide 29)
Recruiting Best Practices (slide 30)
Retention (slide 31)
Hiring and Pipeline Initiatives (slide 32)

With respect to GW and Current Data, this section of the report provides data comparing GW's populations with national ones. Currently, the gender breakdown of the U.S. population shows that women comprise 50-51% of the population. Data on the GW population is very similar to the national picture. The race/ethnicity of GW student populations as of 2011 is shown at the top of page 4 of the Report. When data concerning students identifying as international, unknown, or of two or more races, GW's population looks somewhat more diverse than it would if these groups were not taken into account.

The balance of the Report focuses on presenting information about full-time, regular-active status faculty. Over the period 2002-2011, women have come to represent 40% of GW's full-time faculty. When this information is disaggregated by faculty rank, the Assistant Professor ranks have more representation by females than the Associate Professor

ranks, and the Associate ranks in turn have more representation by females than those in the Full Professor ranks. Over time the composition of the Associate Professor ranks has changed most dramatically, and the expectation is that as this population moves into the Full professor ranks, these changes will carry over to that population.

In the data depicting full-time faculty by race, Black and Hispanic faculty members are combined because their numbers are so small relative to the entire population. The proportion of these faculty members in the faculty population has stayed relatively the same over the last 9 years (although the raw numbers have increased); the proportional growth in the minority population, is exclusively attributable to growth in the Asian population.

Information provided about some of the differences between faculty populations in the various schools shows that in GSEHD, their representation of full-time faculty is the opposite of the GW profile in that 60% are female and 40% male. Columbian College mirrors the University profile of 40% female and 60% male, with slight differences amongst contract and tenured and tenure-track faculty. The School of Public Health and Health Services population is 55% female, and 45% male. The rapid change in this population came about in part because of the growth of the faculty from 42 to 74 members in the last several years and confirms the observation that change cannot be made until there is opportunity.

In looking at the data on race and ethnicity by school, it can be seen that CCAS and ESIA have similar representation of Asians on their faculties. A different picture emerges when it comes to Black and Hispanic faculty in these schools. In the School of Engineering and the Business School, the Asian faculty population has grown the most. In GSEHD and Law, there is a larger representation of Black and Hispanic faculty, so a future focus in these schools could be on increasing the representation of Asian faculty in their ranks.

With respect to the data about the pipeline of research doctorates which ultimately form the applicant pool for faculty recruitment, this data has changed over time, and the percentage of women is growing significantly in the science and engineering fields. The percentage of men receiving research doctorates has remained relatively the same, and all growth is attributable to degrees earned in science and engineering fields. The proportion of women is also growing in the physical sciences, specifically in computer and information sciences. In looking at the number of doctorate recipients by race and ethnicity, it is clear that although there has been rapid change and significant growth over the last twenty years, the numbers are still very small. Overall, women earned 46% of all research doctorates awarded to U.S. Citizens or permanent residents in 2011, while Blacks or African Americans earned 6.3% and Hispanics or Latinos earned 6.1%.

Over the past decade, the overall hiring picture shows that of the 487 full-time tenured and tenure-track faculty members hired by the University, 43.5% were female, 18.7% were Asian, and 11.1% came from underrepresented minority groups (URMs). Out of 83 faculty members hired as full professors, 26.5% were female, 4.8 were Asian, and 6% were URMs. Of the 77 hired as associate professors, 41.6 were female, 16.9 were Asian, and 9.0% were URMs. And finally, of the 327 faculty members hired as assistant professors, 48.3 were female, 22.6 were Asian, and 12.8% were URMs.

Vice Provost Reed next addressed key issues in recruiting best practices, including the fact that success is tied to superior recruiting owned by academic units. It is also important to address unconscious bias, understand faculty turnover, and engage in year-round recruiting.

With respect to retention, the overall turnover rates for female and minority faculty members do not exceed those for other faculty, and this is similar to national trends. Where there are discrepancies in turnover by race/ethnicity or gender, it is like to be discipline or department specific. Cohort analysis is an ongoing effort with the University's Office of Institutional Research as a means of determining if the reasons for attrition are the same across the various groups.

Vice Provost Reed concluded by reviewing hiring and pipeline initiatives, which include offering fellowships through the Provost's Graduate Diversity fellowship program. Over the last three years, departments have nominated candidates they have recruited to apply for these awards. The ultimate goal is to have about twenty of these fellows in the pipeline. Another is the Opportunity Hiring Initiative designed by the President's Council on Diversity and Inclusion, to work with departments who do not have an available search, but who have identified candidates that they want to hire. These and the other hiring initiatives are an important component of the University's Strategic Plan goal of hiring more faculty. The University is also working on implementing an online dashboard to provide information on campus demographics that can be viewed by school and population. Last, but not least, many individuals are concerned and thinking about producing greater diversity in STEM fields, and there are faculty members who have been working on the pipeline with middle and high school students. SEAS is very interested in this effort, and GSEHD has been exploring the way in which programs are analyzed and evaluated to determine what works well, and how the nation's teachers may best be equipped to encourage the interests, retention, and proficiency of students underrepresented in the STEM fields.

Discussion followed. Professor Williams said he thought the Report includes interesting material and is very useful to have. The University recognizes a number of categories of individuals against whom it does not discriminate, and Professor Williams asked if these other dimensions of diversity, such as veteran status, are reflected in the data. Vice Provost Reed responded that the data reported is that furnished to the Department of Education and does not include the individuals to whom Professor Williams referred. However, these populations are very much a factor in efforts to diversify University populations and conversations emphasizing this point are taking place with departments and schools as they go about the work of recruiting faculty members. Columbian College is presently focusing on how to strengthen disability studies as part of its academic mission, and the Political Science department is working to strengthen their race and politics offerings. Work with the Multicultural Student Center is also ongoing to strengthen the University's service to and support of the LGBT community. GW tracks the veteran's populations of the staff. The federal government requires the University to report on its efforts to recruit veterans and persons with disabilities.. Vice Provost Reed said she continues to work on ways to analyze any data available about the student experience and the people in the applicant pool by categories, including those such as socioeconomic status not traditionally included in reports to the Department of Education.

Professor Swiercz asked for a clarification of the definition of full-time faculty referred to in the report and, specifically, if special service faculty are included. Associate Provost Beil responded by indicating that only regular (full-time), active-status faculty [as defined in the *Faculty Code*] are included in the report. Professor Swiercz observed that special service faculty hold full-time positions in the Business School and are employed and behaving in every capacity as full-time regular, active-status faculty. He added that he was concerned that omitting them from a report such as this is a negation of their status as faculty members because it does not comport with the truth.

Professor Swiercz said he had a further concern about the consequences of a year-around hiring strategy and added that he thought this might be an opportunity fraught with friends and family hiring practices. It is unclear how it is possible to have an announced position opening and invite candidates to compete for that position with the idea of finding the most qualified candidate when at times positions are created for a specific individual.

Vice Provost Reed responded that the right strategy is not to identify upfront who will be hired, but rather, candidates can be advised there is a search and they can be asked if they want to compete for the open position. Discussion followed on this topic between Professor Swiercz, Vice Provost Reed and Provost Lerman about various means of recruiting. Provost Lerman advised that the University's standard for hiring faculty is an open search, with few exceptions that must be individually approved by his office.

Professor Swaine asked Vice Provost Reed what she thought were the most successful strategies that could be adopted in efforts to diversity the faculty. She responded that hiring at the Assistant Professor Level has probably been the more productive strategy, and this is where the greatest opportunities lie. However, there are targeted efforts to attract senior faculty who will move into departmental and even decanal roles, where they will be part of decision-making bodies that affect student and faculty populations.

President Knapp commented that when a junior faculty member is brought into an institution where s/he is the only representative of a group for which there is a large student population, they sometimes become the default adviser for a large community. They are also sought for Committees due to efforts to diversify these groups, and a lot of administrative work comes their way. This is quite a burden on junior faculty and at a number of institutions it becomes hard for people to proceed in their careers because of the level of expectations put upon them. The President added that he thought it very important to be cognizant of these demands, and sensitive to the need for these faculty members to protect their time so that they can progress satisfactorily in their careers.

Professor Castleberry said he had listened to these reports over many years, and found them always very sobering. Significant strides have been made in diversifying the faculty and this has been most successful at the Assistant and Associate Professor levels. Still, the increases seem to be small based on the kind of input and energy that is put into diversification efforts. He then asked what kind of data could be made available about the applicant pools that would be useful. Vice Provost Reed indicated that the University has just introduced an online applicant system for faculty hiring. Part of the reason for doing so was the thought that it would make it possible to look at the diversity of the applicant pool

and then compare that to what transpired at the interview stage. This would give departments access to information they have not had historically, so it is an important step in creating mechanisms where useful data can be created and monitored.

Professor Yezer said he thought he had devised a simple model of what is generating GW's pool of international students – students from countries who are doing well and whose economies are prospering are more numerous. The Economics department is, of course, quite interested in attracting students from countries that are not doing well. It would be expensive in terms of financial help to recruit and enroll these students, but the University would be well served if it sought international students from all over the globe.

Professor Marotta-Walters said she wondered if there has been or will be a study on best practices for enhancing diversity, such as allowing longer time for visiting appointments, varied time in rank, and other things that might be more conducive to a more flexible workforce than has been the case historically. Vice Provost Reed responded that a survey has been distributed to a group of institutions that have agreed to share and analyze data about gender differences. Anecdotally, she added that she has been looking at what other institutions are doing related to best practices, in areas such as (student's) time to degree, mentoring for Associate Professors, retention issues, and if there are differences in terms of promotion from the Associate to the Full Professor level. The effort has begun to put mechanisms in place to gather that data, as well as gathering information on gender, race and other identity groups. The challenge is to figure out how to get access to that information, but work on this is ongoing.

Professor Helgert brought up the Engineering School's experience, which is going through a very significant hiring effort where the faculty is rapidly changing over. As an example, in Computer Engineering, nearly one hundred percent of the applicants are of Asian descent. This has to do with the fact that Asians are increasingly flooding the STEM fields, especially Engineering, but it does not lead to a diversified applicant pool from which to choose. Professor Helgert said he thought that in order to increase the diversity in the applicant pool in the future, it is important to reach out to undergraduate and graduate students and in effect nurture a larger applicant pool over the long run. Vice Provost Reed agreed with this observation, and noted that the University's STEM strategy is thinking about how to increase the representation of particular groups at each stage of the pipeline producing future faculty applicants.

Professor Barnhill asked if comparative information is available showing how other Schools compare to GW and can be categorized in one or two ways, either in terms of their overall academic ranking or in terms of their endowment levels. Vice Provost Reed responded that she thought this a good question, but had seen this specific data as yet. Professor Parsons said that he agreed with much that had been said on this topic. The effort to diversify the faculty, and the student body and staff, is a process that starts at elementary school and works its way up, and this is a long process which will not be completed as quickly as some people would like. It might be useful, but very expensive, to focus efforts at an earlier stage than say, the recruitment of Ph.D. recipients. Vice Provost Reed said that some public institutions because of their mission have invested a lot of resources in K-12 programs on their campuses. Other institutions spend a lot of time and

resources at the recruitment stage. It is like that institutions will continue over a very long period of time to compete for people from a small and relatively slow-growing population.

GENERAL BUSINESS

I. NOMINATIONS FOR ELECTION OF FACULTY MEMBERS TO THE FACULTY SENATE EXECUTIVE COMMITTEE FO THE 2013-14 SESSION

On behalf of the Nominating Committee, Professor Charles A. Garris, Jr , Convener, announced that he was pleased to present the slate recommended by the Committee for the Senate's approval. As required by Senate rules, he moved the nomination of Professor Scheherazade Rehman (SB) to serve as Chair for the 2013-14 session, and this nomination was voted upon first. There being no nominations from the floor, Professor Rehman's nomination was approved.

Professor Garris then moved the nominations of the following faculty members to serve as members of the 2013-14 Senate Executive Committee: Professors Kimberly Acquaviva (SON), Gregg Brazinsky (ESIA), Robert Harrington (SEAS), Paula Lantz (SPHHS), Sylvia Marotta (GSEHD), David McAleavey (CCAS), and Edward Swaine (GWLS). As the School of Medicine and Health Sciences held its election after distribution of the agenda for the meeting, Professor Anton Sidawy was nominated as the Executive Committee member from that School. There being no nominations from the floor, the entire slate was approved.

II. NOMINATIONS FOR ELECTION OF FACULTY MEMBERS TO THE DISPUTE RESOLUTION COMMITTEE

Professor Castleberry moved the nomination of Professor Joan E. Schaffner for a three-year term to end April 30, 2016. He also moved the nomination of the following Committee members to serve three-year terms: Professor Robert J. Cottrol (GWLS), Professor Guillermo Gutierrez (SMHS), Professor Michael Selmi, (GWLS), and Professor Juliana M. Taymans (GSEHD). The entire slate was approved.

III. NOMINATION FOR RE-APPOINTMENT BY THE PRESIDENT OF PROFESSOR STEVE CHARNOVITZ AS PARLIAMENTARIAN FOR THE 2013-14 SESSION

Professor Castleberry moved the nomination of Professor Charnovitz, and the Senate approved it.

IV. REPORT OF THE EXECUTIVE COMMITTEE

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

V. ANNUAL REPORTS OF SENATE STANDING COMMITTEES

The Report of the Libraries Committee was included with the agenda for the meeting. Professor Harrington, Chair of the Educational Policy Committee, and Professor

Yezer, Chair of the Research Committee, submitted written Annual Reports report that were distributed at the meeting. The Reports are included with these minutes.

VI. TRIBUTES TO RETIRING FACULTY MEMBERS WHO HAVE SERVED ON THE FACULTY SENATE

Professor Castleberry read Tributes to Jeffrey Stephanic, Associate Professor Emeritus of Design, and Dewey Diaz Wallace, Professor Emeritus of Religion. (The Tributes are included with these minutes.)

With the consent of the Senate, President Knapp introduced and read a Resolution of Appreciation for Professor Castleberry's service as Chair of the Senate Executive Committee for the past three years. The Resolution was adopted by acclamation, and following Professor Castleberry's expression of thanks for this honor, the Senate applauded his service. (Resolution 12/5 is included with these minutes).

VII. PROVOST'S REMARKS

Provost Lerman wholeheartedly endorsed the sentiments expressed in the Senate's Resolution of Appreciation for Professor Castleberry's service as Senate Executive Committee Chair. He then turned to administrative appointment announcements made recently.

Dr. Ben Vinson, now of Johns Hopkins University, has been selected to serve as the next Dean of Columbian College of Arts and Sciences. He will come to the University next summer after Dean Barratt's term ends and she returns to the faculty. Provost Lerman thanked the entire search committee led by Gail Weiss for its incredibly good work in identifying an extraordinary pool of people who wanted to join GW and lead its largest and one of its most complicated Schools. Provost Lerman expressed enthusiasm for the selection of Dr. Vinson, noting that he is an outstanding scholar and would prove to be a wonderful colleague and leader for the School.

The University will also welcome another new colleague, John Wetenhall, who will serve as the director of the GW Museum. Mr. Wetenhall is an extraordinary individual who has headed the Carnegie Museums in Pittsburg and the Ringling Museum in Florida. He will initially be responsible for the Textile Museum, which is merging into GW, and also the GW Museum which is now under construction. The new director is expected to come to GW in mid-summer and will be on board as the University plans for the opening of the Museum and display of its first exhibits. He will also lead the effort to develop a program that is rich educationally in exhibiting the works of the Textile Museum, the Albert Small Collection, and other items the University has or will bring to campus.

The third position that has been recently filled is the culmination of a search that has been going on for some time. Another extraordinary individual, Rene Stewart O'Neal, has been selected to fill the new post of Vice Provost for Budget and Finance. Lastly, the search for a new University Librarian is in its final stages and an announcement is expected very soon about the individual chosen to fill this role. The completion of these searches means that all of the major roles in the Provost's Office have been filled for this year. The Provost

added that he wanted to convey to the Senate how excited these new colleagues are about coming to GW during this transformational period in its history, as they see not only the University as it is but also perceive its potential. They are enthusiastic about the direction in which GW is heading and want to be part of the team that actually helps the faculty realize the institution's collective ambitions.

Provost Lerman reported briefly on the undergraduate admissions process, which is in its final stages for the class entering in fall 2014. The University is right on target for the class size and type of class it hoped to attract. The number of students who have indicated they will attend and have submitted a deposit is running slightly ahead of the tally last year, but overall the difference is probably not statistically significant. Faculty will likely also notice groups of parents and students touring the campus this month. Most of the young people are high school seniors exploring their options, however, the vast majority of those who attend these events ultimately choose to come to GW, and this is one of the best leading indicators of the likelihood they will ultimately enroll in the University. The Provost praised the work of the Admissions Office staff in presenting GW to prospective students in a way that is honest and exciting.

The Strategic Plan is now in print, and this draft will go to the University's Trustees in the very near future – probably next week. There will be a series of telephone meetings about it and it will be considered for approval by the Board at its May meeting.

The Provost next commented on a subject about which there has been a fair amount of press and probably will be more. Many have been following this issue, which involves complaints by students about one of the chaplains on campus in *The Hatchet*, and the issue has resulted in a series of letters, e-mails and statements.

Provost Lerman said he wanted to provide information about exactly what has and has not happened. It should be made very clear that the University has maintained its tradition of freedom of expression in connection with this matter, and that includes both freedom of religious expression as well as freedom of expression more generally. To date, nothing thus far that has occurred goes beyond the standards of free speech at the core of the values that the University community treasures. That means that chaplains are free to express their views, and students and others in the community are free to express their views about another person's views as long as that is done in way that is consistent with other core values, including the lack of intimidation, about open speech in a civil manner, and the fact that having people disagree with each other is not only to be accepted but in some ways treasured, even concerning things about which people feel extraordinarily strongly. The University as a community needs to adhere to the principle that the campus community is a place for open, honest, and civil dialogue. Further, the suggestion that the University is acting to shut down the speech of any of these parties is completely false. The Provost said that he and the President have reiterated as many times and in as many places as they can their deep respect for the speech of others, but that does not mean agreement with the any individual's statements.

In conclusion, the Provost commented on the air-conditioning breakdown in Gelman Library during the recent very untimely heat wave. The chiller unit in that building failed and another had to be ordered as these units are very large pieces of equipment that cannot

be kept in inventory. An external chiller unit has been installed on a semi tractor-trailer at Gelman, and the Provost said he visited Friday morning and the Library is entirely usable. The University is trying to expedite the chiller delivery process as much as possible, and staff are working to identify as many alternative study spaces for use during the reading and finals period should delivery of the new chiller be delayed.

VIII. CHAIR'S REMARKS

Given the hour and the breadth of remarks made by the Provost, the Chair elected to forgo his remarks and move to the next item of business.

BRIEF STATEMENTS AND QUESTIONS

Professor Yezer said that about three weeks ago, he and several colleagues and graduate students in the Economics Department were working on a research project in Monroe Hall on a Saturday evening. Their work was interrupted when the electricity was turned off and their computers shut down. He said he thought this was part of an observation of Earth Day, and that the idea was that if individuals wanted to turn off their lights voluntarily from 8 to 9 p.m. they could do so. He added that he thought that the University should consult people before they turn off all of the electricity, and inform them in advance if this was to be done. Provost Lerman responded that he was not aware this had happened as he was not on campus at that time, but he thought the Facilities department should be consulted about this to determine what the protocol is for such events.

Professor Dickson commented about the rescheduling of cancelled classes. During the fall semester, two class days were missed due to Hurricane Sandy, and it took about two weeks for the announcement to be released about when classes would be made up. Most recently, the University was closed and classes cancelled due to a forecast of snow that never materialized. Professor Dickson said he did not think that an announcement has yet been made about when this day would be made up, and the spring semester is rapidly approaching. He then asked if a timely announcement could be provided about class makeup days. Provost Lerman conferred with the Registrar and said that a decision had been made about the spring semester makeup day very recently. The decision was delayed in the event other inclement weather cancelled classes, requiring extra makeup days, but this did not happen. The scheduled makeup day for the spring semester is April 30th, and the Provost said he expected notification about this would be made very soon.

Professor Dickson also made reference to the detailed report on Core Indicators of Academic Excellence provided at the March meeting by the Provost. He asked if a similar report could be provided to the Senate on the number of people who hold administrative appointments at the University. Provost Lerman responded that this would be possible, but agreement would have to be reached on the definition of the administrative appointments in question. Professor Dickson said he was most interested in sheer numbers, as it seems over the past couple of years there seems to have been a steady growth in the number of top-level administrators at the University. In a time of tight budgets, it would be good to know what proportion of the University's budgets are going to increase the numbers of high-level administrators. Provost Lerman said he intended to have the new Vice Provost for Budget and Finance look at this question, and a report could come back to the Senate in the fall on

this topic. President Knapp added a point that has not been discussed in the Senate as yet, and that is this expansion of positions, for example, in the Provost's office is in part the result of great deal of consolidation that has taken place over the last several years. An entire level of administrators in what was then called the Medical Center has now been eliminated, and presently the School of Nursing, the School of Medicine and Health Sciences, and the School of Public Health and Health Services now report to Provost Lerman, whereas before they reported to the individual holding the title of Provost, but who was actually the head of the Medical Center. The other enormous change that has taken place is moving all of Student Affairs, which used to be a separate vice presidential domain, so that these units now report to the Provost's Office. President Knapp added that he agreed with the Provost that it was important to create a Vice Provost for Budget and Finance position because there is now a very large budget to be managed. In addition, even before he arrived, the President said there has been a concern that so much financial authority was concentrated in the Office of the Executive Vice President and Treasurer, and it is unclear how much input the academic side of the University had in making institutional financial decisions.

Professor Barnhill said he thought it would be very interesting and useful for the Senate to have some type of trend analysis from a budgetary perspective on the categories of expenditures for the University so people could see over time in a convenient way how the percentages of the budgets are being spent in the different categories. It would also be very useful is a comparative analysis of GW versus other universities could be provided so comparisons could be drawn. The Provost responded that he could certainly provide the information in the first category. However, comparative information is not typically disclosed by other institutions and categories of expenditure very widely due to a number of factors, for example between institutions with highly centralized administrations and those that operate in a more decentralized fashion. President Knapp agreed with the Provost's observations about this matter.

ADJOURNMENT

There being no further business before the Senate, the meeting was adjourned at 4:05 p.m.

Elizabeth A. Amundson
Elizabeth A. Amundson
Secretary

THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC

Diversifying the Faculty: Women and Faculty of Color

Opportunities and Challenges

GW Data as of January 15, 2013

DIVERSITY and the PURSUIT of EXCELLENCE

We recognize that:

A diverse and inclusive workforce is crucial if we want to **attract and retain top talent** – students, faculty and staff

A diverse set of experiences, perspectives, and backgrounds is crucial to **innovation and creativity**

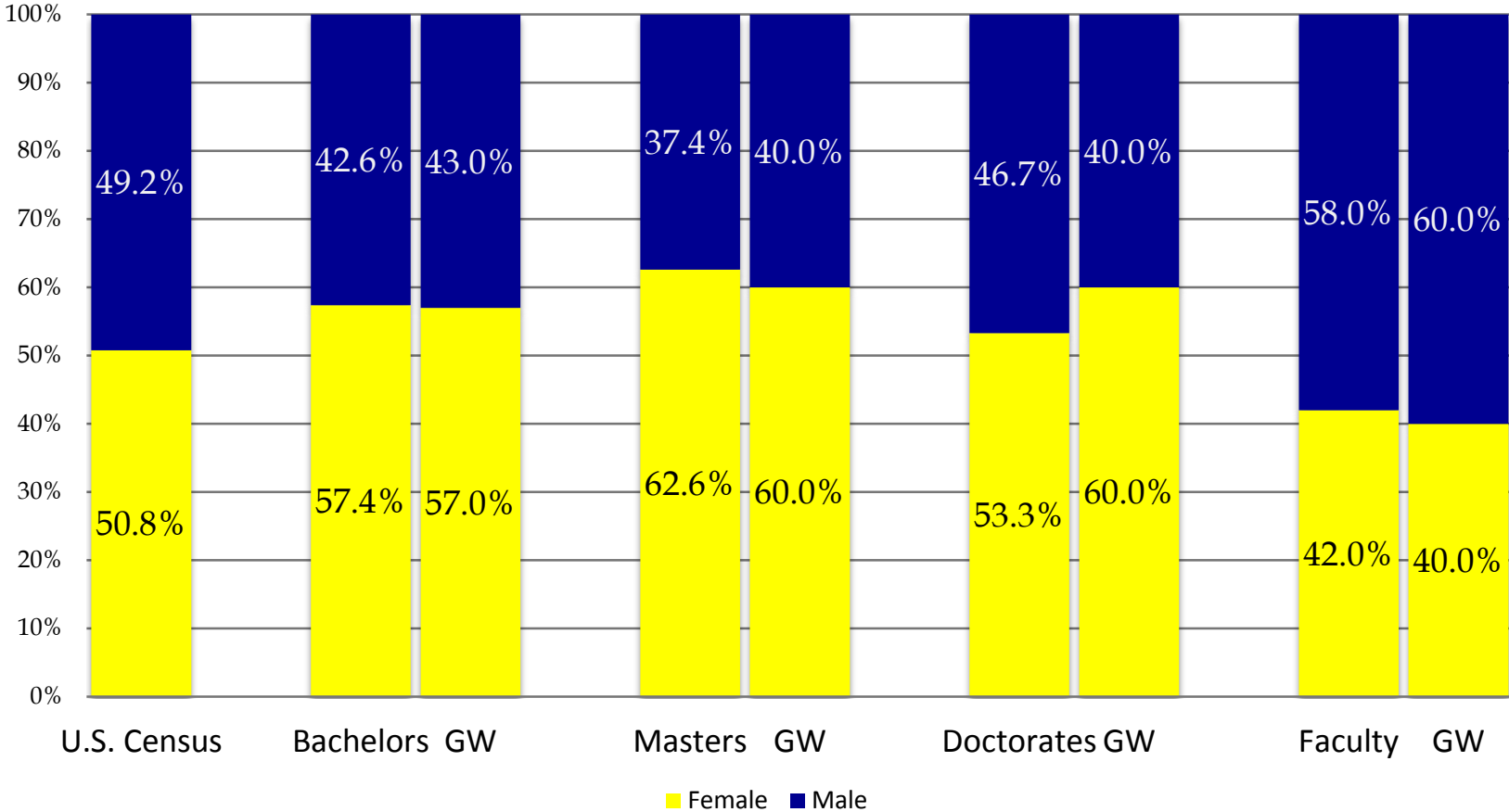
Diversity is a critically important factor in creating the richly varied educational experience that helps students learn and prepares them for **participation in democratic and global societies** that are characterized by diversity

KEY PRIORITIES

1. Hiring, retaining, and developing talented individuals
2. Developing a robust pipeline of diverse talent
3. Ensuring an inclusive climate that enables us to leverage diversity

GW CURRENT AND TREND DATA

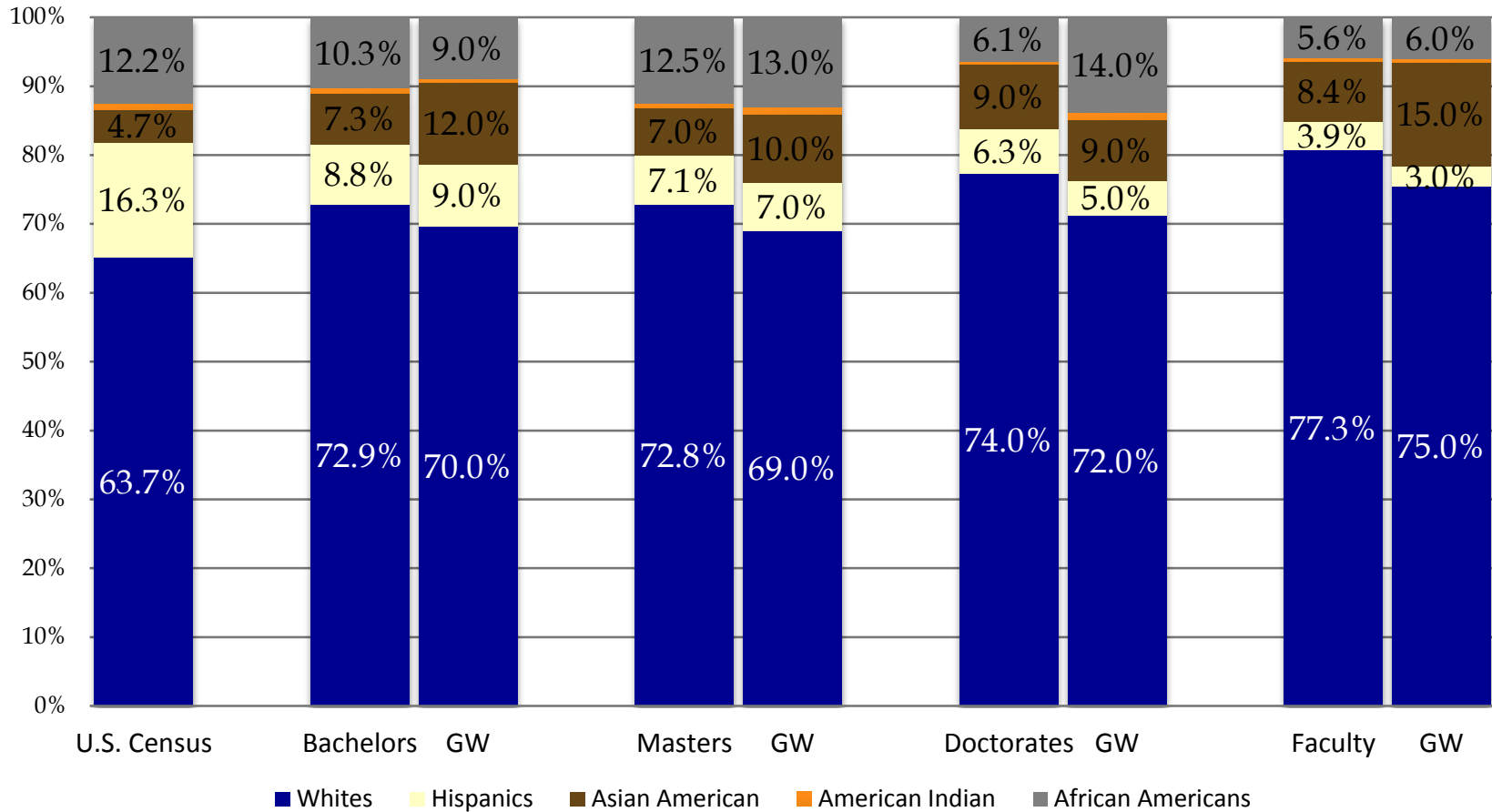
National and GW Populations



SOURCE: NSF/NIH/USED/USDA/NEH/NASA, Survey of Earned Doctorates, 2011

U.S. Department of Education, NCES The Condition of Education 2012

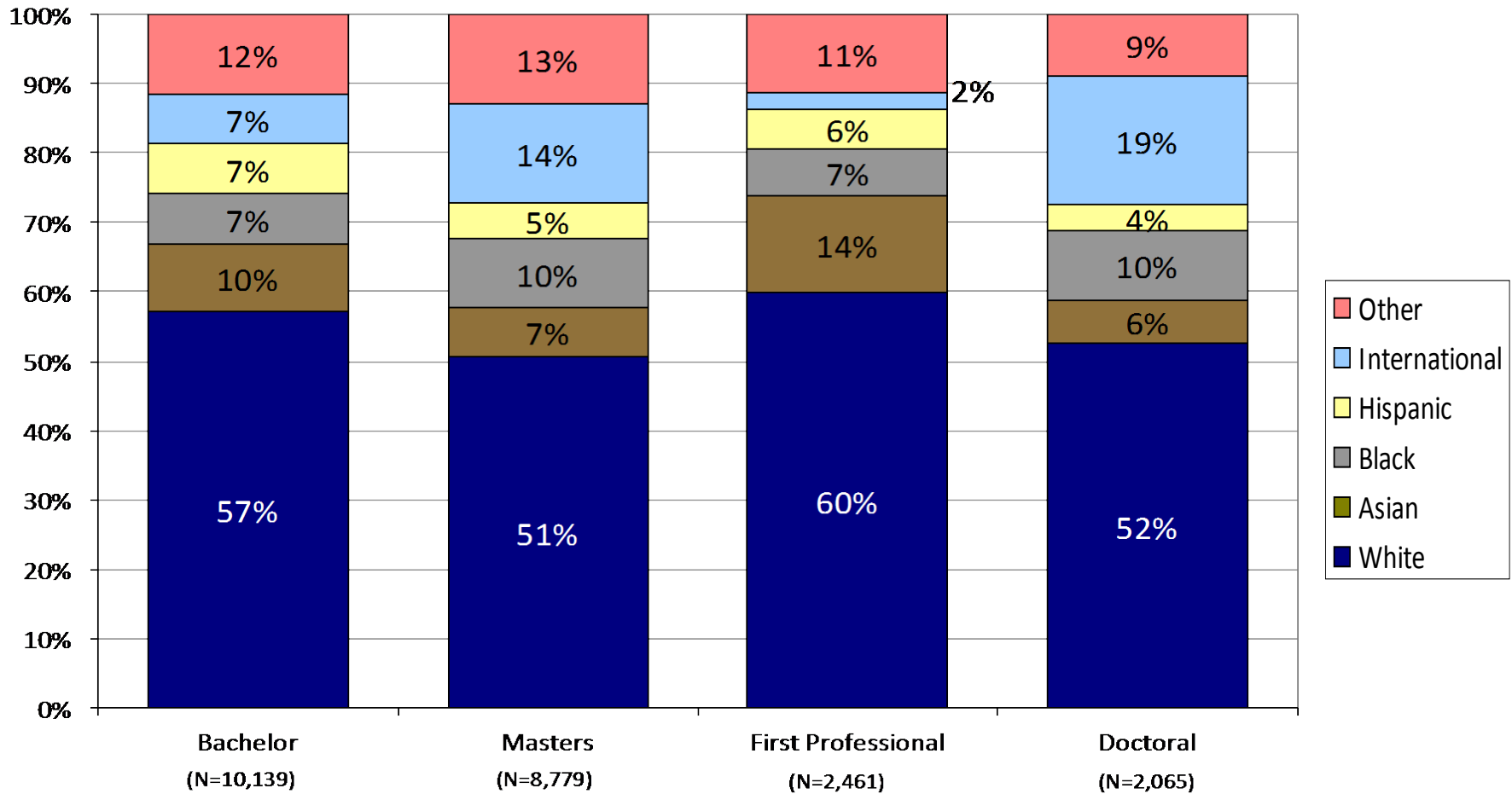
National and GW Populations



SOURCE: NSF/NIH/USED/USDA/NEH/NASA, Survey of Earned Doctorates, 2011

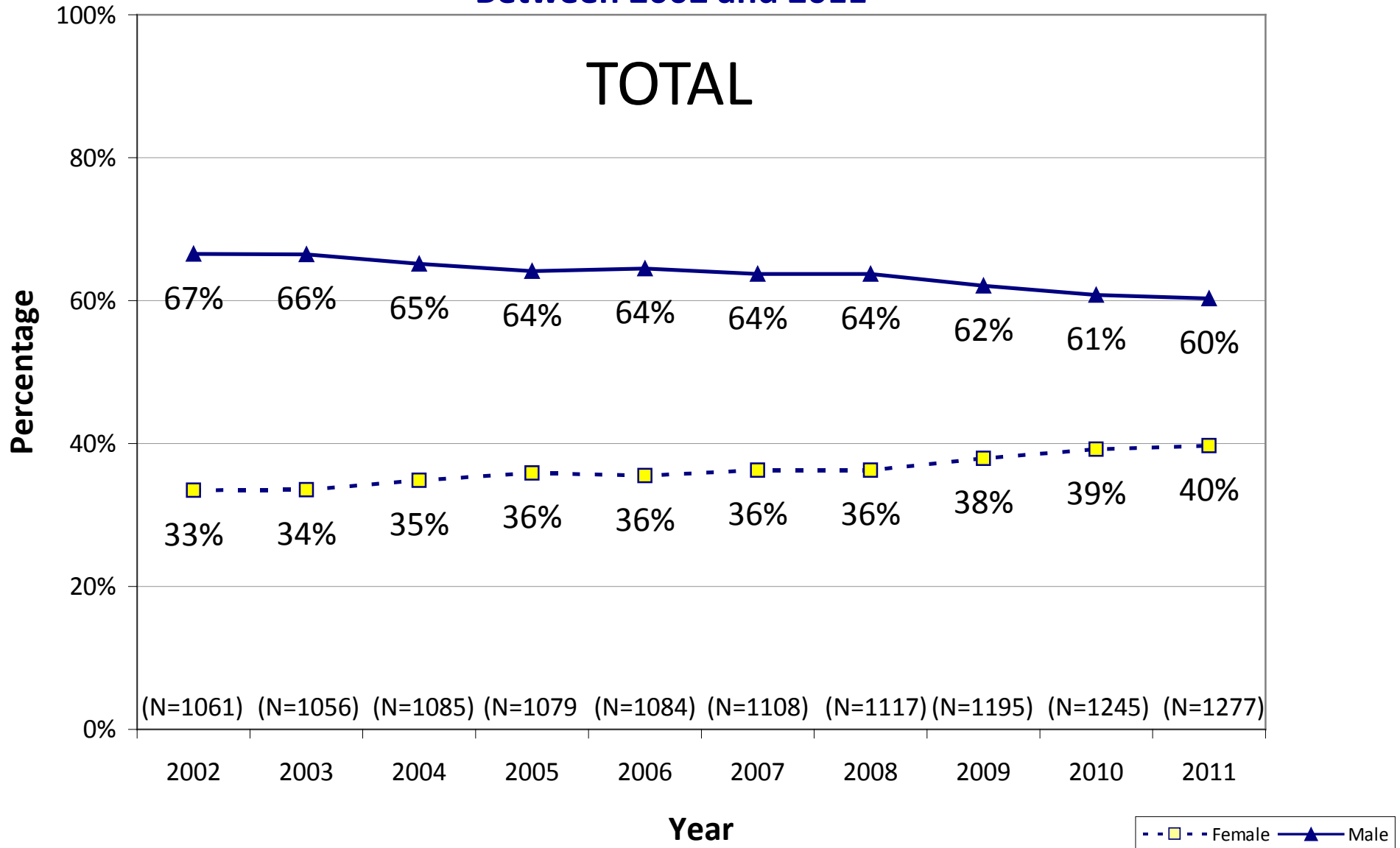
U.S. Department of Education, NCES The Condition of Education 2012

Race/Ethnicity of GW*: 2011 Student Populations



*Other includes two or more races, unknown, American Indian and Pacific Islander.

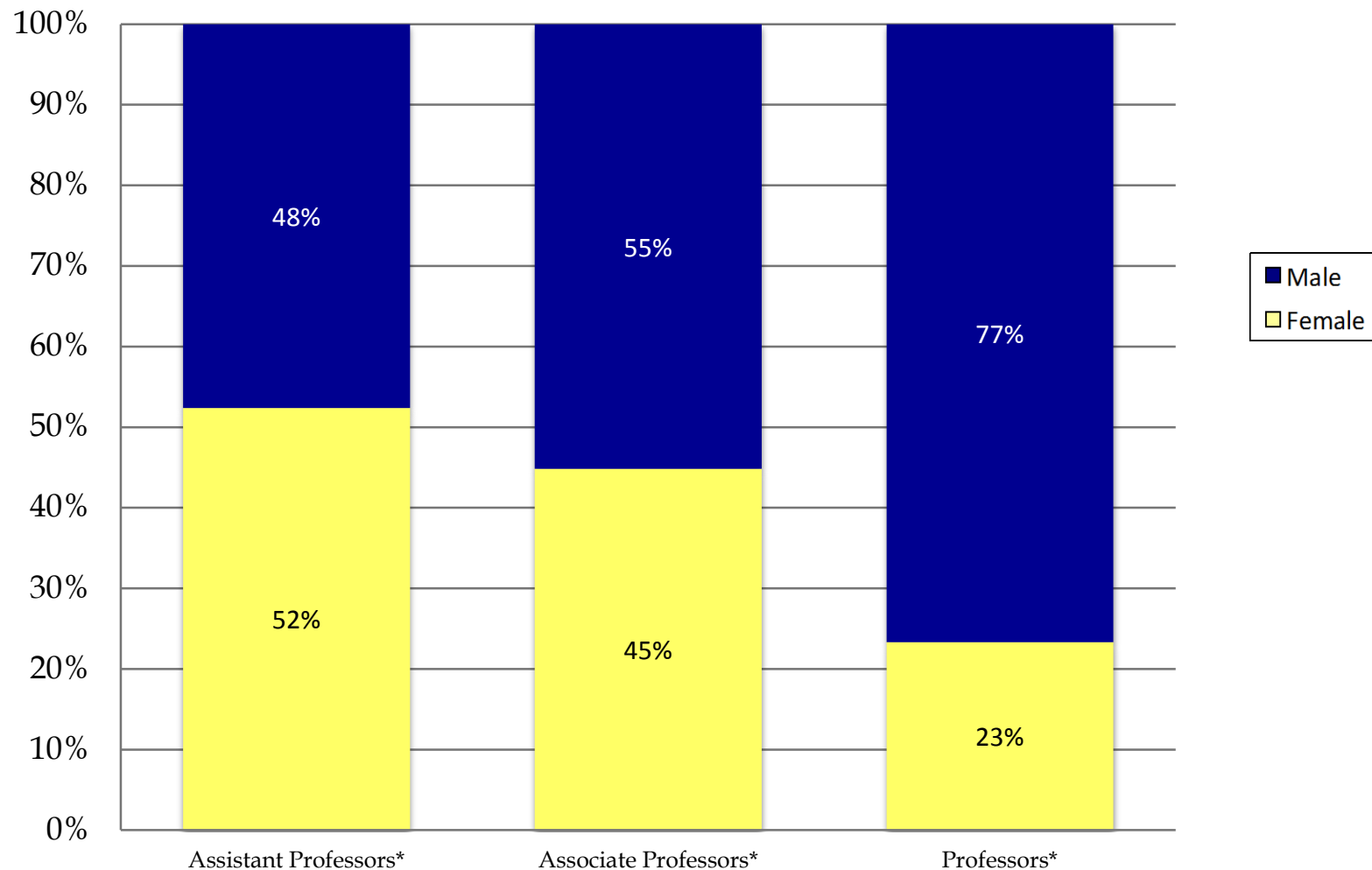
Percentage of All Full-Time Female and Male Faculty* Between 2002 and 2011



*Excludes deans and associate deans; SMHS includes MFA faculty; includes all regular active status faculty

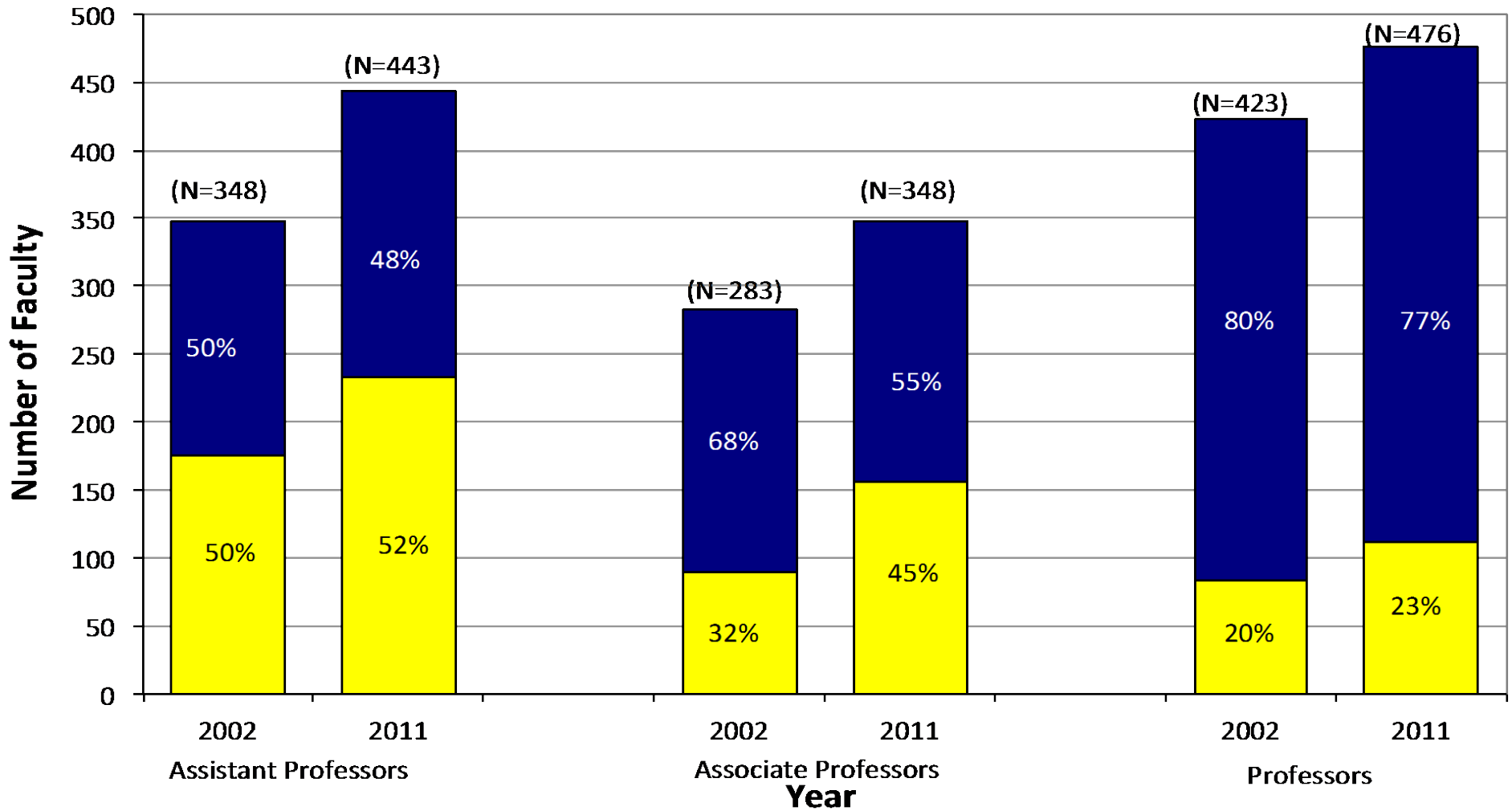
Gender of GW Populations: 2011

Faculty by Rank



*Includes regular active status faculty; excludes deans, associate deans, and instructors

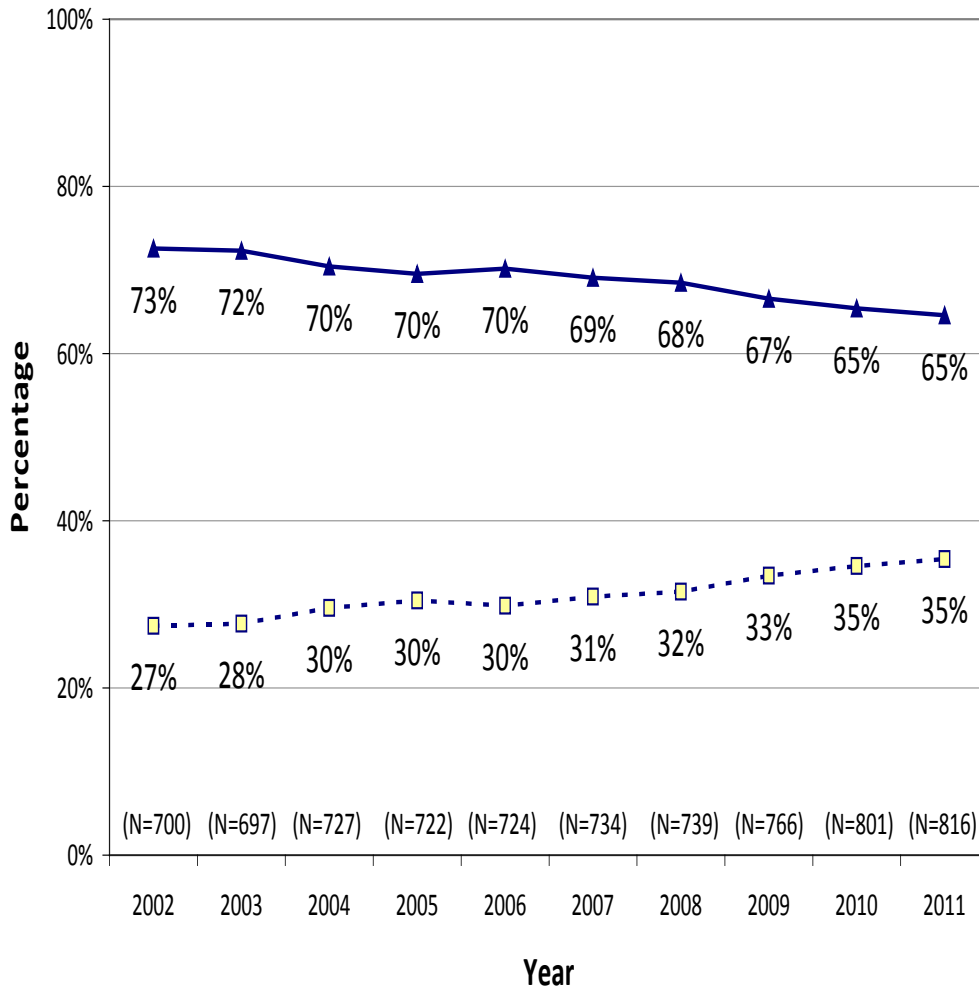
All Full-Time Assistant Professors, Associate Professors, and Professors: By Gender*: Comparison Between 2002 and 2011



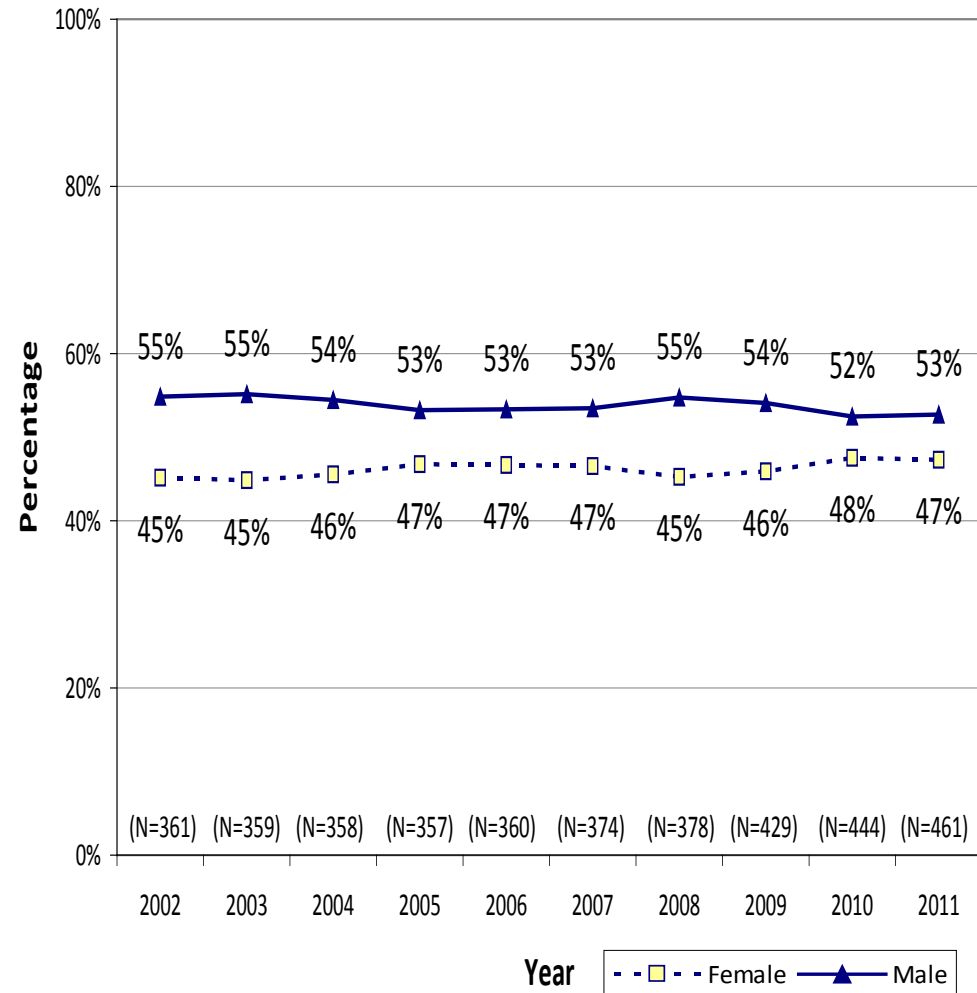
*Excludes deans and associate deans; SMHS includes MFA faculty; includes all regular active status faculty; excludes instructors

Female Male

Percentage of All Full-Time Female and Male Tenured and Tenure-Track Faculty* Between 2002 and 2011

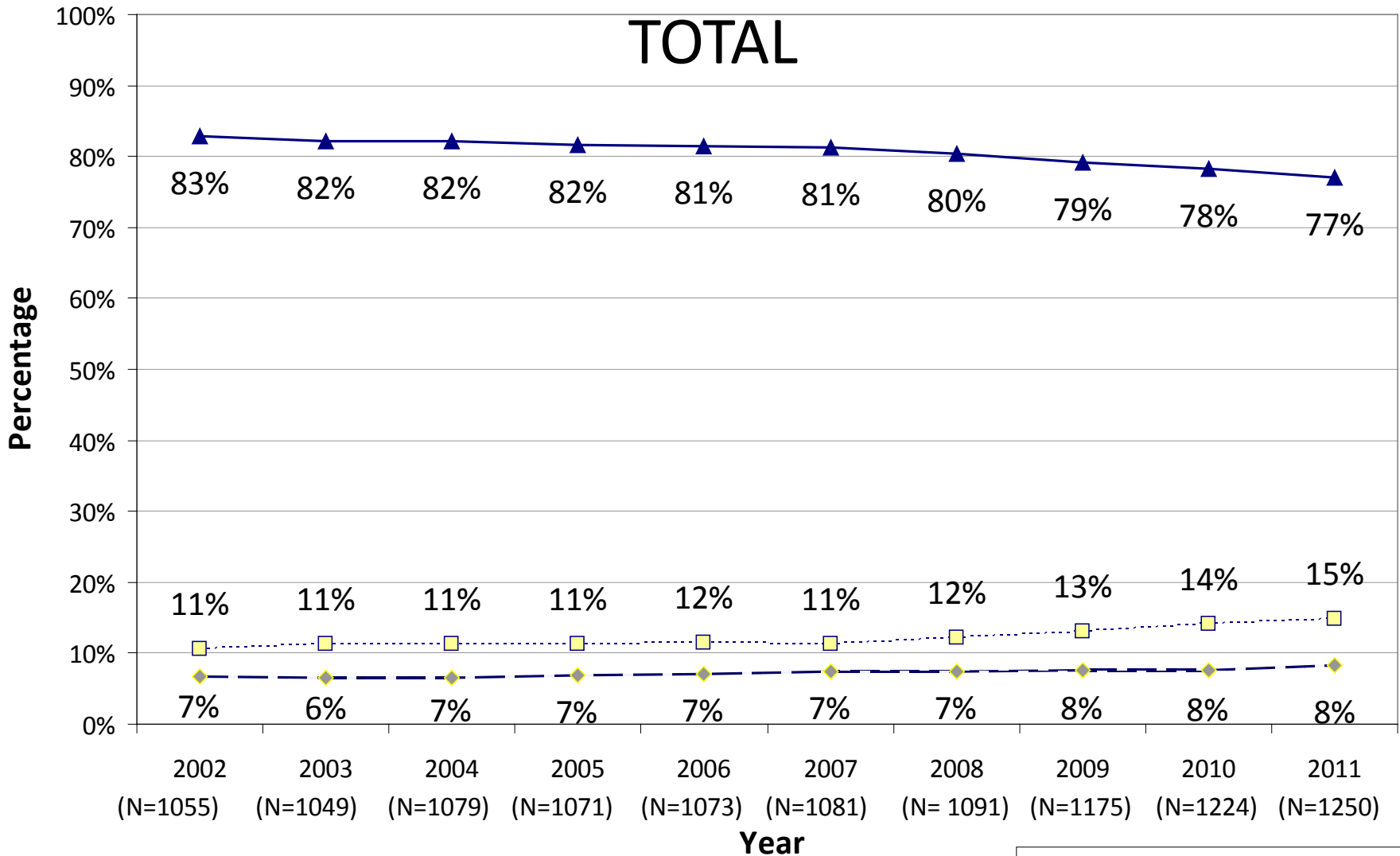


Percentage of All Full-Time Female and Male Contract Faculty* Between 2002 and 2011



*Excludes deans and associate deans; SMHS includes MFA faculty; includes all regular active status faculty

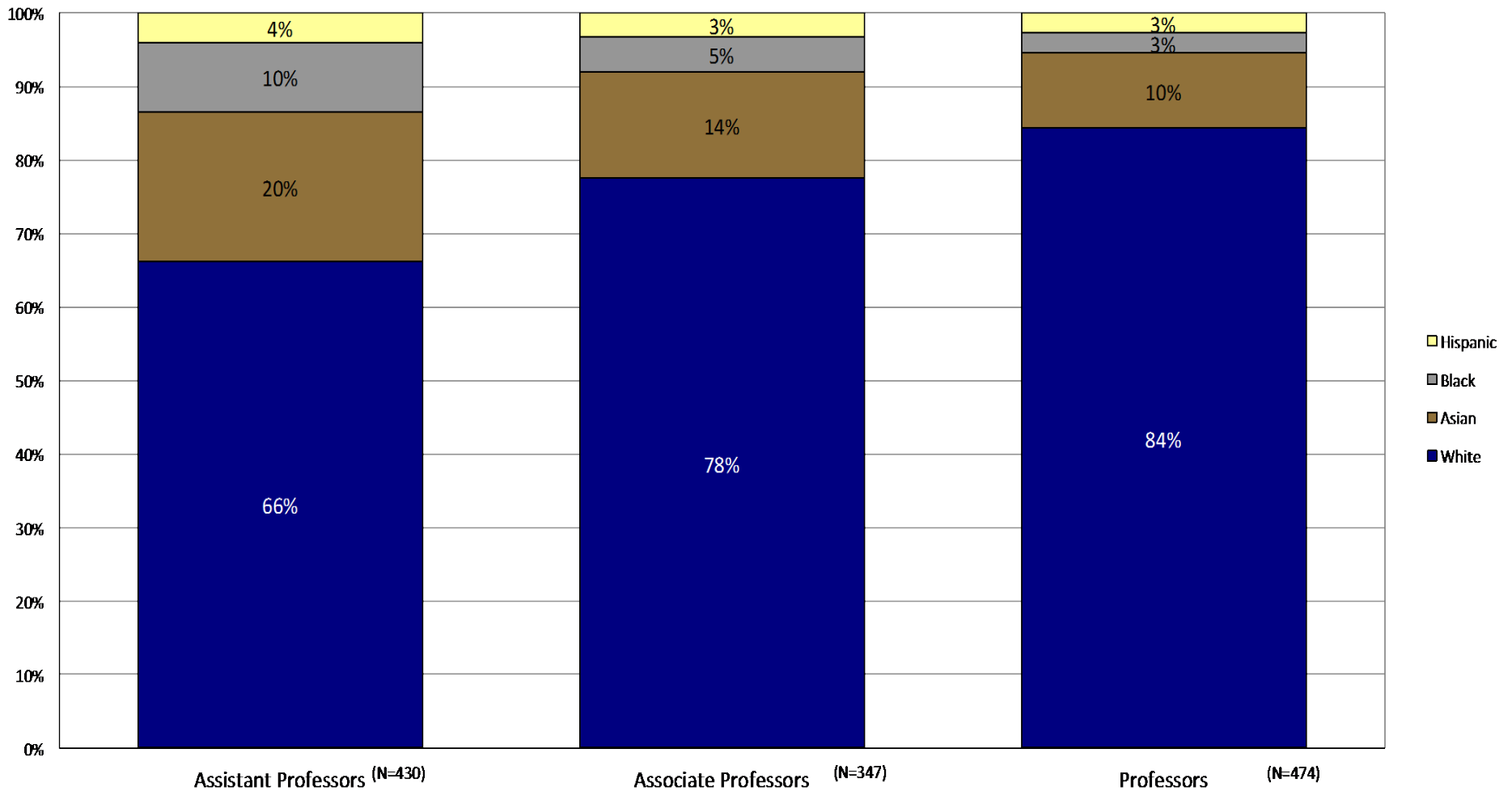
Percentage of All Full-Time Faculty*: By Race Between 2002 and 2011



*Excludes deans and associate deans; SMHS includes MFA faculty; includes all regular active status faculty.
Total excludes American Indian and unknown

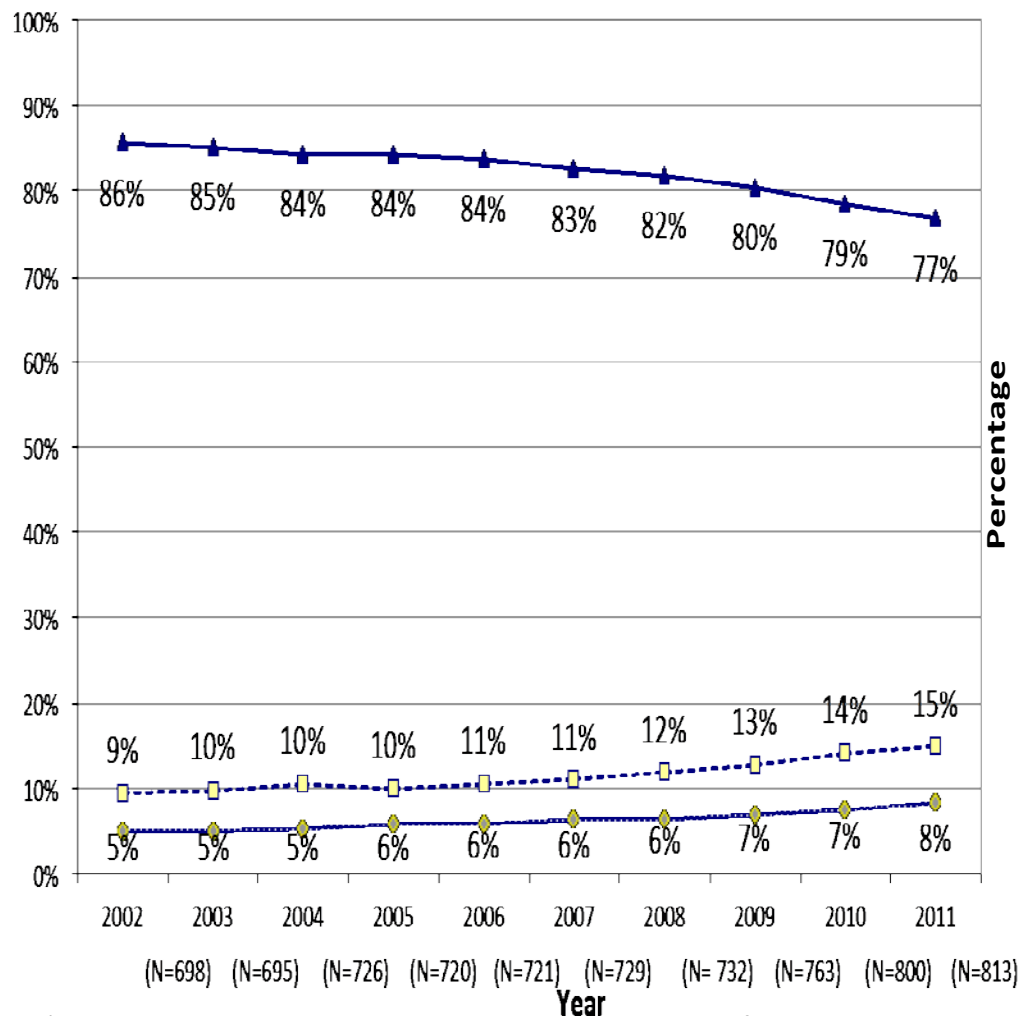
▲ White
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 ◆ Black and Hispanic

Race/Ethnicity of GW: 2011 Faculty* Populations



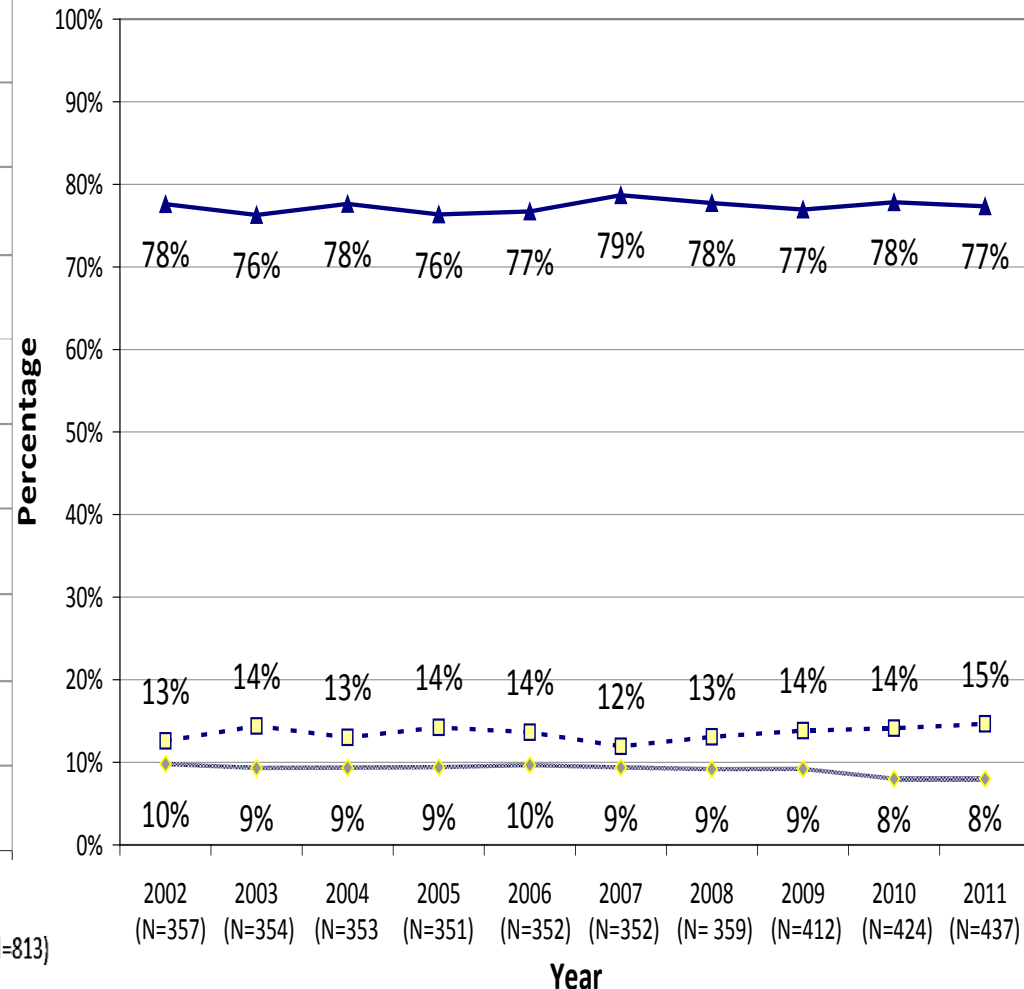
*Includes regular active status faculty; excludes deans, associate deans, and instructors

Percentage of Full-Time Tenured and Tenure-Track Faculty*: By Race Between 2002 and 2011



*Excludes deans and associate deans; SMHS includes MFA faculty; includes all regular active status faculty. Total excludes American Indian and unknown

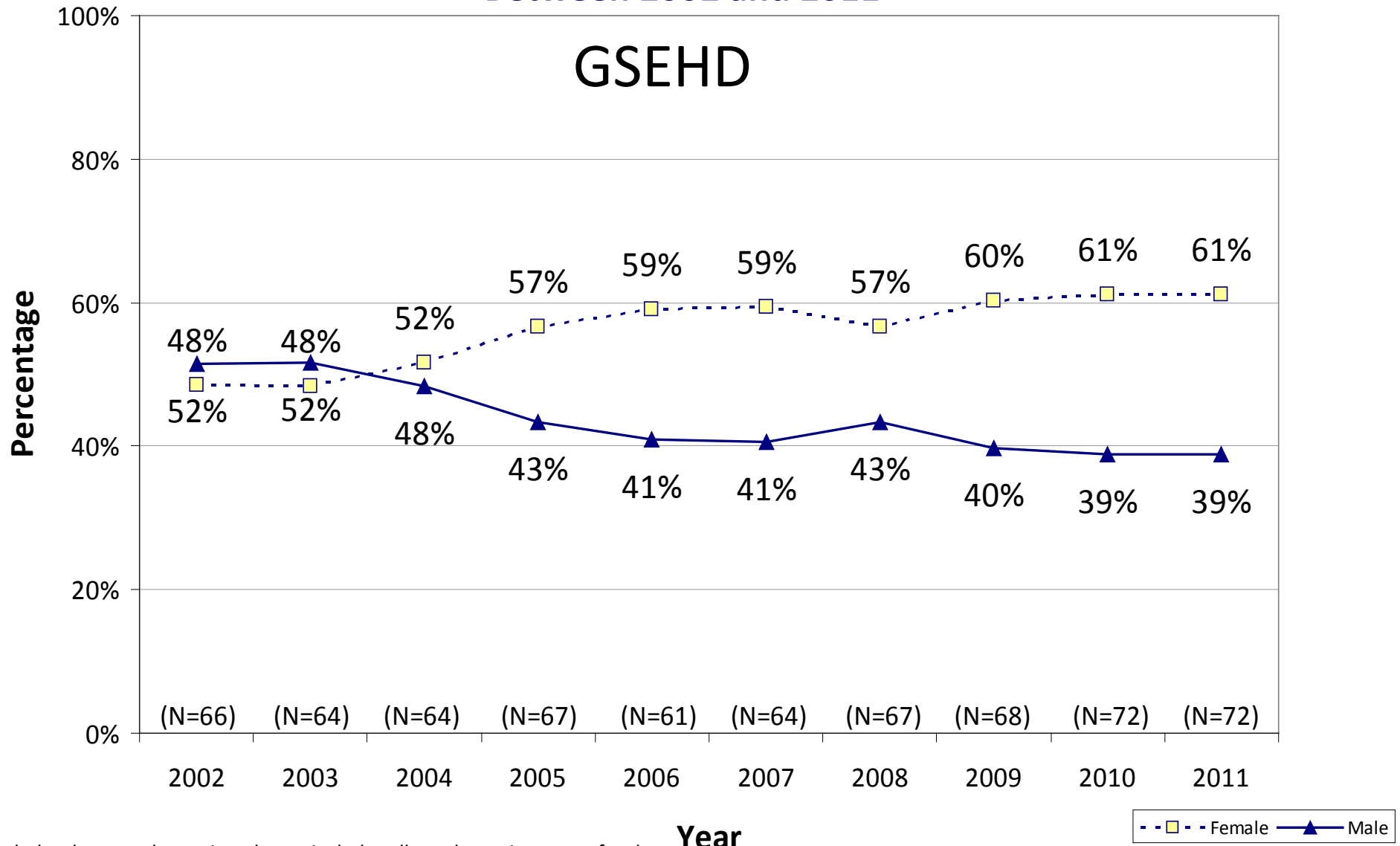
Percentage of Full-Time Contract Faculty*: By Race Between 2002 and 2011



—▲— White - - - □ - - - Asian —◆— Black and Hispanic

Percentage of Full-Time Female and Male Faculty* Between 2002 and 2011

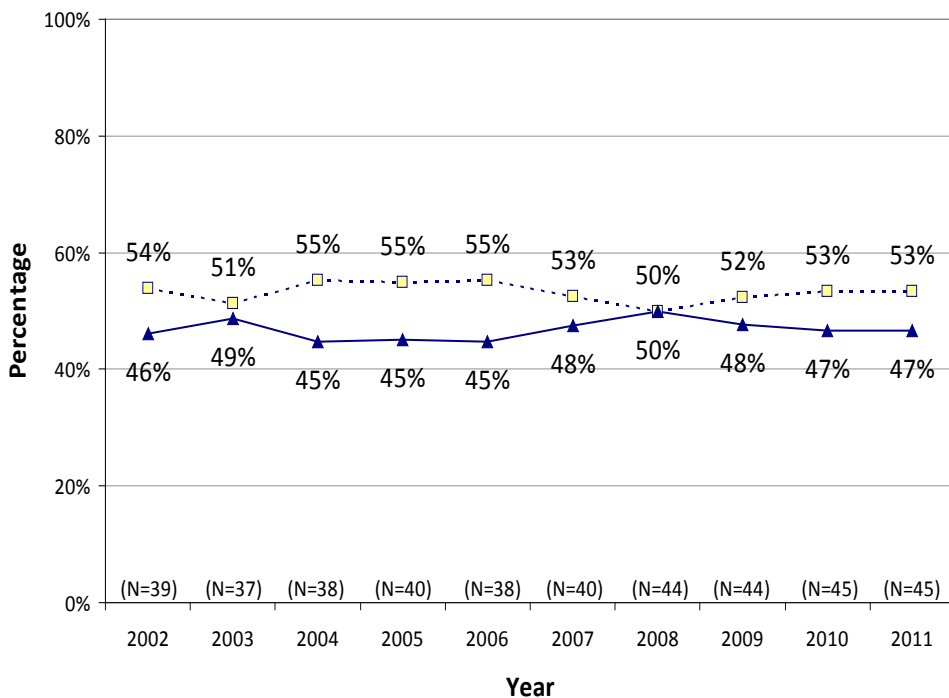
GSEHD



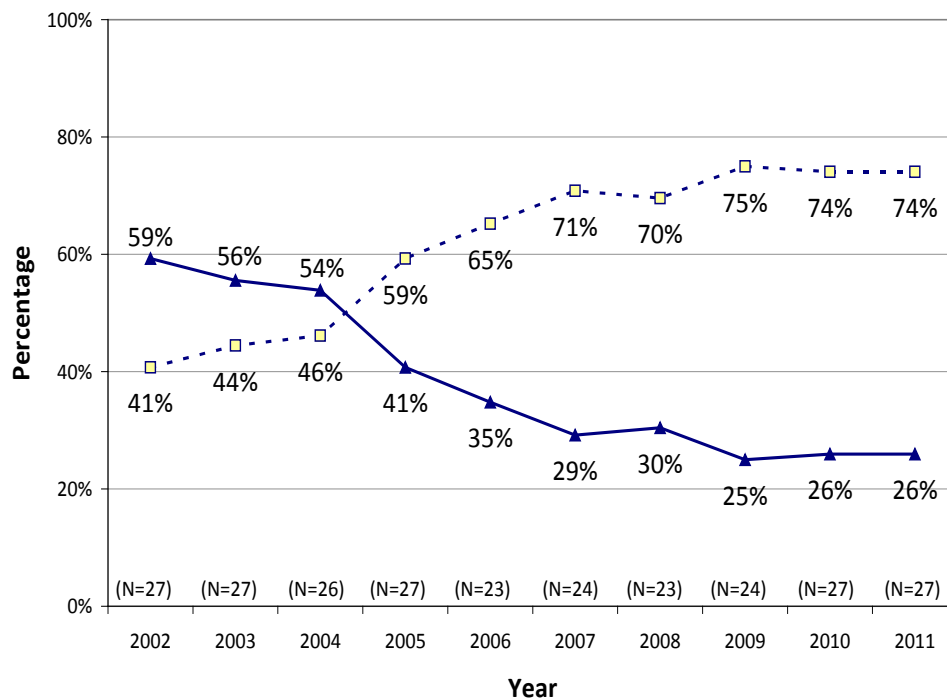
*Excludes deans and associate deans; includes all regular active status faculty

Full-Time Female and Male Faculty* Between 2002 and 2011: Comparison Between Tenured/Tenure-Track and Contract GSEHD

Tenured and Tenure-Track



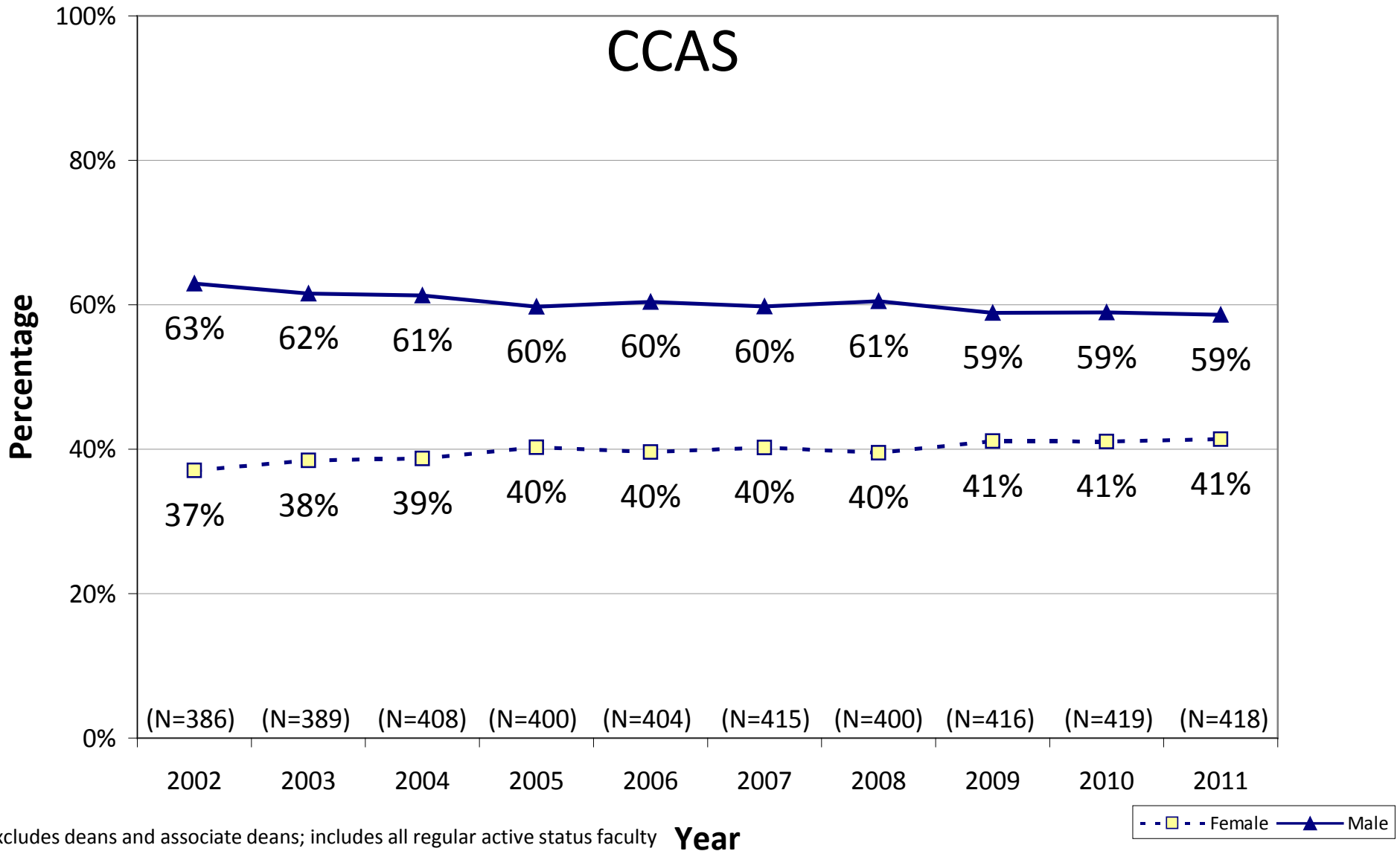
Contract



- - □ - - Female —▲— Male

*Excludes deans and associate deans; includes all regular active status faculty

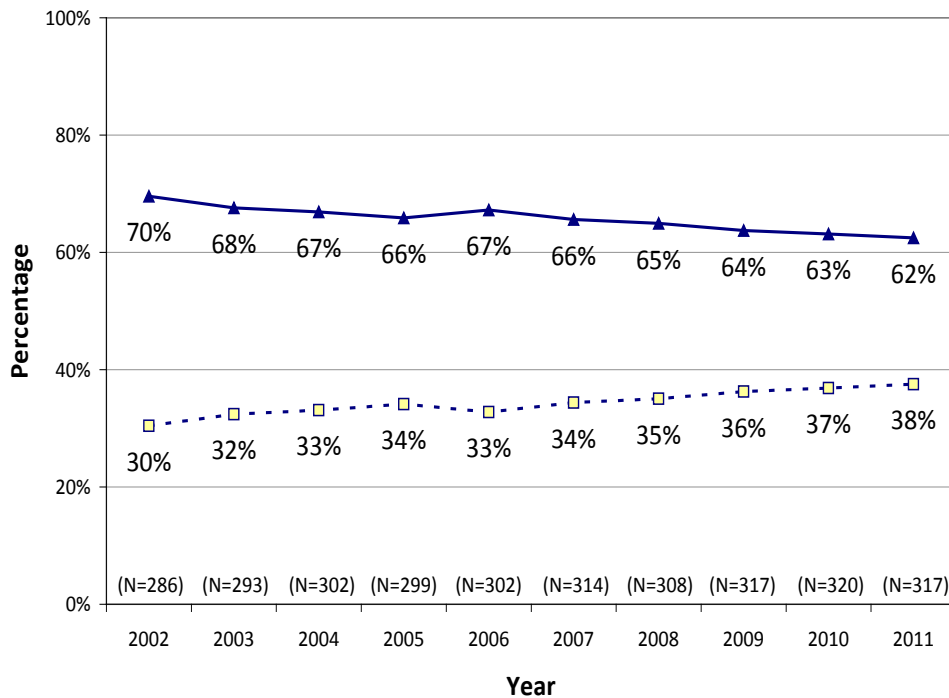
Percentage of Full-Time Female and Male Faculty* Between 2002 and 2011



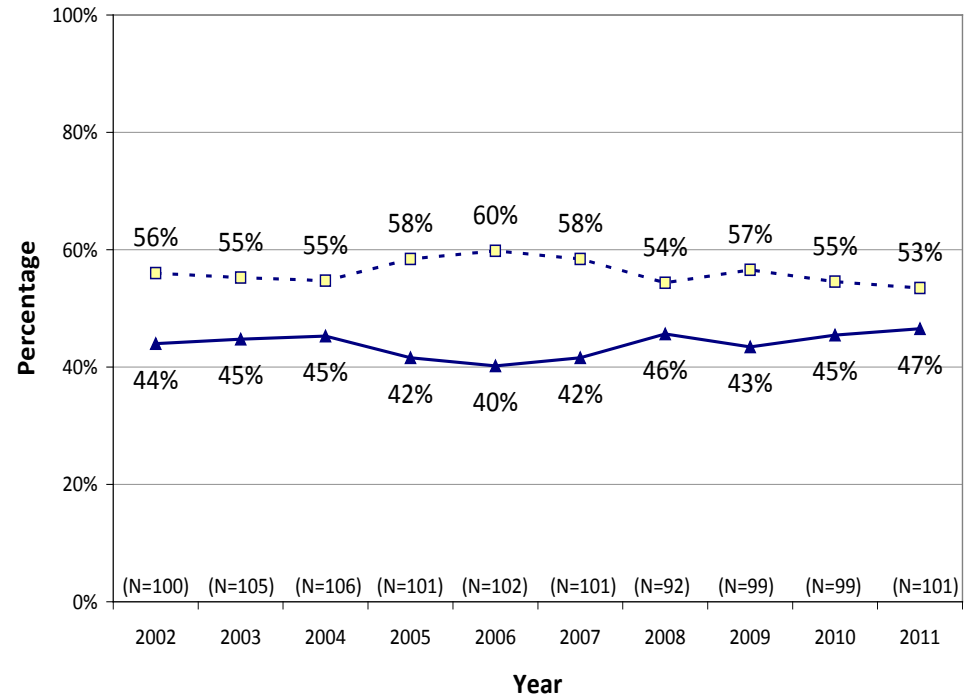
Full-Time Female and Male Faculty* Between 2002 and 2011: Comparison Between Tenured/Tenure-Track and Contract

CCAS

Tenured and Tenure-Track



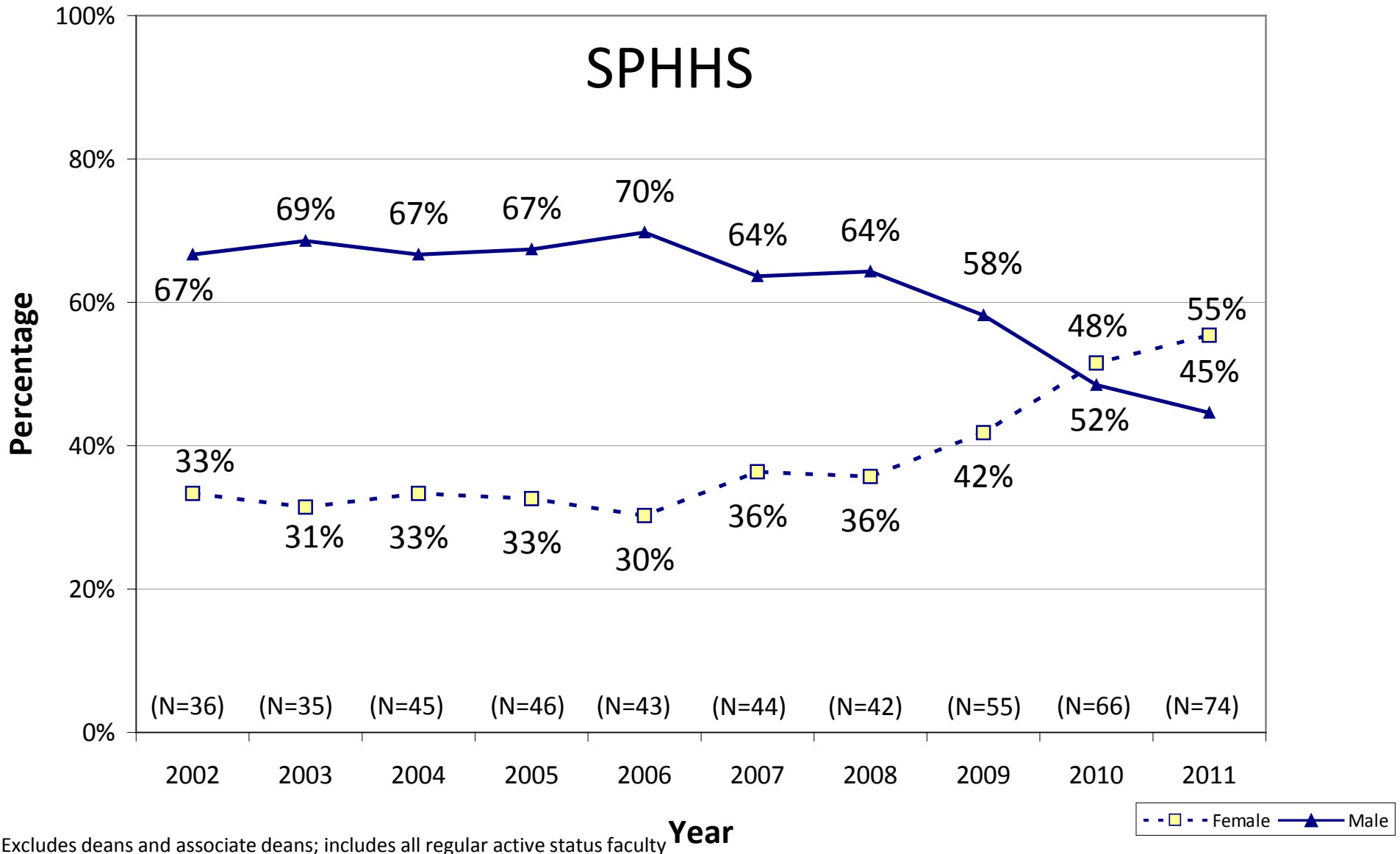
Contract



- - □ - - Female —▲— Male

*Excludes deans and associate deans; includes all regular active status faculty

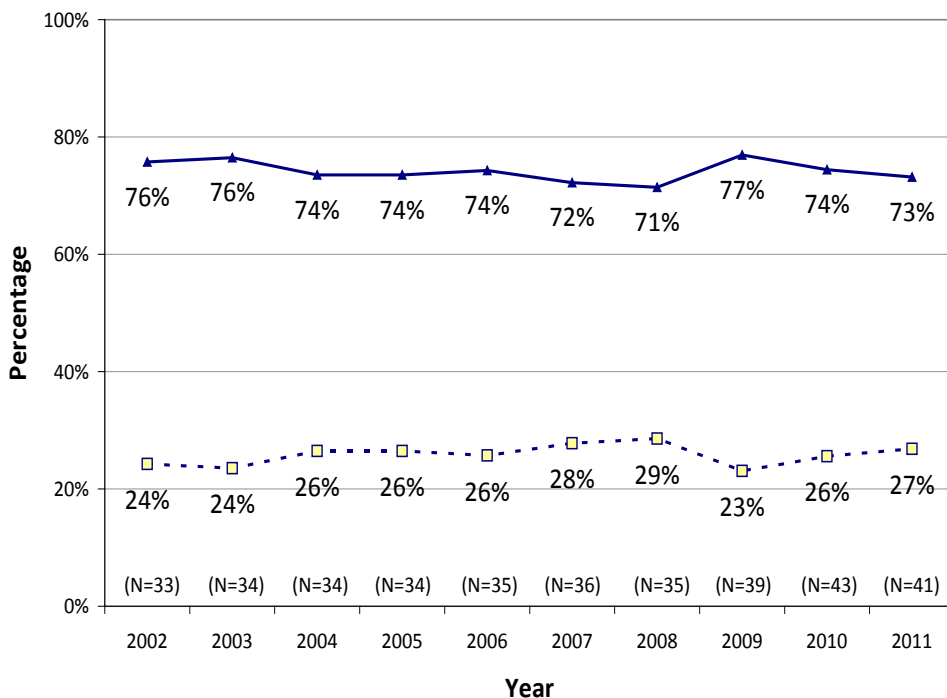
Percentage of Full-Time Female and Male Faculty* Between 2002 and 2011



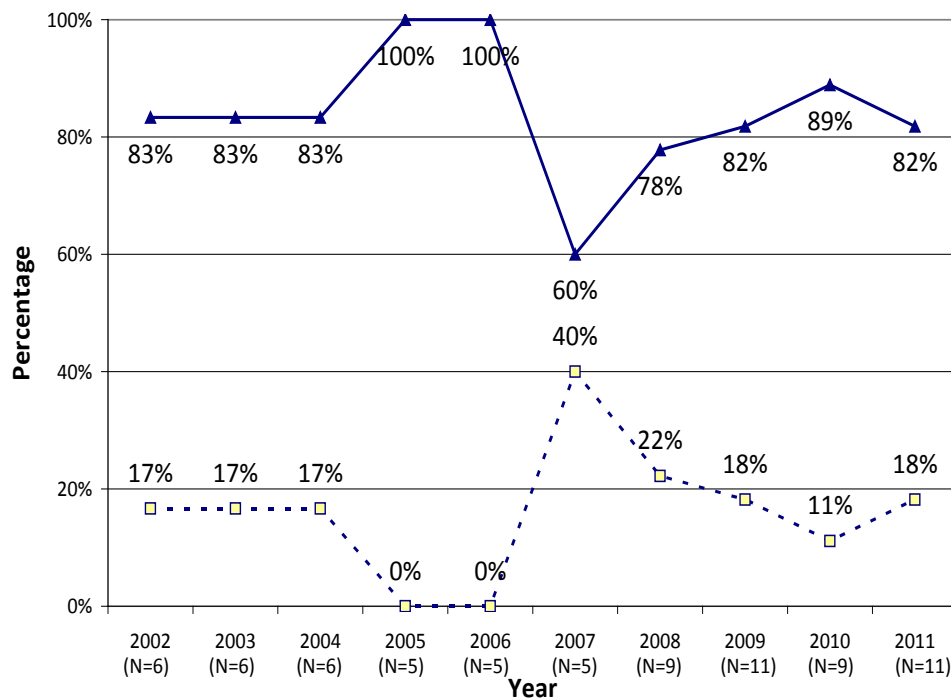
*Excludes deans and associate deans; includes all regular active status faculty

Full-Time Female and Male Faculty* Between 2002 and 2011: Comparison Between Tenured/Tenure-Track and Contract ESIA

Tenured and Tenure-Track



Contract

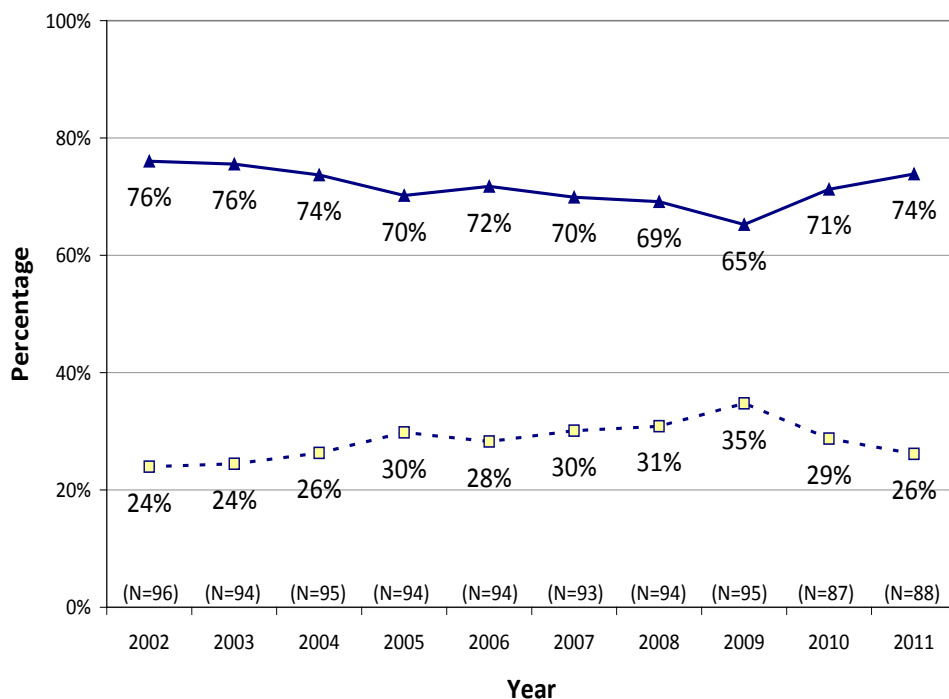


- - □ - - Female — ▲ — Male

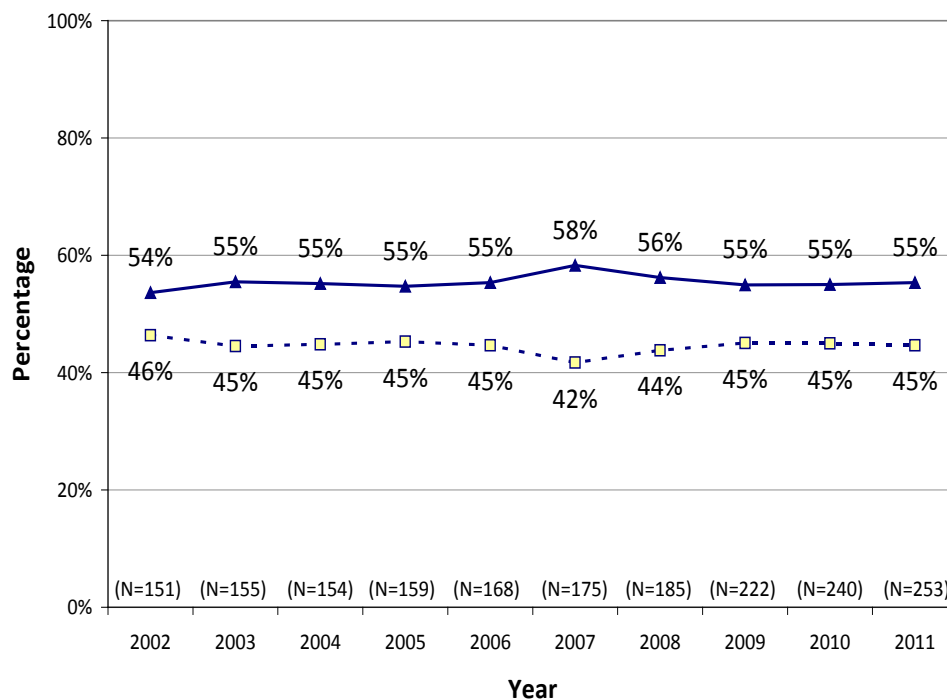
*Excludes deans and associate deans; includes all regular active status faculty

Full-Time Female and Male Faculty* Between 2002 and 2011: Comparison Between Tenured/Tenure-Track and Contract SMHS

Tenured and Tenure-Track



Contract

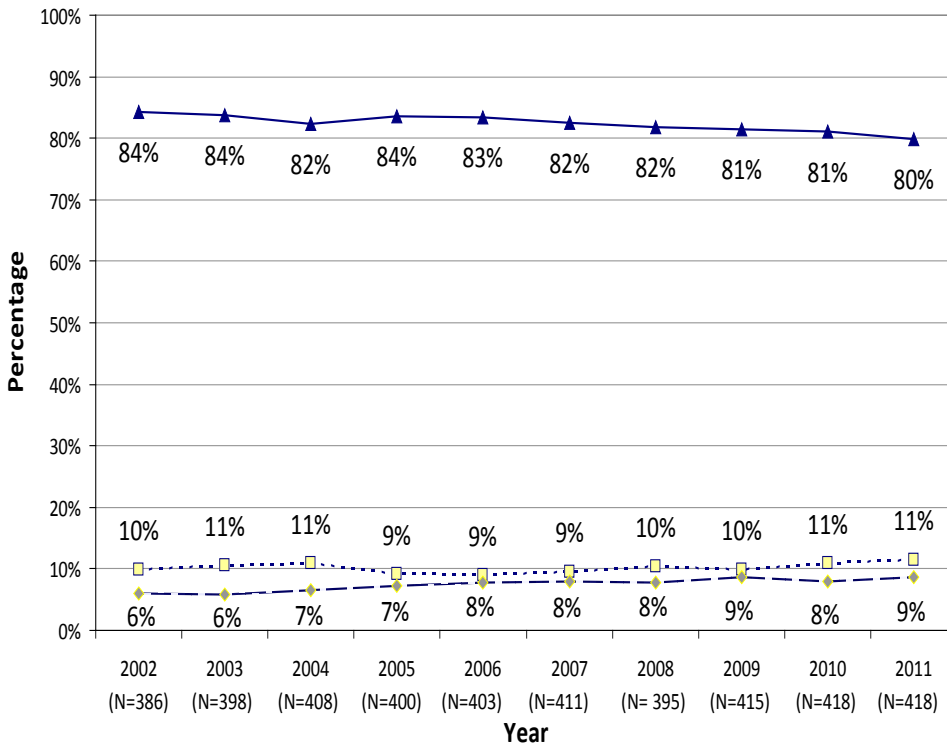


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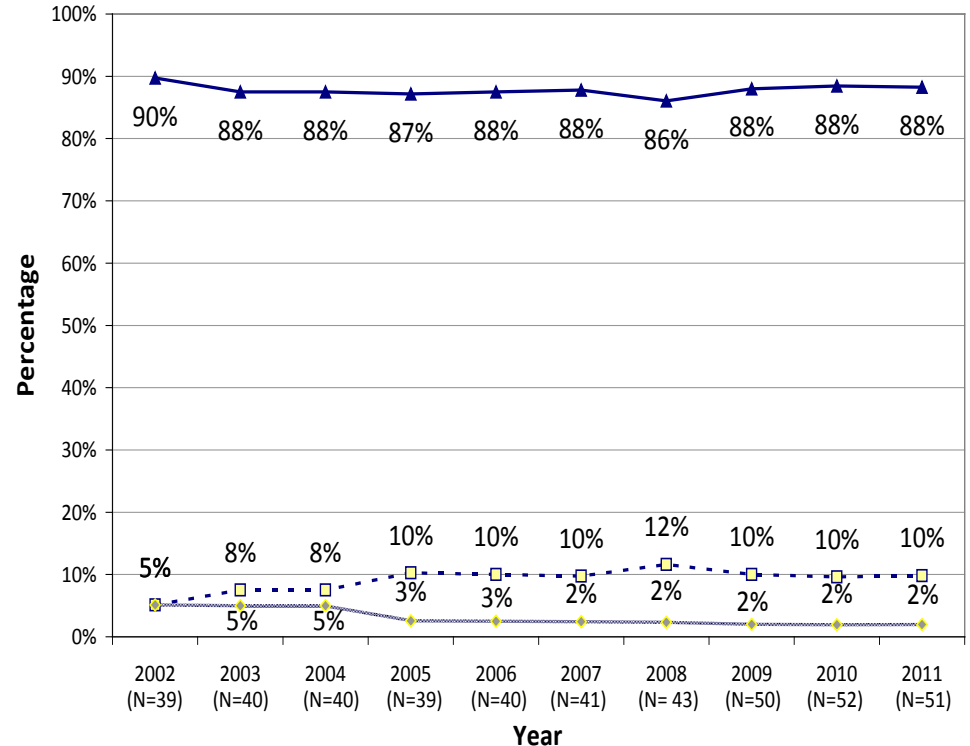
*Excludes deans and associate deans; SMHS includes MFA faculty; includes all regular active status faculty

Percentage of Full-Time Faculty*: By Race and School Between 2002 and 2011

CCAS



ESIA



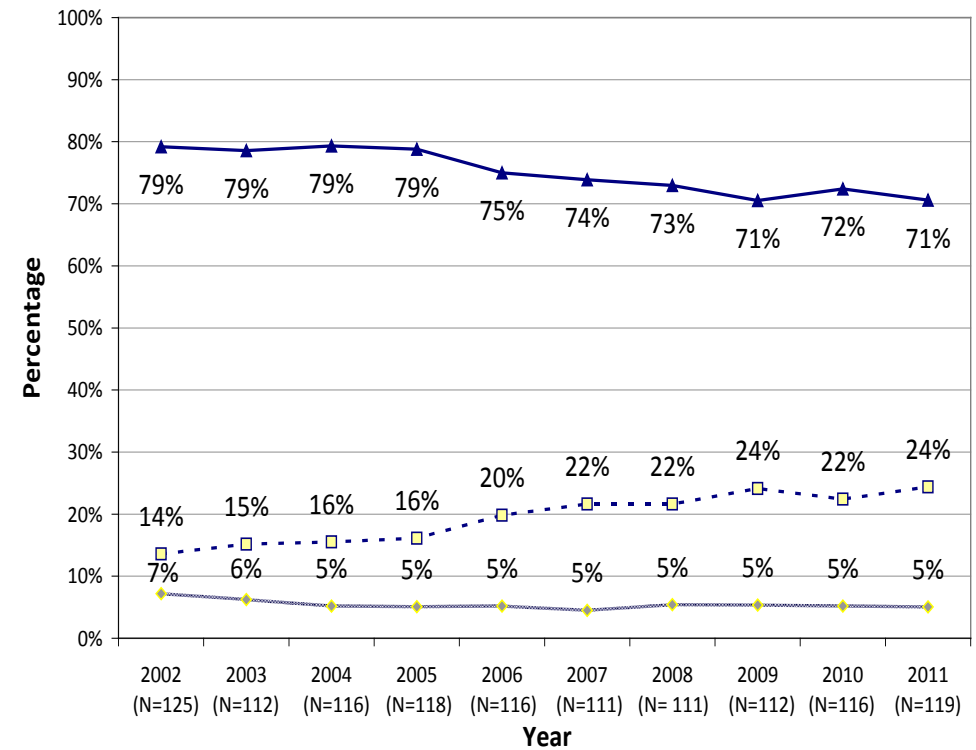
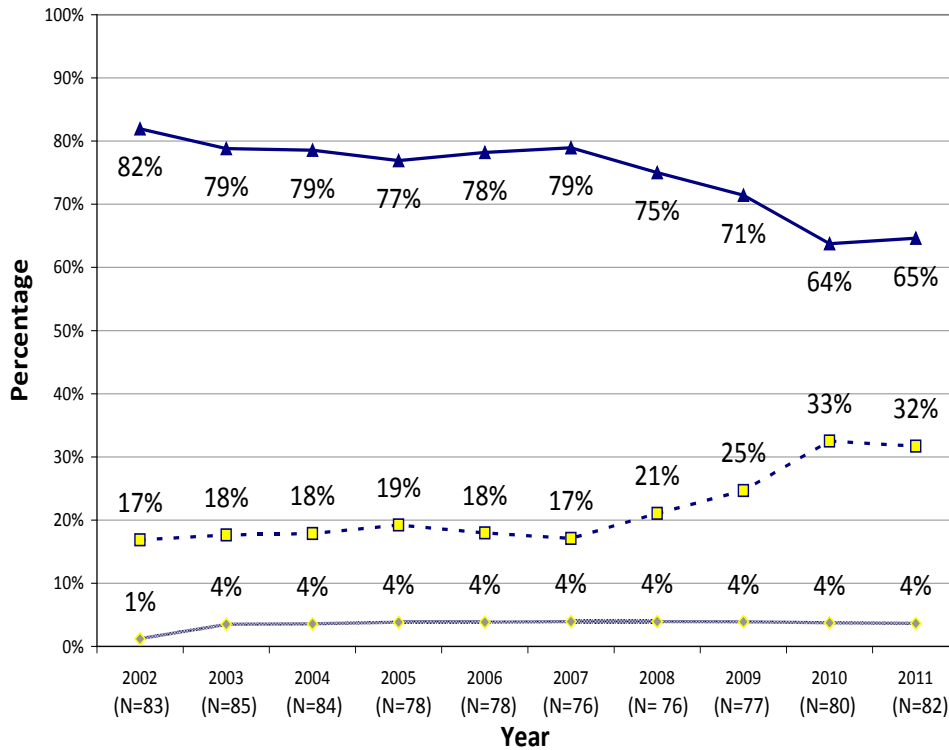
*Excludes deans and associate deans; includes all regular active status faculty. Total excludes American Indian and unknown

—▲— White ···■··· Asian - - -◆- - - Black and Hispanic

Percentage of Full-Time Faculty*: By Race and School Between 2002 and 2011

SEAS

GWSB



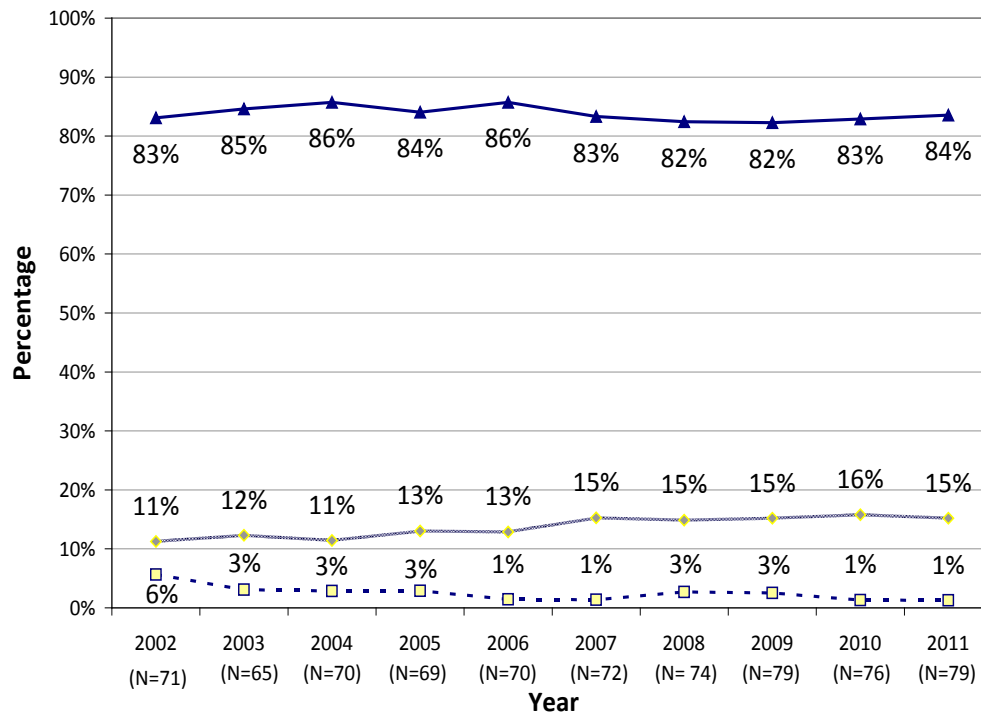
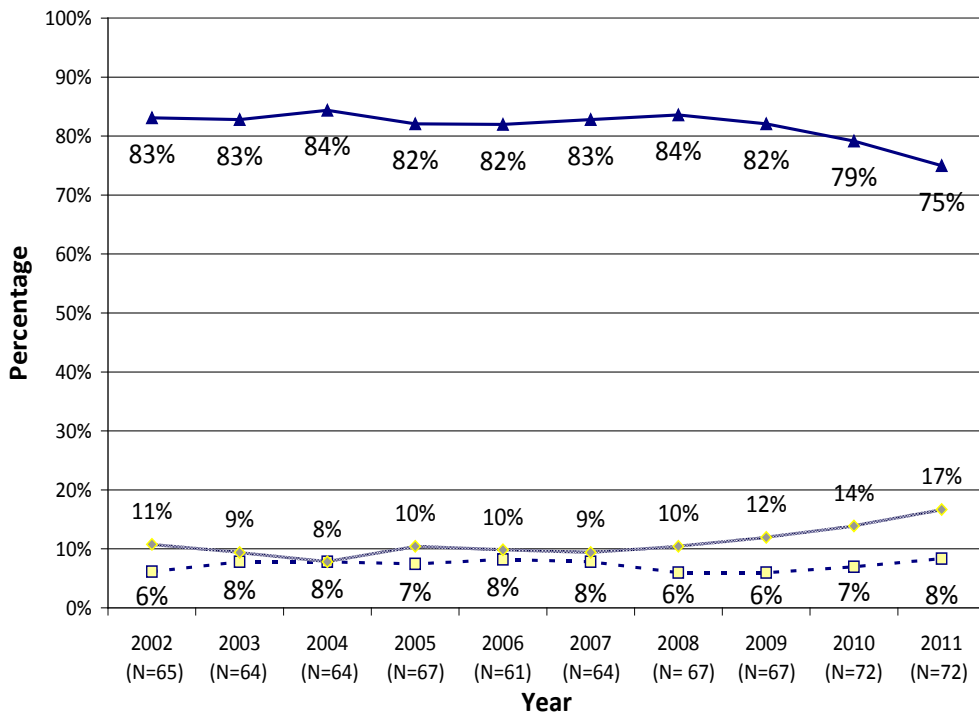
*Excludes deans and associate deans; includes all regular active status faculty. Total excludes American Indian and unknown

—▲— White - - - □ - - - Asian - - - ◆ - - - Black and Hispanic

Percentage of Full-Time Faculty*: By Race and School Between 2002 and 2011

GSEHD

LAW

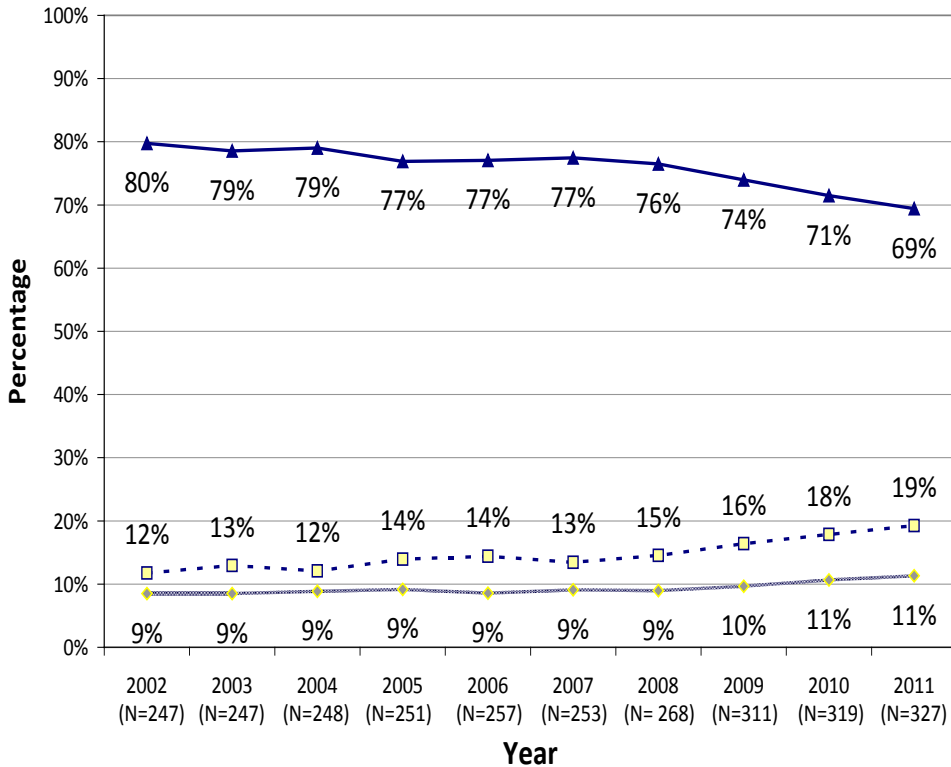


*Excludes deans and associate deans; includes all regular active status faculty. Total excludes American Indian and unknown

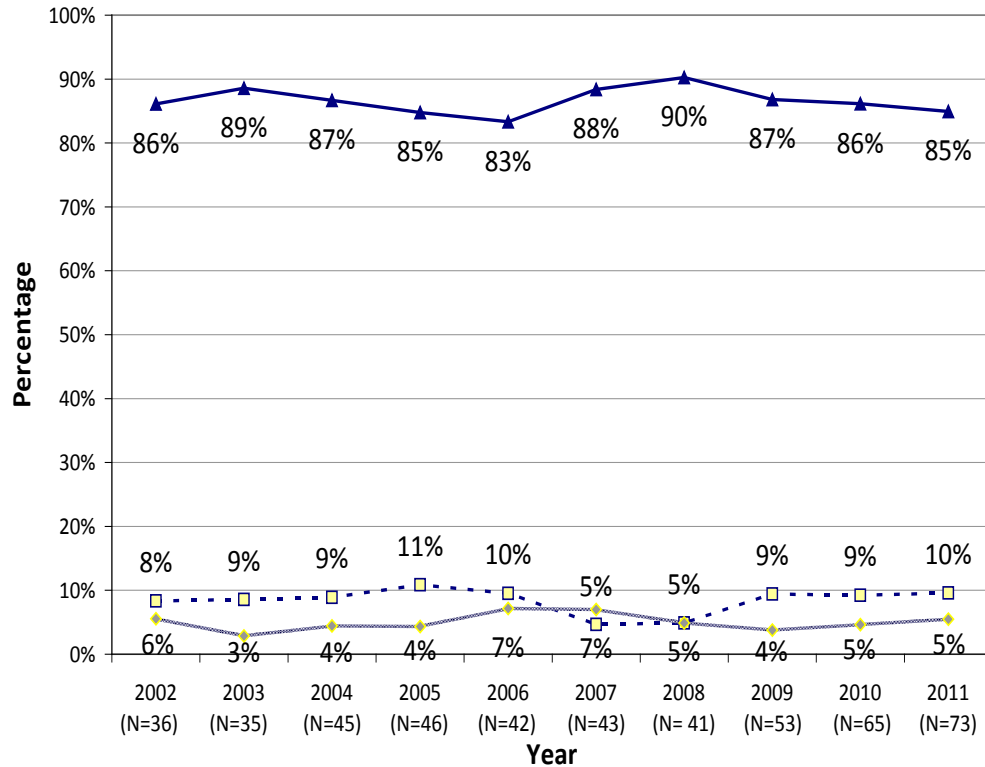
▲ White
 ◆ Black and Hispanic
 ◻ Asian

Percentage of Full-Time Faculty*: By Race and School Between 2002 and 2011

SMHS



SPHHS

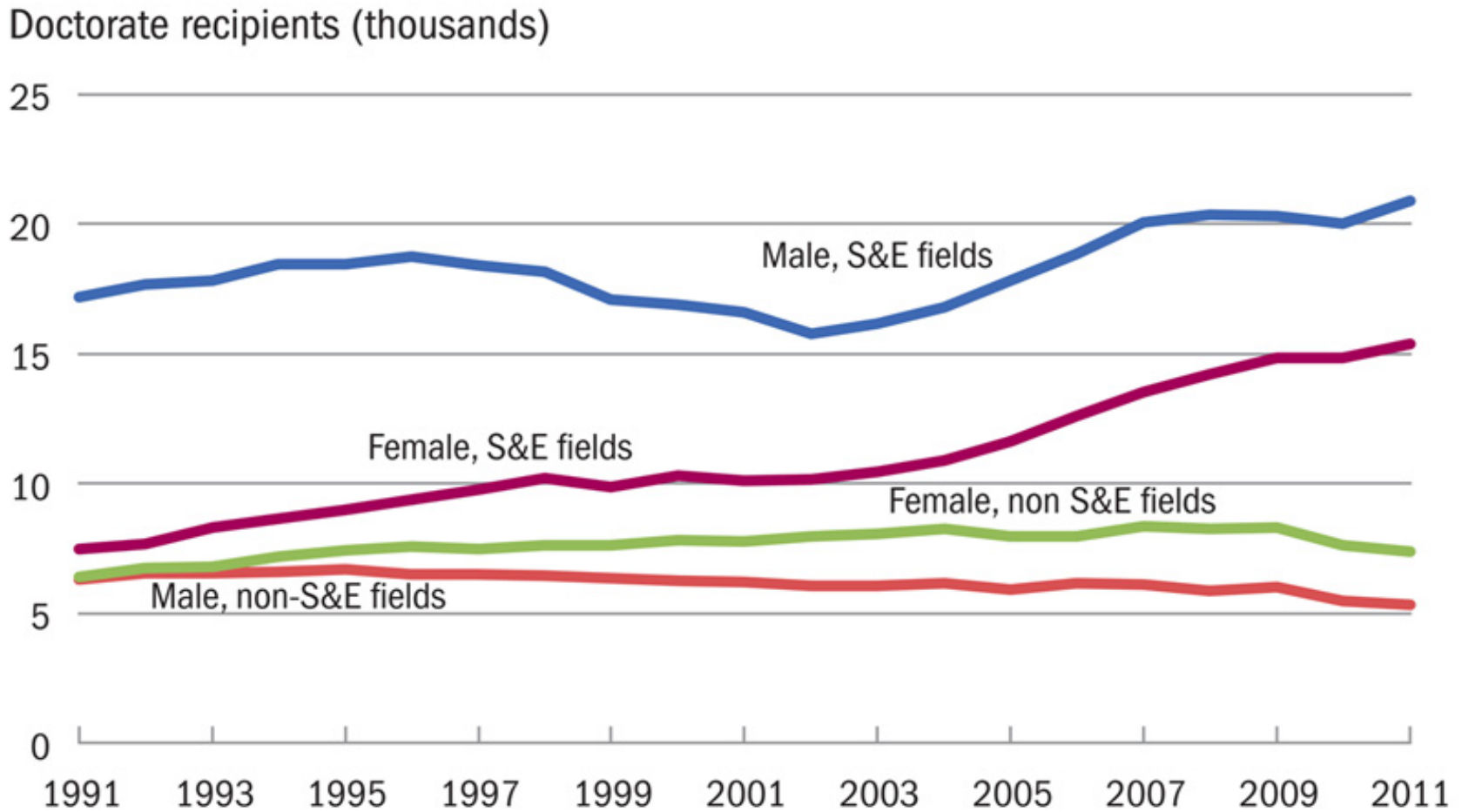


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Total excludes American Indian and unknown

—▲— White - - - □ - - - Asian ···◆··· Black and Hispanic

Sex and field of study of U.S. doctorate recipients: 1991-2011

49,010 research doctorates earned: 2011

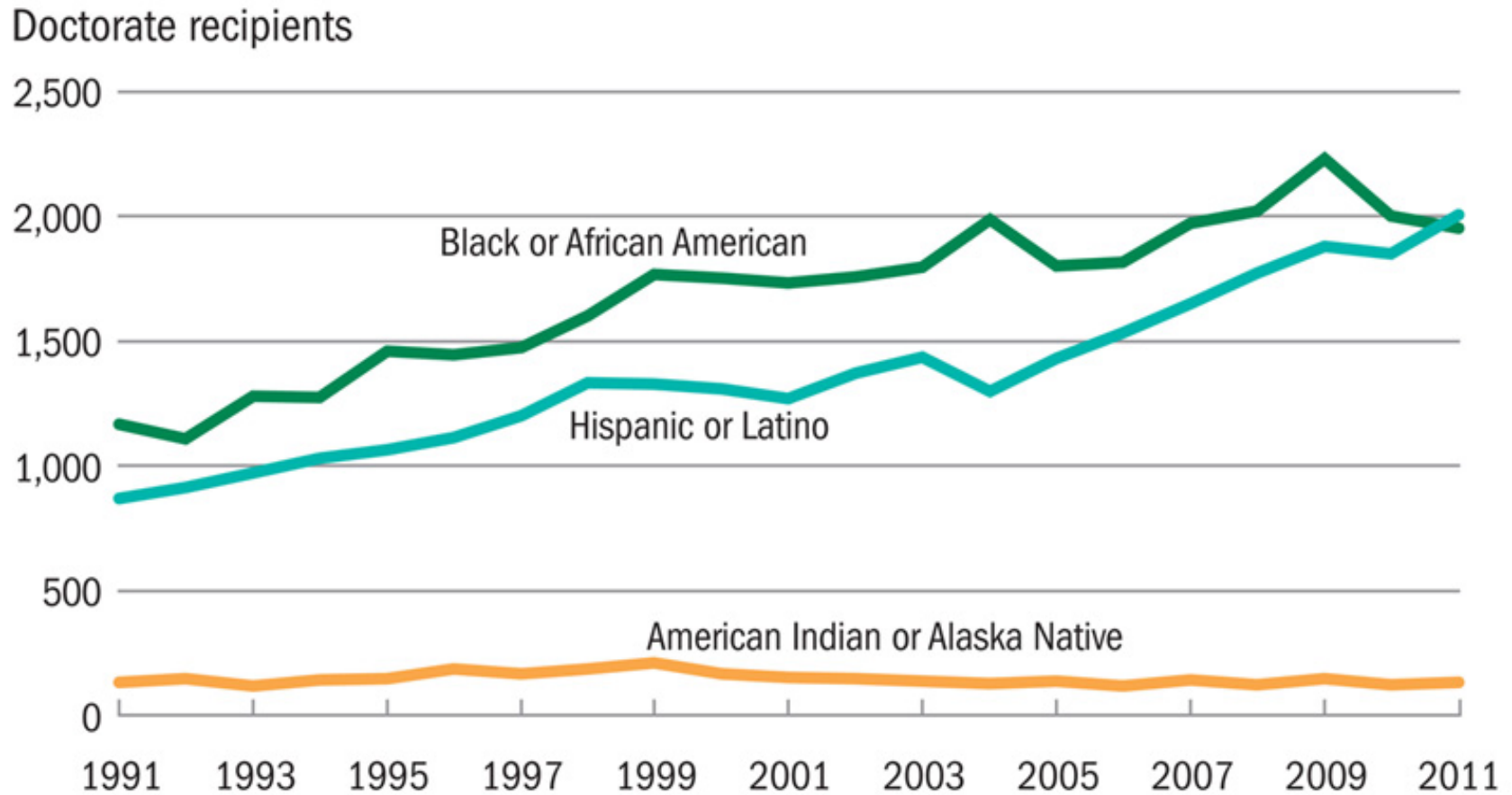


Doctorate Recipients from U.S. Universities 2011. Related detailed data: tables 13, 14, 16.



Doctorate Recipients from U.S. Universities 2011; www.nsf.gov/statistics/sed

Doctorates earned by members of U.S. underrepresented minority groups: 1991-2011



Doctorate Recipients from U.S. Universities 2011. Related detailed data: tables 19, 22, 23, 24.



Doctorate Recipients from U.S. Universities 2011; www.nsf.gov/statistics/sed

KEY PRIORITIES

1. Hiring, retaining, and developing talented individuals
2. Developing a robust pipeline of diverse talent
3. Ensuring an inclusive climate that enables us to leverage diversity

HIRING:

487 full time T*TT faculty were hired during the past decade –

- 43.5% are female
- 18.7% are Asian
- 11.1% are from underrepresented minority groups (URM)

Of the 83 hired as full prof.

- 26.5% are female
- 4.8% are Asian
- 6% are URM

Of the 77 hired as assoc. prof

- 41.6% are female
- 16.9% are Asian
- 9.0% are URM

Of the 327 hired as asst. prof.

- 48.3% are females
- 22.6% are Asian
- 12.8% are URM

Recruiting best practices:

- Success is tied to superior recruiting owned by the academic units
- Addressing unconscious bias
- Understanding faculty turnover
- Engage in year-round recruiting

Retention:

- Similar to national trends, the overall turnover rates for female and minority faculty do not exceed those for other faculty
- If there are discrepancies in turnover by race/ethnicity or gender it is likely to be discipline or department specific
- We want to determine if the reasons for attrition are the same across groups – cohort analysis

GW Hiring and Pipeline Initiatives:

- Graduate Fellowships
- Opportunity Hiring Initiative (President's Council on Diversity and Inclusion- PCDI)
- Strategic Plan (faculty growth)
- Give departments a higher level of support, including tools, resources, and incentives, to help them accelerate their diversity activity and improve their outcomes.
- An online dashboard of campus demographics (which can be viewed by School and population)
- Reviewing competitive, honorific postdoctoral fellowship program(s) that identify and attract outstanding individuals who would diversify our postdoc population. (PCDI)
- STEM Strategy

THE GEORGE WASHINGTON UNIVERSITY THE FACULTY SENATE

COMMITTEE ON EDUCATIONAL POLICY

REPORT APRIL 12, 2013

The Educational Policy of the George Washington University Faculty Senate held four meetings during the fall semester 2012 and the spring semester 2013.

- (i) The committee brief and previous reports were presented by the chair. Matters arising were (a) establishment of the subcommittee on Information Technology, (b) the definition of the Academic Year, this item being of only marginal interest, and (c) early advisement of poor mid-term performance of undergraduates.
- (ii) The question of religious holidays was addressed. The Registrar had provided the committee with a link to the web item regarding the GW policy on this issue. A printout of this policy is included below (see Annex #1). There followed a spirited discussion by the committee in which the policy was generally held to be acceptable, but the committee strongly suggested that some phrase be included to allow for 'faculty discretion' in this matter. The committee also felt that the requirement for the student to inform the course instructor the first week of the semester of upcoming absence due to religious observance not be enforced. While additional days for travel in the case of family religious observance would not normally be allowed for, this had to be at the faculty's discretion also.
- (iii) Associate Provost Linebaugh, who had been invited by the chair to discuss the question of the caps both from the enrollment and room availability gave the committee a detailed draft expose of the classroom situation and the on-going processes being carried out by the administration to both match the various course enrollments to the classroom sizes and the provision of more classroom space on campus. Professor Wirtz indicated that he would expect the administration to include more classroom technology in any development plans as this was an expanding need throughout the campus
- (iv) The question of the revision of the Academic Calendar for AY 2013/2014 and 2014/2015 was then addressed by the committee at the request of Associate Provost Linebaugh. Due to the urgency of this item, the proposal to revise the calendar as per the attached document was unanimously accepted by the committee with the proviso that the administration informed the faculty of the proposed changes before implementing them. A period of two weeks was considered enough time for the GW faculty to comment on them.

- (v) **The question of absorbing the mission of the ‘Admission Policy, Student Financial Aid and Enrollment Management Committee’ within the scope of the Educational Policy Committee was then discussed. The committee was in general agreement that this made perfect sense and therefore recommended to the Executive Committee to consider this further. With regard to Enrollment Management, Vice Provost Ehrmann mentioned that there was some reorganization of this. This was due to the total enrollment now being close to the maximum cap imposed by the DC Council. The overall enrollment including both undergraduate and graduate will have to be coordinated.**
- (vi) **The question of tuition costs and their rate of increase was then addressed by the committee. The new tuition costs were not due until the February meeting of the Board of Trustees, but they were expected to rise. The Chairman mentioned that in the past tuition rates increases were considerably ahead of inflation and he hoped that this would not be the case this Academic Year.**
- (vii) **The First draft of the new Strategic Plan was now available and the Executive Committee Liaison member, Professor Dickson, stated that the questions, implications and implementations that concerned the committee had been reviewed by the Executive Committee. He would forward these to the Chair for general distribution so that a more targeted discussion and recommendation could be formed by the committee at its next meeting. Vice Provost Ehrmann stated that he was no better more informed than others on the committee but had read the draft plan and commented that the idea behind the common freshman year seemed designed to ensure that our students were capable of critical thinking and awareness of other cultures. There were however still questions to be ironed out regarding adequate preparation for particular major areas of study.**
- (viii) **The issue of plagiarism and the availability of suitable software to identify this was then discussed. A spirited discussion then ensued during which it transpired that the current software to aid the faculty in their quest to maintain high academic standards was inadequate. The committee requested Vice Provost Ehrmann to ascertain the software preferred by the faculty and to try to meet their requests to provide this.**
- (ix) **The First draft of the new Strategic Plan was now available and the Executive Committee Liaison member, Professor Dickson, had previously informed the Educational Policy Committee that there were questions, implications and implementations that concerned the committee. These had been reviewed by the Executive Committee and had been forwarded to the Chair for general**

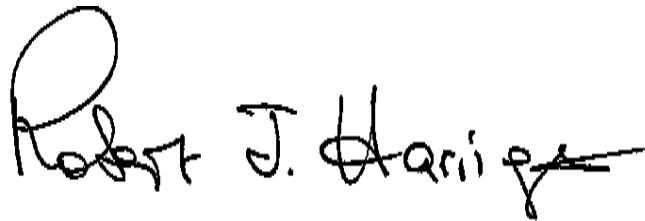
distribution so that a more targeted discussion and recommendation could be formed by the committee at this meeting.

- (x) From the report the committee had been asked to comment on the impact of cross-disciplinary courses. The view was expressed that the teaching of such courses and the appointment of faculty to such positions did represent a challenge. In particular, the scarcity of journals meant that publishing was difficult for faculty. Teaching also represented a problem as such courses were often team taught and then the question of shared credit arose. The example of history was given as a subject not easily defined as cross-disciplinary but rather trans-national. It was pointed out that Ph.D's are usually trained in a single discipline in great depth and therefore novice faculty would be at a disadvantage here. Introductory courses for all students also raised the question of which departments would be directly involved.
- (xi) The question of a common core as a requirement was also discussed at length. The accreditation requirements for the various disciplines could be widely different and this could cause problems with outcomes and expectations. There is always difficulty in assessing the success or failure of reaching the outcomes and these should be stated clearly and simply.
- (xii) The question of majors was then raised. While a general overall education would be well satisfied by the common core and would provide an excellent foundation, the need to address the thrust of a major would have to be addressed separately. With regard to minors, cross-disciplinary courses could be valuable for these, but minors should be more substantive than is presently the case and have more connection to the major being pursued.
- (xiii) The area of sustainability offered an excellent opportunity for faculty to integrate their efforts with other colleagues in similar or allied areas of expertise.
- (xiv) With regard to the following items from the report:
 - Item (4): The committee agreed.
 - p17, A4(1): This was considered vague by the committee
 - A6: The committee thought this was a good idea

- B1, p20:** The committee suggested creating pods of research in Gelman Library with access to the relevant research literature and allied resources
- B3, p2:** This should be revisited by the committee
- C2, p23:** This seemed a good idea to the committee

Respectfully submitted,

Robert J. Harrington, Chairman

A handwritten signature in black ink that reads "Robert J. Harrington". The signature is written in a cursive style with a large, looped initial "R" and a horizontal flourish at the end.

Members of the Committee:

Professors: Carter, Davis, Dickson, Doebel, Hamano, Harrington, Kristensen, LeLacheur, Wirtz (Fall 2012), Zderic

Administration: Registrar Amundson, Associate Provost Beil, Dean Feuer, Vice Provost Ehrmann, Debbie Gaspar (Gelman Library), Associate Vice President Napper, Executive Director Small

ANNEX #1

Religious Holidays

The Administration has accepted a resolution of the Faculty Senate regarding the accommodation of the obligations of religiously observant students and faculty. The Senate recommended:

1. that students notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
2. that faculty continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. that faculty who intend to observe a religious holiday arrange at the beginning of the semester to re-schedule missed classes or to make other provisions for their course-related activities.
4. that the Administration continue to circulate to faculty by the last week of the previous semester a schedule of religious holidays most frequently observed by our students with a notation that student members of other religious groups are also entitled to the same courtesies and accommodations.
5. that the Administration convey this policy to students by including it in the Schedule of Classes and other places deemed appropriate.

The George Washington University
Faculty Senate Committee on Research
Report for Academic Year 2012-2013

The Committee divided its attention between two matters during the year: improving information systems to support PIs who want to monitor their budgets, and proposed changes in the University policy toward intellectual property. These will be discussed in turn.

During the 2011-2012 year the Committee drafted a resolution on Academic Information systems that was passed by the Senate and accepted by the Administration. The Administration has set up a committee to do a short run overhaul of the information systems support for PIs. The Committee met, both as a group and as a subcommittee, with the individuals charged with making short run changes in information systems. This effort appears to be going rather slowly but perhaps there will be a report next year on what has been accomplished and what remains to be done. The goal is to make the process of going from proposal, through budgeted grant, to closeout as seamless as possible. Multi-year grants should be visible across all years. There is a further goal to allow PIs to monitor activity on a real time basis and to see the progress of requests through the University systems. Finally, it is hoped that the information system will include the ability to input budget information into a spreadsheet format so that it can be projected and analyzed. At this point, these improvements appear to be aspirations rather than objectives with dates attached to them.

The first set of improvements in the information reporting system has been rolled out. Faculty have been asked to comment on the changes. Please feel free to communicate your reactions to the Chair of this committee.

Regarding proposed changes in the policy toward intellectual property, the Committee raised the following concerns:

1. The proposal appears to deal with a flow of funds from a lease of intellectual property developed at GWU. Given that the shares allocated are based on annual cash flow, this raises the immediate question of how would sale rather than lease of intellectual property be treated? Furthermore, the same payments can be arranged in large amounts over a short time, smaller amounts over a longer time, or even variable payments contingent on use. Because the shares vary with the amount, the decision on how to contract over payment potentially influences the compensation of the inventor(s) in a fashion that seems undesirable. Indeed, if there are multiple inventors, this could create its own set of conflicts among them. Of course, if the inventors share did not vary, this would not be such a problem.

2. How does this policy compare with practices at competing universities? If we wish to attract top researchers to GWU, surely we need to offer a “better deal” than they can get elsewhere? This could be remedied by a table of the formulas in force elsewhere (including places like GWU rather than just institutes of technology).
3. Apparently much of the research done to produce this intellectual property will be done in GWU laboratories – many of which are being constructed now at high cost. However, the net income distribution has no relation to the capital or operating cost of these facilities. This seemed very strange to the research committee. Are the Department, School, and Office of Research being charged for the capital and operating costs of laboratories? That is not the way budgeting works at GWU. Therefore, the costs of producing the intellectual property are not reflected in the distribution of funds from the property.

One other item was considered by the Committee, and that is the current treatment of research assistants as employees. This is, of course, inconsistent with practices at other universities (where RAs have a status between student and employee) and with the preferences of funding agencies (where it is common to give proposals points for naming students who will be trained as a result of the work in the proposal). The Committee understands that current practice is changing and that RAs are moving from HR to the Provost’s office. The greater flexibility which this change will provide is greatly appreciated.

Respectfully Submitted:

Anthony Yezer, Chair

Faculty Members:

Efstathia Bura, William Briscoe, Jennifer Clayton, Goberdhan Dimri, Klavir Dhuga, Ozgur Ekmekci, Joseph Gastwirth, Vivek Jain, Hiromi Ishizawa, Stuart Umpleby, Yongsheng Leng, Allena Opper, Robert Savickas.

Tribute to Jeffrey Stephanic, Associate Professor Emeritus of Design

Professor Stephanic received his Bachelor of Arts in Fine Arts (1977) and his Master of Fine Arts (1980) from The George Washington University. He was hired as a Visiting Assistant Professor in 1980, a position which he held for two years. Jeff was an Assistant Professor from 1982 to 1986. In 1986 he was granted tenure and promoted to Associate Professor. During this time Jeff taught a wide variety of courses in photography, new media, and design.

Over the last three decades, Jeff served on countless departmental, college, and university committees, including the Innovation Task Force, the Hybrid Course Implementation Committee (2010-11), the Distance Learning Task Force (2009-2011), the Fulbright Scholar Review Committee (1998-2011), and the CCAS Dean's Council (1987-1990), to name just a few. Jeff served as an elected CCAS Faculty Senate Representative during the 1999-2000 and 2000-2001 sessions and served on the Committee on Administrative Matters as They Affect the Faculty during 1996-97 and the Professional Ethics and Academic Freedom Committee for seven years (from AY 1990-91 through 1995-96 and 1997-98 through 1999-2000). In addition to being a member of many departmental committees, he served as the Undergraduate Fine Arts Advisor on multiple occasions. Finally, Jeff held the position of Director of the Online Learning Initiative in the Office of Graduate Studies & Academic Affairs from 2008 to 2012.

Jeff has exhibited his artwork in solo and group exhibitions at the regional, national, and international levels. He is the recipient of numerous awards and grants for both fine and applied art. Jeff completed a photographic social history documentary project in Southern Italy, an Internet Resource for the Consortium of Universities of the Washington Metropolitan Area, and a multimedia tour for the National Bonsai and Penjing Museum, United States National Arboretum, Washington, DC. Jeff has been invited to deliver lectures and workshops at area venues, such as the Smithsonian Institution, the University of Maryland, and the National Gallery of Art, among others. Jeff's artwork is included in many public and private collections, including the University of Maryland University College's Maryland Artists Collection and the Bibliothèque nationale de France. He looks forward to continuing an active fine and applied art career.

Read into the record of the Faculty Senate, April 12, 2013

**A Tribute to Dewey Diaz Wallace
Professor Emeritus of Religion**

Dewey Wallace received his BA from Whitworth College in 1957 and his Ph.D. from Princeton University in 1965. He began his career at GWU in 1963 as an Assistant Professor of Religion.

The students in the Religion Department have always known Professor Wallace as an excellent teacher. The excellence of his instruction was officially recognized by the University in 2001 when he received a Bender Teaching Award and again in 2007, when he won the Oscar and Shoshana Trachtenberg Teaching Prize. Although he has spent his career teaching mostly undergraduates in the Religion Department, he nevertheless directed 16 dissertations in American Religious History in the Department of History.

Professor Wallace is recognized in his field as an authority on the English Reformation and American religious history. He is the author of *The Pilgrims* (Consortium Press, 1977), *Puritans and Predestination* (University of North Carolina Press, 1982), and *Shapers of English Calvinism, 1660-1714* (Oxford University Press, 2011). He edited an anthology on *The Spirituality of the Later Puritans* (Mercer University Press, 1987) and *The Pioneer Preacher* by Sherlock Bristol (University of Illinois Press, 1989). He has also published numerous articles.

Professor Wallace has served the University in a number of different ways. He chaired the Department of Religion from 1991-93 and 2009-11. He served on the Faculty Senate during 1992-93, and on several Senate Standing Committees, including the Libraries Committee for five years, the Admissions and Advanced Standing Committee (1975-76) and as a member of the Research Committee (1981-82,) which he chaired in 1992-93. He also served on the Dean's Council of the Graduate School of Arts and Sciences (1977-80), the Humanities Program Steering Committee (1982-2004), the Committee on Early Modern European Studies (1997-2013), and the Committee on the Human Sciences (1990-92).

His colleagues wish him joy in his retirement.

Read into the record of the Faculty Senate, April 12, 2013

A RESOLUTION OF APPRECIATION

WHEREAS, MICHAEL S. CASTLEBERRY, Professor of Special Education and Disability Studies in the Graduate School of Education and Human Development, has earned the highest level of respect, gratitude, appreciation, and admiration from the University community; and

WHEREAS, his term of service on the Executive Committee of the Faculty Senate has reached its statutory limit; NOW, THEREFORE

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

That the following citation be issued:

Professor Michael S. Castleberry has provided distinguished service as Chair of the Executive Committee of the Faculty Senate. He has served on the Executive Committee for six years, including the last three years as Chair. Overall, he has served as a member of the Faculty Senate for 22 years. As required by Senate regulations, he now concludes his term on the Executive Committee after three years of consecutive service.

As Chair of the Executive Committee, Professor Castleberry has provided outstanding leadership to the University by managing the faculty's role in shared governance with remarkable diligence, skill, and above all, diplomacy. In addition to chairing the Executive Committee, he has also chaired or co-chaired the committees on Honors and Academic Convocations, University Development and Resources, University and Urban Affairs, and the Joint Committee of Faculty and Students, and been a member of the committees on Research, Student Financial Aid, and Educational Policy.

The members of the Senate especially recognize his deep dedication to the faculty's role in university decision-making, his endless contribution of time and energy to Senate and other university activities, and his collegial respect for the many university colleagues with whom he has worked. He has handled his many and important duties with unflinching grace and good humor.

THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY
HEREBY EXPRESSES ITS DEEPEST APPRECIATION AND PROFOUND GRATITUDE TO
PROFESSOR MICHAEL S. CASTLEBERRY
FOR HIS DISTINGUISHED SERVICE

Steven Knapp

Steven Knapp
President

April 12, 2013

// SEAL //

REPORT OF THE EXECUTIVE COMMITTEE

April 12, 2013

Michael S. Castleberry, Chair

ACTIONS OF THE EXECUTIVE COMMITTEE

Reports

We have scheduled Executive Vice President and Treasurer Katz to provide a report at the May meeting of the Faculty Senate. He will discuss the University budget, his views on the increases in benefits costs to faculty and staff as a result of rising health care costs, the status of sponsored research funding for the Science and Engineering Hall, and other matters. He will eagerly receive questions from Senate members.

Other Matters

The Executive Committee will continue to discuss the implementation of the Strategic Plan once a final review is completed by the Board of Trustees. Preliminary discussion suggest that focus groups or committees will be formed that will address specific topics of the Strategic Plan. Participation on the committees will include member from the schools affected by said topics. Membership could be drawn from the faculty, students, and members of the administration depending on the nature and jurisdiction of the topics, e.g. cross-collaboration in research and teaching, etc. As these groups come into being we encourage members of the Senate to be involved in these groups and report to the full Senate on what is being discussed and recommended.

The elections of School Senate representative are now complete. These eleven new Senators will begin their two-year terms on May 1 and May 10 will be the first Senate meeting they attend as voting members. We look forward very much to meeting and working with these new Senators.

The current Executive Committee will meet with the 2013-14 Executive Committee on April 26th. We invite all current Committee Chairs and Committee members to communicate their willingness to serve another term. The joint Executive Committees will nominate Committee Chairs and Committee members at that meeting for election on May 10. There is still time to encourage faculty to apply for service on the Committees. The work of the Committees has been especially important in this year of the Strategic Plan and it is expected that the work will be even more important as we seek to begin to implement the plan.

Personnel Matters

The nonconcurrence in the Columbian College of Arts and Sciences received in March has been concluded due to withdrawal of the departmental recommendation, and the department's agreement to support promotion of this faculty member in question. We have been notified of one, or possibly two, decanal or provost nonconcurrences in transit and the Executive Committee is preparing to review the portfolios. We will keep the Senate informed about the progress of these cases. The tenure nonconcurrence case from last year

has been declared moot by the University's Office of General Counsel because the faculty member has chosen to resign from GW as of May 31, 2013.

Next Meeting of the Executive Committee

This meeting concludes the work of the Faculty Senate for 2012-2013. I would like to thank the President and the Provost for their commitment to participation and leadership in these meetings. We also thank Professor Charnovitz for his delicate and subtle hints suggesting the appropriate ways in which we should engage and render decisions. Once again we thank Professor Darr for his leadership in chairing the Dispute Resolution Committee, and express our profound appreciation for the hard work of the members of the Dispute Resolution Committee, many of whom have served for several terms on this important Committee. Finally, we thank Faculty Senate committee members and committee chairs for their efforts this year.

On behalf of the Senate, I would like to thank the members of the Executive Committee: Kimberly Acquaviva, Bruce Dickson, Roger Fairfax, Charles Garris, Alan Greenberg, David McAleavey, Scheherazade Rehman, and Rob Shesser. This has been a year that began with nonconcurrences and will end with nonconcurrences. The dedication these individuals have shown this year to fulfilling the responsibilities of the Committee has been exemplary. They have spent many, many hours reviewing and rewriting letters and memos to ensure that faculty rights and representation needs have been met. It has been an honor to serve with such dedicated members of the faculty. Finally, we express our gratitude to Sue Campbell for her direction of the Faculty Senate office, her work with the minutes and records of the Faculty Senate, and her incredible attention to detail to make sure that everything is done correctly. We could not function without her.

The next meeting of the Executive Committee is scheduled for April 26, 2013. Please submit resolutions, reports and any other matters for consideration prior to that meeting. The first meeting of the Faculty Senate for 2013-14 will be on May 10, 2013.

We greet the end of the academic year with the knowledge that this has been a very, very good year for The George Washington University.