

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
APRIL 13, 2012 IN THE STATE ROOM

Present: President Knapp, Provost Lerman, Registrar Amundson, and Parliamentarian Charnovitz; Deans Barratt, Berman, and Goldman; Professors Barnhill, Brand-Ballard, Castleberry, Cordes, Corry, Fairfax, Galston, Garris, Greenberg, Harrington, Helgert, Kessmann, Klaren, Ku, Lipscomb, Newcomer, Parsons, Price, Shesser, Simon, Wilmarth, Wirtz, and Yezer

Absent: Interim Dean Akman, Deans Brown, Dolling, Eskandarian, Feuer, Guthrie and Johnson; Professors Dickson, Hotez, McAleavey, Rehman, and Williams

CALL TO ORDER

The meeting was called to order by President Knapp at 2:15 p.m.

SHORT RECESS FOR THE PURPOSE OF HAVING A GROUP PHOTOGRAPH TAKEN OF THE 2011-12 FACULTY SENATE

The Senate recessed for 15 minutes for the purpose of having the photograph taken.

APPROVAL OF THE MINUTES

The minutes of the meeting held on March 9, 2012 were approved as distributed.

CHANGE IN THE ORDER OF THE AGENDA

Following motion made and seconded, the order of the agenda was changed by unanimous consent so that Athletics Director Patrick Nero could present his Update as the next item of business.

UPDATE ON THE ATHLETICS AND RECREATION STRATEGIC PLAN

Athletics Director Patrick Nero presented the first portion of the Update by describing the process by which the Strategic Plan was developed. A Steering Committee led by administrators, faculty, staff, and community members was established, and subcommittees were formed to examine the several segments of the Athletics department, i.e., athletics, including club sports, health and wellness, and recreation. A number of extremely well-attended town hall meetings were held, at which President Knapp was present. All 420 of GW's varsity student athletes were surveyed, and input was solicited and received from community members unable to attend these meetings, including former student athletes and alumni and parents of athletes. At the end of this process, a 1,200 page

report containing the feedback received by the Athletics Department was submitted to the Board of Trustees. A group of six Trustees led by Trustee Randy Levine, President of the New York Yankees, formed a subcommittee to complete work on the Strategic Plan. Mr. Nero said he served on this subcommittee, and the group included several Vice Presidents and administrators. The task was split into two, with half of the group looking at the varsity and intercollegiate sports side of the Plan, and the other looking at the Lerner Health and Wellness Center, club sports, and intramurals. Both groups paid specific attention to how well the University was doing in providing for its athletes and sports and recreation programs.

The group's work on the Athletics Strategic Plan was completed and submitted to the Board of Trustees in February, 2012 and it was unanimously approved. A condensed version of 22 pages of the Athletics Strategic Plan Report has been posted to the GWsports.com website.

Mr. Nero highlighted several aspects of the Plan. During the planning process, the issue of GW's competitiveness in intercollegiate athletics was explored. Over the last five or six years, GW teams have become extremely uncompetitive. 20 of 22 teams had losing records in the year just before the Plan process began. Turnover of team coaches and student athletes was very high. In terms of ranking in the Atlantic Ten conference, GW ranked next to last in terms of funding provided for intercollegiate athletics. In addition, it became clear through feedback from student athletes and their parents that there were significant student athlete welfare issues. For example, one issue that emerged was the way in which teams traveled, such as who drove the vans, and who was traveling in them. The number of student athletes staying in a hotel room as well as the *per diem* provided for meals on the road was also raised. It was discovered that GW was providing student athletes with \$21 per day for three meals a day while they were on the road, compared to the average of \$35 per day provided by comparable institutions. This issue has now been addressed. Athletic facilities were another major issue raised, and one which has been and is being addressed. Major renovations of the Smith Center have been completed. At the Mount Vernon campus, the soccer-lacrosse field which was judged to have an 8 year shelf life was ten years old and had been deemed unplayable. That field has been replaced. After thirty years or promises to student recruits that GW would have a baseball field, ground has been broken recently on a brand new baseball park in Arlington, Virginia. The baseball team is playing on this field already and the whole park should be completed by the end of the season.

In conclusion, Mr. Nero noted that funding for implementation of the Strategic Plan has been addressed in the Report and plans are in place to generate resources to pay for the projects outlined. Quite a few new resource development initiatives are underway. For the first time Athletics will have a full Athletic Development office, with five full-time fundraisers who will help the Department generate funds to support Plan objectives. The Department also recently signed a contract with IMG, a national sports management company that will work with Athletics on the sports sponsorship side of revenue generation. In addition, an agreement has recently been signed with the Nike company to provide equipment and uniforms to all of GW's student athletes.

Mr. Nero introduced Ms. Karen Ercole, the Associate Athletics Director, who provided information on academic, leadership, and community services issues the Department is currently working on. Ms. Ercole distributed a brief summary of key information to those present at the meeting. (This information is included with these minutes.)

Ms. Ercole began by saying that, in terms of academic achievement, GW's student athletes have traditionally been very successful. One of the big reasons for that is faculty collaboration and their willingness to work with student athletes on a day-to-day basis to help them balance their academic and athletic tasks.

Over the past eight years, the graduation success rate for GW's student athletes has remained fairly steady at 92%. The information on the cohort of athletes from 2004 to the present includes not only those who come to GW as freshmen, but those who transfer in later as well, so the snapshot it provides of achievement in this area is excellent.

In terms of academic achievement, GW athletes for the 8th time earned a place on the commissioner's Honor Roll which recognizes grade point averages of 3.5 or better. Of 330 GW athletes, 84 were so honored, which puts GW in the top third of the A-10 rankings for academic success. GW also recognizes its own athletes annually for achieving a 3.0 grade point average. This year 64% of the group were recognized in the fall semester. The summary provided by Ms. Ercole also highlights academic achievement in other areas by individual student athletes at GW.

Part of the Athletics Strategic Plan indicated that there are gaps in what the Athletics Department is doing in terms of the overall development of its student athletes in the areas of leadership development and community service. GW has established for the first time a leadership academy, in which more than 100 student athletes participate. An outside expert in this area has been brought in this year to work with student athletes to conduct six sessions to systematically address their particular needs at their individual maturational and developmental levels. This expert also has met with team coaches so that Athletics Department personnel can ensure it is supporting the initiatives and principles she is trying to develop across the board. GW is currently the only school in the Atlantic Ten with such a program. Other schools nationwide who have employed this kind of service have included schools such as Duke, Michigan, and Vanderbilt. This indicates the direction GW is moving in to raise its level of competitive on this aspect of its student athletes' performance.

Ms. Ercole concluded by describing efforts to better support and more fully integrate the University's student athletes' participation in GW's community service initiatives. During the 2011-12 academic year, all 22 of the Athletic Department teams participated in at least two such events. Of the 330 student athletes, 780 participations in community service projects were logged in that time frame. One of the biggest initiatives was participation by 24 athletes who volunteered for the Clinton Global Initiative University. Four of them were chosen as volunteer leaders, and one of the men's soccer players submitted a proposal for the CGIU which was accepted.

RESOLUTION 11/2, "A RESOLUTION TO AMEND THE FACULTY ORGANIZATION PLAN TO CLARIFY THE ALLOCATION OF SEATS FOR SCHOOLS ON THE FACULTY SENATE"

Professor Arthur E. Wilmarth, Jr., Chair of the Committee on Professional Ethics and Academic Freedom (PEAF) introduced Resolution 11/2. [Resolution 11/2 was distributed with the agenda for the meeting.] Professor Wilmarth explained that he did not support Resolution 11/2 when it was adopted by a majority of the PEAFF Committee, and he therefore asked Professor Wirtz, a PEAFF Committee member, to serve as floor manager for the Resolution.

Professor Wirtz requested and was granted the privilege of the floor for Committee member Professor Acquaviva, to make introductory remarks about the Committee's deliberations.

Professor Acquaviva provided background on the Committee's consideration of Resolution 11/2. She began by thanking Professor Wilmarth for his leadership as Chair of the Committee this year, and noted that both the majority and minority resolutions resulting from the Committee's deliberations reflect the tone of collegiality the Committee hopes to preserve long-term in the Senate.

Over the past several years as new schools have formed at GW the issue of seat allocations has been raised. Part of this discussion has involved the question of how the numbers of Faculty Senate seats specified in the *Faculty Organization Plan (Organization Plan)* were determined, the answer to this question having never been fully settled from available records.

From the beginning of its deliberations on Senate representation, the PEAFF Committee agreed upon three key points. The first was that GW has a well-functioning Senate, and PEAFF wanted to preserve that. The second was that the intention of the framers of the FOP should be considered, but should not be binding on the outcome of the PEAFF discussion, whether that was to preserve the *status quo* or to recommend a different model based upon the Committee's best judgment. Third, PEAFF decided it was necessary to consider and debate openly a wide variety of models.

Over the history of the Faculty Senate, the issue of overall Senate representation has been raised a number of times, but it has not been openly debated within the PEAFF Committee, nor has it come to a vote on the floor of the Senate. As a first step in its deliberations, the Committee sought information from the University Archives to get a sense of the intention of the framers in allocating seats for Schools in the Senate. Information not previously discovered revealed that, in 1956, a Committee was convened to look at the establishment of a Faculty Senate. This Committee examined current practice at over 200 universities across the country and collected information on governance models at these institutions. The conclusion reached was that the vast majority of institutions surveyed had adopted a non-proportional model, rather than a proportional one. The report of this Committee recommended that GW move forward with a strict non-proportional senate model and allocate two seats per school, college, or division. Four years passed, and the first *Organization Plan* was drafted. Further details about this first Plan were not found in

the archival materials examined, however, in the first *Organization Plan* adopted, the two seat per school allocation was not followed, rather, each school was allocated 3 seats except for one school, which was allocated 2. The Faculty Academic Council was also allocated one.

Given this background, PEAFF decided it needed to look at two different ways of approaching Senate seat allocation for the schools: non-proportional and proportional representation. Following extensive debate and discussion, the majority of PEAFF members voted 7 to 4 to put forward Resolution 11/2 just introduced. This majority resolution recommends retaining the current distribution of Senate seats for most of the schools. Thus, Columbian College would retain its present 9 seats (based anecdotally on its three major divisions – the record is not clear on this); the Elliott School of International Affairs, the School of Public Health and Health Services, and the School of Nursing would be allocated 3 seats each.

Professor Acquaviva noted that a minority on the Committee drafted a minority report and resolution, both of which were circulated with the agenda for the meeting. While she spoke in support of majority Resolution 11/2, Professor Acquaviva concluded her remarks by expressing a great deal of respect for the work of this minority group, and added that she would be very comfortable being part of a Faculty Senate governed by the allocations contained in the minority proposal.

Professor Wirtz expressed appreciation for the efforts of Professor Wilmarth in guiding the PEAFF deliberations, and spoke in support of Resolution 11/2. He said the Committee considered four models, the first being the *status quo*, followed by a representative model (one person, one vote), the senatorial model (equal representation for each school), and a hybrid model.

Professor Wirtz noted that the allocation of seats for Schools has changed very little over most of the years of the Senate's existence. Columbian College is allotted nine seats and the Graduate School of Education (GSEHD), School of Engineering and Applied Science (SEAS), the School of Business (SB), and the School of Medicine and Health Sciences (SMHS) are allocated three each. Changes were made to the *Organization Plan* to provide representation for the Elliott School of International Affairs (ESIA) when it was established. At first it was allocated one seat, because its faculty members were largely drawn from CCAS. The ESIA faculty grew and the School was allocated its own budget. It was realized that if ESIA was allocated only one seat, that would conflict with the three - year term limit for membership on the Executive Committee. As this would force the ESIA senator to step down or cause ESIA to be unrepresented on the Executive Committee for a year, ESIA was allocated two seats. Representation for the School of Public Health and Health Services followed a similar pattern, and it is presently represented by two senators. The recently established School of Nursing was initially allocated one senator with the expectation that, as the School's tenured faculty grows from its very small current number, representation will be added.

Professor Wirtz attributed his support for the senatorial model of 3 seats per school proposed in Resolution 11/2 to his conclusion that one of the reasons that the Senate has been as successful as it has been is because it is not viewed perceptually as a group of people that have a common stake. Rather, it has been perceived by the administration and

the faculty as reflecting a wide diversity of views. Professor Wirtz said that he thought the Senate really needs to continue to empower and provide representation for the faculty, particularly in the smaller schools; this is more important than adding senate seats for schools that are already adequately represented.

Professor Garris agreed with Professor Wirtz, and spoke in support of Resolution 11/2. He noted, as he has in past discussions about senate representation, that the founding fathers at the U.S. constitutional convention faced similar dilemmas in determining adequate representation for the states, particularly because some states were large and others small, and their interests diverse. The solution that was found was the establishment of a bicameral legislature which included a representational and a senatorial body: the House of Representatives and the U.S. Senate, respectively.

Professor Garris said that, in his 25 years in the Senate, he had not seen an issue where senators were really representing a special interest, as is the case in the (proportional) U.S. House of Representatives. The U.S. Constitution confers enormous power on the Congress. By contrast, the Faculty Senate has no power to legislate its will. Even though the *Faculty Code* contains numerous references that compel the University administration to consult with the Senate, the Senate formulates recommendations in a process where senate members work to reach a broad-based consensus about matters which affect all of the schools, whether it be tenure process, curricular matters, and classroom scheduling, as well as University administrative policies and other matters referred to the Senate.

Professor Garris noted that in 2007, the Rensselaer (RPI) Faculty Senate was disbanded by the RPI Board of Trustees because it was deemed irrelevant to the mission of shared governance. RPI reconstituted its Senate in 2011 and based its membership on a Senate model, in part so that the contentious disagreements of the past would not recur. Professor Garris said he thought the key question is what form of shared governance will enable the Senate to be as effective as possible and have maximum impact on the direction of the University.

Professor Garris concluded by expressing strong support for Resolution 11/2 and rejecting the idea of proportional representation in the Senate. He said he thought it made sense to him to make the Senate better by adding more representation for the newer schools, but that increasing the number of senate seats in schools that are already well represented potentially weakens and fragments the Senate and does not strengthen it.

Professor Parsons spoke about faculty perception of the Senate, saying that he has a number of colleagues with whom he interacts regularly, and that most of them think the Senate is totally irrelevant and basically dysfunctional. It seems they do not recall any really substantive thing the Senate has supported which seems important to their lives. It is also very difficult to get very promising people to join the Senate.

Professor Parsons disputed the perception that the University does not have a representational model. He said he thought the Faculty Assembly is the seat of power at the University, so to speak, and its representation is based upon one person, one vote. It was the Assembly that established the Senate and the Executive Committee. The Executive Committee consists of one representative from each of the schools represented on the

Senate. Professor Parsons said he believed that the Senate's dysfunction arises from the Executive Committee, which is not doing its job. Over many years there has been very little initiative and few exciting thoughts have come from this group. He added that he occasionally characterized it as the place good ideas go to die. Professor Parsons said he thought there was little empirical rationale for supporting the seat allocation model set forth in Resolution 11/2, and that it is unwise to change Senate representation to mirror the (non-proportional) representation on the Executive Committee.

Professor Wilmarth requested and was granted the privilege of the floor for Professor of Law John Banzhaf, who spoke to issues raised in material he submitted on the representation issue. This materials were distributed to the Senate before the meeting and are included with these minutes.

Professor Banzhaf began by saying he is a Professor of Law, but would address the Senate as the mathematician who invented the Banzhaf Index some forty years ago. This Index was developed because there is a common misperception which apparently persists in many areas that somehow the number of votes is linked or is proportional to voting power. As an example, if an entity, such as a school district that has three times the people in it than another, is simply given three times more votes the thought is that this will be equitable. Professor Banzhaf said this simply isn't true at all. He referenced the e-mail he had distributed to Senate members (the e-mail is included with these minutes), which gave two simple examples. In the first one example there is a body of five people and it turns out if all of the possible voting combination are examined, four of these people can never cast a decisive vote. They have zero voting power. Professor Banzhaf said that this example is not just a hypothetical. For many years Nassau County New York operated with a system where several of their representatives had no voting power at all. They would attend meetings every month and vote; their votes were tallied and had absolutely no effect on the outcome.

Professor Banzhaf's pointed to his second example, where it appears a representative with 5 votes might have 5 times the voting power of the others there. This conclusion is incorrect; he has 30 times the voting power. The only way this can be calculated is to do a computer type calculation looking at all of the possible voting combinations and asking in how many situations each of the voters can cast a decisive vote.

The Banzhaf Index and its method of calculating voting power has been adopted by a number of courts, and it is being used to calculate voting power in the Electoral College and in many other areas.

Professor Banzhaf said that when he looked at the provisions of Resolution 11/2, what stood out was that one school [CCAS] was given 9 votes and the others were given 3 votes each. It appeared to him that the assumption underlying this was that since CCAS is three times as large, it would have three times the voting power of the other schools. However, based upon some relatively simple calculations, it turns out that is not at all true.

Under the majority the CCAS would have about fifty percent more voting power than one would think simply from the allocation of votes that they have. Professor Banzhaf said he didn't think anybody recognized this, and added that he hoped it was not intentional,

because he did not see much justification for it. There are similar problems with the minority proposal circulated with the meeting agenda which Professor Banzhaf said he would comment on later.

To some extent, the calculation of voting power depends on whether or not people from the same school tend to vote somewhat alike. They do not always, of course. To the extent that Senate members are elected from different constituencies, Professor Banzhaf said he thought the assumption is that they will to some extent represent that constituency somewhat more than they would others. In many cases the schools do not have separate interests, but certainly in some situations they do.

Professor Banzhaf suggested that whether the Senate adopted the majority or minority voting model, that it not allocate this much larger block of 9 or 11 votes to CCAS. The College already has three divisions, so he suggested that each division be given 3 votes. If the minority proposal is adopted, the allocation should be 4 votes for each of two divisions, and 3 votes for the third. By doing this, the huge impact of the College's voting power can be ameliorated.

Discussion followed. Professor Simon said that he did not like either proposal, but he did not support Resolution 11/2. He said he would like to see the *status quo* changed perhaps, but not in the manner of either proposal.

Professor Cordes agreed with Professor Simon and said he thought a hybrid model of some sort would ultimately make some kind of sense, and that expanding the senate membership is not necessarily a bad thing.

Professor Barnhill distributed a copy the minority Resolution [included in the PEAf minority report appended to the April 13 Senate agenda] to those present and commented upon it. He also commented briefly on the powerpoint report he presented about the minority proposal for seat allocations for the schools. (The powerpoint report is included with these minutes.)

Professor Barnhill said that, as far as he could see, the senatorial model for Senate representation was never formally adopted nor strictly enforced. In addition, about 95% of the variation in the current allocation of senators across the different schools can be explained by a mixed model of about .8 faculty per school, with the rest proportional to the balance of faculty. Thus, there are a few schools that are underrepresented and there are some others that are currently overrepresented.

Professor Barnhill said the view of the minority group on the PEAf Committee is that the existing structures of the Senate Executive Committee and administrative structures for schools provide adequate assurance that the interests of the schools will be taken care of and represented effectively. There is no need that every school have the same number of Senators. They will certainly be heard. The minority also believes the Senate should be the voice of the faculty in shared governance, and the structure of the Senate should consider the vastly different sizes of the schools, both in terms of their faculties and the number of students taught. In addition, diversity in the Senate should be encouraged in

terms of the disciplines that are represented, as well as the gender and racial composition of the Senate.

Professor Barnhill said he thought that the current structure of the Senate might be improved, but it is plausible and certainly should not be discarded out of hand. If both the majority and the minority resolutions are defeated, that would not be a disaster, as the current structure is functional. He added that he thought the strict senatorial model proposed by the majority consciously and adversely changes the method of allocating senators, in that senators would be added to those schools that are already overrepresented on a proportional basis. Senators would not be added to those schools that are currently underrepresented on a proportional basis. Thus, the senatorial model does not move the Faculty Senate in a positive direction.

Professor Barnhill said the minority group believes that majority proposal really denies the benefit of participation by more people from different disciplines, different voices that could contribute substantially to what the Senate is trying to accomplish. Presently, there are 19 departments in the University that currently have faculties that are reported to be as large or larger than the School of Nursing, yet there is no representative from these departments serving on the Senate.

The minority group also believes that the Senate could be diminished in the eyes of the faculty if Resolution 11/2 is adopted, and that it could in fact be contested at the Faculty Assembly with the possibility that it would be defeated there.

Professor Barnhill characterized the minority proposal as a middle ground, where all of the schools would receive a minimum of two senators, and additional senators would be allocated in a proportional manner relative to the size of their tenured and tenure-track faculty. Turning to his powerpoint report, Professor Barnhill said the group basically constructed a model that would allocate the 40 senators across the various schools with the result that seats would be allocated as follows: 11 Senate seats for CCAS, 3 for the GSEHD, 4 for the SEAS; the SB would have 5, the SMHS would have 5, the LS 4, the ESIA 3, the SPHHS 3, and the SON 2 seats.

Professor Barnhill moved to introduce the minority resolution as a substitute for majority Resolution 11/2, and the motion was seconded.

Discussion followed on the substitute resolution. Professor Castleberry spoke in opposition, and he commended and agreed with the remarks of Professor Wirtz and Professor Garris in support of Resolution 11/2. He said that he was a little surprised that such a moribund institution as the Senate and its Executive Committee could have from November to April managed to produce such a robust body of work which produced two different models. He added he thought this speaks to the viability not just of the current Senate membership, but to the viability of the Senate model currently in place.

Professor Greenberg asked if PEAFF considered a transitional period for implementing the plan, as it seems that as soon as a new school is chartered it would automatically be allocated three members. Professor Wilmarth said this was briefly considered, but the modified proportional approach embodied in the minority resolution

guarantees a School two seats for the same reason that the ESIA and SPHHS have two, that is, to ensure continuous representation for each School on the Senate Executive Committee without requiring a School's representative to resign from the Senate because he or she has reached the three year term limit on that body. Of course, each School must have sufficient tenured faculty not serving in decanal positions to fill the seats allocated to it.

Further discussion followed, with Professor Wirtz speaking in favor of encouraging diversity on the Senate, as he did not think adopting a proportional model necessarily means that there will be increased diversity. Diversity should be encouraged not only in gender balance but also in the number of senators from individual departments. As an example, he cited CCAS, which presently has 3 senators (of the total of 9 senators) from the Economics department. This latter point was contested briefly and was unresolved as, according to the bulletin, the faculty member has a primary appointment in Economics.

Professor Acquaviva expressed grave concerns about the substitute Resolution and its impact, noting that the University's three smaller schools have the highest percentage of female faculty. In addition the largest, CCAS, has the highest percentage of white faculty. Adopting the model in the substitute Resolution may well tilt the University's diversity in a direction no one wants to go.

Professor Galston agreed that a greater diversity of views is needed on the Senate. However, increasing the numbers of seats for schools does not necessarily mean a greater diversity of views will be expressed. Each member of the Senate has an obligation and responsibility to actively seek out the opinions of their constituents and represent these views to the Senate. It can also mean bringing those people with divergent views to the Senate when Senate representatives do not feel they can represent these viewpoints effectively.

Professor Parsons distributed a chart depicting the original structure of the Senate, and observed that it appeared to be proportional, except that the Business School was grossly underrepresented. (The chart is included with these minutes.)

Professor Ku moved the following amendment to the substitute Resolution: "Each school shall elect senators in rough proportion to the rank of the faculty eligible for senate membership." The motion was seconded.

Professor Castleberry spoke in opposition to the amendment, noting the heavy workloads of assistant and associate professors. Requiring this of a school interferes with that school's right to determine how it will be represented.

Professor Wilmarth commended Professor Barnhill for all of his work in putting together the minority proposal and report, and he also spoke in favor of the substitute Resolution. He said the majority and minority resolutions presented very different models for representation in the Senate. Professor Wilmarth favored the minority resolution and its hybrid model of representation as the best approach. Because the Senate is a single body and not a bicameral body, the Senate should include a basic level of representation (two Senators) for every School, regardless of size, but the remaining Senators should be allocated in proportion to the size of the tenure-track faculty in each School. There is a

perception in some Schools that the Senate is not sufficiently representative, and that perception would be aggravated if the Senate adopted the majority resolution, which provides equal representation for every School regardless of the size of its tenure-track faculty. There is a risk to increasing the size of the Senate, as the minority resolution would do, but Professor Wilmarth thought it was a risk worth taking because a larger Senate should result in broader representation from a greater number of departments and disciplines. In addition, he hoped that a larger Senate would encourage Schools to elect an increased number of younger tenured faculty members to serve in the Senate. Professor Wilmarth also shared his concern that the pure senatorial model of equal representation for each School contained in Resolution 11/2, would accentuate the possibility that when the Faculty Assembly convenes in the fall semester to consider amending the *Organization Plan*, a very difficult and contentious meeting might ensue and result in the defeat of the majority proposal.

Professor Wilmarth requested and received the privilege of the floor so that Professor Banzhaf might be heard. Professor Banzhaf said as far as he could tell the Faculty Assembly is largely a ceremonial body, and that virtually all the real legislative work is done in the Senate. He also disputed the notion that the Faculty Senate is now based on a proportional model. If it were, the Senate would probably consist of 50 to 80 senators. The minority proposal, which has been portrayed as proportional is much closer to a Senate model, with an equal voice rather than an equal vote. It looks a bit like the Electoral College, which is also a compromise. Professor Banzhaf concluded by saying he supported the minority view, but respectfully suggested that the votes of CCAS be broken up into three different parts to avoid a gross distortion in terms of voting power.

A vote was taken on Professor Ku's amendment to the substitute Resolution, and the amendment failed. Discussion of the substitute Resolution continued.

Professor Garris spoke in opposition to the substitute resolution and to proportional representation. He said he thought if the Senate starts down that path, concerns about the composition of the Senate may well divert it from its primary duty, which is to contribute to the overall well-being of the University and to participate in a shared governance system, working with administration to make GW a better university. Maintaining the collegiality of the Senate rather than fragmenting it into competing factions should be a primary goal. Providing more representation for smaller schools, such as SPHHS and the SON, is forward-looking and not based upon a deduction about proportional representation from a dimly lit, and now distant, past.

Professor Cordes spoke in support of the substitute Resolution as it provides for more Senate seats and more input from the schools. He added that he did not know whether or not 40 people would fit into the State Room, but it seemed to him a good thing to expand the Senate. He also said he opposed making the proportionality of representation less than it is now.

Professor Barnhill read the names of the 19 departments named in the substitute Resolution which do not now have representation. He added that it would be to the Senate's advantage to attract more of these voices and more of this expertise to inform Senate discussions. That is one of the great strengths of expanding the Senate and adopting

a mixed model where every school has a minimum number of senators and the balance is allocated in proportion to the size of the faculty. This will make it possible, with the Senate's encouragement for diversity, to bring in more faculty colleagues from areas that currently do not have a voice in the Senate.

Professor Greenberg said he thought it would be valuable to provide more representation for the younger and smaller schools, so that their faculty members could benefit from the depth and breadth of experience of the Senate. He added that he thought it would be beneficial for faculty representatives to bring back to these schools more, rather than less, information on the faculty's governing documents (the *Code* and the *Organization Plan*) and Senate activities and deliberations.

There being no further discussion, a vote was taken on replacing Resolution 11/2 with the minority's substitute Resolution. A vote was taken, and the motion to replace was approved with 13 in favor, 9 opposed, and none abstaining.

Professor Corry noted that only the number of tenured and tenure-accruing faculty were included in the calculations used to determine the number of Faculty Senate seats allocated to each school. He asked if PEAFF had considered additionally including non-tenure-track faculty in their numbers when calculating the allocation of Faculty Senate seats to each school. He noted that GSEHD has a healthy number of such faculty who are currently not tenured or tenure-accruing. He also noted that this model does not accurately represent those faculty in the calculations for seats/representation on the Faculty Senate.

Professor Wilmarth said he thought the numbers in the minority resolution would change very considerably if representation were based on non-tenure-track faculty as well as tenure-track faculty. The PEAFF Committee felt that the University should not be encouraged to move away from the requirement that the full-time faculty must consist primarily of tenured or tenure-accruing faculty, as specified in the Article I.B.1. of the *Faculty Code*. The PEAFF Committee was concerned that adopting a plan for representation based in part on non-tenure-track faculty might encourage a greater reliance on non-tenure-track faculty, which would conflict with the University's aspiration for status as a preeminent institution for both research and teaching.

Professor Simon asked if there was a recommendation or suggestion in substitute Resolution 11/2 that the proportionality numbers be recalculated from time to time in the future. Professor Wilmarth said the Committee discussed the idea of suggesting a 7 year timetable for reconsideration, but it never reached the point of being adopted.

Professor Simon indicated he wanted to amend substitute Resolution 11/2 on this point, but was advised that the opportunity for making amendments had passed and that only discussion was in order.

There being no further discussion, a vote was taken on substitute Resolution 11/2, and it was adopted with 14 voting in favor, 6 opposed, and none abstaining. (Substitute Resolution 11/2 is included with these minutes.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

UPDATE ON THE UNIVERSITY BUDGET

Due to the lateness of the hour, the Budget Update was postponed to a later meeting of the Senate.

GENERAL BUSINESS

I. NOMINEES FOR ELECTION TO THE EXECUTIVE COMMITTEE FOR THE 2012-13 SESSION

Professor Simon first moved the nominations of Professor Michael S. Castleberry as Chair of the 2012-13 Executive Committee. Professor Castleberry was elected. He then nominated the following faculty as members of the 2012-13 Executive Committee: Professors Kimberly Acquaviva (SON), Bruce Dickson (ESIA), Roger Fairfax (GWLS), Charles Garris (SEAS), Alan Greenberg (SPHHS), David McAleavey (CCAS), Scheherazade Rehman (SB), and Robert Shesser (SMHS). The entire slate was approved.

II. DISPUTE RESOLUTION COMMITTEE

Professor Castleberry moved the nomination of Professor Kurt J. Darr (SPHHS) as Chair of the Dispute Resolution Committee for a one year term, and Professors Ravi S. Achrol (SB), Brian L. Biles (SPHHS), Patrick Cook (CCAS), Milos Doroslovacki (SEAS), and Robert W. Tuttle (GWLS). The entire slate was approved.

III. NOMINATION FOR RE-APPOINTMENT BY THE PRESIDENT OF PROFESSOR STEVE CHARNOVITZ AS PARLIAMENTARIAN FOR THE 2012-13 SESSION

Professor Castleberry moved the nomination of Professor Charnovitz and he was elected as Senate Parliamentarian for the 2012-13 session.

IV. REPORT OF THE EXECUTIVE COMMITTEE

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

Professor Wirtz said he thought the Senate owes an enormous debt of gratitude for the tremendous amount of work done behind the scenes by the Secretary of the Faculty Senate and the Faculty Senate Coordinator, and he thanked them for their efforts. The Senate applauded this sentiment.

Professor Wilmarth asked for and obtained a round of applause for the extraordinary work of Professor Castleberry and members of the Senate Executive Committee this year.

V. ANNUAL REPORTS OF SENATE STANDING COMMITTEES

Professor Hermann Helgert, Chair of the Physical Facilities Committee, submitted an annual report to be included with the minutes.

VI. PROVOST'S REMARKS

Provost Lerman made very brief remarks about GW faculty salaries, providing information about American Association of University Professors (AAUP) salary rankings which was not available when the Core Indicators of Academic Excellence Report was presented at the March 2012 Faculty Senate Meeting.

Provost Lerman reminded everyone that the information on GW faculty salary comparisons at the AAUP 80th percentile set forth in the Core Indicators Report covered the period 2001-2010 because the information for 2011 was not yet available. Within the last day or so, the AAUP released this data, and through a report published in *The Chronicle of Higher Education*, it has been possible to check GW's average faculty salaries by rank against the AAUP 80th percentile.

According to the *Chronicle's* interpolation of data, with respect to the AAUP salary distribution for full professors, GW is at the 88th percentile. With respect to associate professors, GW is at the 86th percentile, and for assistant professors, the University is at the 80th percentile. Overall, GW's sustained strategy of giving merit pool increases of 3 or 4 percent has continued to move GW faculty salaries higher relative to this AAUP metric.

VII. CHAIR'S REMARKS

President Knapp commented briefly on his trip in March to Asia. He said he went first to China with Dean of the School of Business Doug Guthrie. They traveled first to Shanghai for several meetings, then on to the Suzhou Industrial Park about two hours west. Within the Industrial Park is an education and innovation area that has a number of facilities occupied by some 23 universities from around the world. The quality of the space there is impressive and spectacularly laid out. GW signed a Memorandum of Understanding with Renmin University of China to offer a joint degree program in finance.

The second part of the Asia trip was attending GW's third Global Forum, held this year in Seoul, Korea. The first was held two years ago in Hong Kong, and the second in New York last year. Some 300 alumni and others attended. The keynote speech was given by GW alumnus General Colin Powell. President Knapp said he thought this speech was a rather brilliant address about the state of the world, and it was very well received. GW has more alumni in the Republic of Korea than anywhere else outside the U.S. for a number of historical reasons, going back to the fact that the founding President, Syngman Rhee, graduated from GW in 1907. Another alumnus of note was Seo Jae-pil who obtained his medical degree from GW in 1892. He was the first Korean to earn such a degree in the U.S. While here, he took the name Philip Jaisohn, and, upon his return to Korea, set up the first newspaper there which he published using the Korean phonetic alphabet rather than

traditional Chinese characters. President Knapp said he thought the trip valuable in maintaining and developing ties with GW's Korean alumni population.

President Knapp also reported that the Clinton Global University Initiative, held over three days at the University, was very successful. More than 1,000 students from 300 universities, 82 countries, and all 50 states of the U.S. attended, gaining admission by submitting service or entrepreneurial projects designed to benefit their local communities or the larger world. Of the 1,000 projects that were chosen, more than 200 were submitted by GW University students.

Former President Clinton announced the winner after a vote was taken to select the best project. The winner was a GW project, a bamboo bicycle designed by a GW Engineering student and two GW Business School students. President Clinton spoke very eloquently about this project, which uses a material that is not only renewable, but innovative. Feedback obtained in connection with the event indicates that this event was unique in that so many volunteered to staff the CGIU. More than 700 volunteers submitted applications, more than twice the 300 needed for the event.

In conclusion, the President noted that two buildings on campus have received the coveted Gold LEED designation. The first is the renovated residence facility, Lafayette Hall, at the corner of 21st and Eye Streets, N.W. The second is the newly-renovated Charles E. Smith Center. These designations are noteworthy in that it is a challenge to earn these for a renovated facility. In terms of sustainability, such projects help the University not only reduce its carbon footprint, but to save costs over time.

BRIEF STATEMENTS AND (QUESTIONS)

Speaking as Chair of the Committee on University and Urban Affairs, Professor Newcomer announced that the Committee decided to participate along with the Washington Literacy Center in a faculty community service oriented event to address adult literacy issues in the District of Columbia. She noted that Professor Fairfax had been instrumental in planning this project.

Professor Newcomer distributed a flyer describing the project (the flyer is included with these minutes) and requested that Senate members assist the Committee by actively and personally recruiting faculty members from their schools. Twelve teams will be organized, consisting of a faculty member, a graduate student and an undergraduate student. Each of the teams will volunteer to participate in this pilot project, which will begin during adult Literacy Week in September. Volunteers will participate in working one hour each week for three consecutive weeks with classes of adults who read at about a 4th or 5th grade level. A reception will be held for volunteers once the project is finished. Nine faculty volunteers are needed at this point. Professor Newcomer said she was working to secure graduate student volunteers, and Dean of Students Peter Konwerski is assisting in recruiting undergraduate volunteers.

Professor Yezer, Chair of the Committee on Research, distributed a report on Research Enhancement Incentive Awards (REIA). This is important information for faculty, because a new formula has been devised for them by Vice President Chalupa's

office. Many faculty are unfamiliar with these Awards, which provide funds for faculty involved in Sponsored Research, particularly those who receive grants that often do not cover all of the expenses associated with a research project. (The Report is included with these minutes.)

ADJOURNMENT

There being no further business before the Senate, the meeting was adjourned at 4:30 p.m.

Elizabeth A. Amundson

Elizabeth A. Amundson
Secretary



Academic Support Services- Student Athletes

Academic Highlights

- **Academic Progress Rate (APR) – 2009-10 Data**
 - ✓ 10 teams with perfect 1,000 score (reported 5/11)
 - ✓ 6 teams publicly recognized by NCAA for APR (5 last year)
 - ✓ 2010-11 data to be released publicly 5/12
- **Graduation Success Rate (GSR) – 2010-11 Data**
 - ✓ 10 teams with perfect 100% score, 17 teams with score of 88% or higher, 92% overall GSR
 - ✓ All GW athletic teams greater than the federal GSR
- **A-10 Commissioner's Honor Roll (3.5 gpa or higher)**
 - ✓ 84 G.W. Student-Athletes named
- **Athletic Department's Dean's List (3.0 gpa or higher)**
 - ✓ Fall 2011 – 12 student-athletes with perfect 4.0 gpa
257 student-athletes recognized (63.6%)
- **14 GW Gymnasts Named to EAGL All-Academic Team**
- **5 Men's Water Polo Players named to ACWPC All-Academic Team**
 - ✓ Cameron Illes earned top honor on this list for 3rd straight year
- **Tara Booker, WBB**
 - ✓ Female recipient of D 1-AAA A.D.'s Association Post Graduate Scholarship
 - ✓ 1 of 11 student-athletes, nationwide, named to WBB Scholar-Athlete Team
- **Phillip Graeter & Spencer Neff, MSW**
 - ✓ Named to A-10 Swimming and Diving Academic All-Conference Team
- **Kristi Saporito, WSB**
 - ✓ Selected to attend the NCAA Career in Sports Forum
- **Kayley Sullivan, WSOCC**
 - ✓ Selected to attend the Am. Psych. Association's Summer Science Fellowship
- **Kelly Bartz, WXC**
 - ✓ Selected by UNESCO to the Laura W. Bush Traveling Fellowship Program
- **Thomas Nicholas, MSOCC**
 - ✓ Full Participant in CGI-U

New Initiatives- 2011-2012

- The George Washington Student-Athlete Leadership Academy
 - ✓ 125 student-athletes and 22 coaches participated in training
 - ✓ 6 sessions per year, 3 classes per session (Emerging Leaders, Veteran Leaders, Coach Session), 3 sessions completed in Fall 2011 with 94% attendance/participation rate
- Community Service Initiatives
 - ✓ **Freshmen Day of Service** – All freshmen student-athletes registered to participate
 - ✓ **Freshmen Move –in**
 - ✓ **MLK Jr. Day of Service** – Approximately 250 student-athletes participated
 - ✓ **CGI-U-** 24 student-athletes chosen as volunteers, 4 as team leaders
 - ✓ **CGI-U Cell Phone Collection** – more than 100 phones at basketball games -4 teams volunteering to collect phones at metro stops
 - ✓ **Relay for Life** – Department-wide team, committed to raising funds for cancer research
 - ✓ **22 sports participated as teams and/or individuals** in more than 24 different community service events in Fall 2011

**A RESOLUTION TO AMEND THE FACULTY ORGANIZATION PLAN TO CLARIFY THE ALLOCATION
OF SEATS FOR SCHOOLS ON THE FACULTY SENATE (11/2)**

WHEREAS, Article III, Section 2, subsection (a) (3) of The George Washington University Faculty Organization Plan was last amended by action of the University’s Board of Trustees on October 21, 2011, to read as follows:

“The faculty members of the Senate shall be elected by and from their faculties as follows: the Columbian College of Arts and Sciences, nine; the Graduate School of Education and Human Development, School of Engineering and Applied Science, School of Business, School of Medicine and Health Sciences, and Law School, three each; the Elliott School of International Affairs and the School of Public Health and Health Services, two each; and the School of Nursing, one. The faculty members shall be professors, associate professors, or assistant professors in full-time service who have tenure as of the academic year next succeeding the date of election....”;

WHEREAS, the Faculty Senate plays a crucial role in shared governance at the University;

WHEREAS shared governance is strengthened by the diversity of discipline and experience manifested by the University faculty;

WHEREAS to be effective the Faculty Senate needs to be viewed by all parties as fairly representing the entire University faculty;

WHEREAS the current allocation of Senate seats results in a large number of small and large departments having no direct representation on the Senate;

WHEREAS there are 19 departments with 11 or more tenure track faculty that currently do not have direct representation on the Senate, including: Accountancy, American Studies, Anatomy, Anthropology, Biochemistry, Chemistry, Computer Science, Engineering Management and Systems Engineering, History, Health Services Management and Leadership, Management, Mathematics, Media and Public Affairs, Physics, Political Science, Preventive and Community Health, Psychology, Romance, German, and Slavic Languages, Statistics, and Strategic Management and Public Policy;

WHEREAS the current allocation of Senate seats denies the Senate the opportunity to hear directly from our colleagues in many disciplines and raises questions as to whether the Senate accurately represents the views of the entire University faculty;

WHEREAS, The George Washington University Faculty Organization Plan plays a significant role in ensuring the preservation of the Faculty Senate as a strong deliberative body; and as such, it should be written in a manner that is clear, fair, and able to stand the test of time; NOW, THEREFORE,

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

- (1) That Article III, Section 2, subsection (a) (3) of The George Washington University Faculty Organization Plan be amended to read as follows, with such amendment to take effect commencing with the 2013-2014 session of the Faculty Senate:**

“The faculty members of the Senate shall be elected by and from their faculties as follows: the Columbian College of Arts and Science, 11 seats; the Graduate School of Education and Human Development, 3 seats; the School of Engineering and Applied Science, 4 seats; the School of Business, 5 seats; the School of Medicine and Health Sciences, 5 seats; the Law School, 4 seats; the Elliott School of International Affairs, 3 seats; the School of Public Health and Health Services, 3 seats; and the School of Nursing, 2 seats. The faculty members shall be professors, associate professors, or assistant professors in full-time service who have tenure as of the academic year next succeeding the date of election....”;

- (2) That, upon adoption by the University’s Board of Trustees of the foregoing amendment to the Faculty Organization Plan, the Faculty Handbook should be revised to reflect the change set forth in that amendment.**
- (3) That the President, as Chairman of the Faculty Assembly, is petitioned to place on the agenda of the Faculty Assembly at its meeting on October 2, 2012, the foregoing proposed amendments to the Faculty Organization Plan.**
- (4) That, upon approval by the Faculty Assembly, the President is requested to forward the foregoing proposed amendments to the Faculty Organization Plan for final approval by the Board of Trustees as soon as conveniently possible.**

Substitute Resolution 11/2 was adopted April 13, 2012

Minority Report

“A Resolution to Amend the Faculty Organization Plan to Clarify the Allocation of Seats for Schools in the Faculty Senate.”

Ted Barnhill, Kurt Darr, Art Wilmarth

Minority Report

- Synopsis
- Minority Proposal
- Context

Synopsis

- The Schools, University, and Senate administrative, budget, and management structures (Senate Executive Committee, etc.) insure that each School's interests are effectively represented.
- We believe that the University Senate should be the voice of the University faculty in shared governance. We also believe that the structure of Senate representation should consider the vastly different sizes of the various Schools in terms of their faculties, number of students taught, etc.
- The Senate should encourage diversity among Senators in terms of disciplines, gender, and race.

Synopsis

- While there are structures that would produce a closer alignment between the number of senators and the number of TTF by school, **the current structure is a plausible alternative and should not be discarded out of hand.**
- The strict senatorial model advocated by the PEAFF majority (“Majority”) (3 Senators for each School and 9 for CCAS) consciously, and we believe adversely, changes the method for allocating senators.
- The Majority proposal adds Senators to Schools that are currently over represented relative to the sizes of their faculties. No Senators are added to Schools that are currently under represented relative to the sizes of their faculties.

Synopsis

- There are 19 Departments with 11 or more TTF faculty (i.e. the reported size of the SON) which have zero representatives on the Senate. The PEAFF minority (“Minority”) believes the Majority proposal denies the Senate the benefit of the expertise, voices and votes of tenure-track faculty from diverse areas and creates very significant and undesirable disparities regarding representation.
- We believe that the Majority PEAFF proposal could diminish the Senate in the eyes of the University faculty and would likely be contested and potentially defeated at the Faculty Assembly.

Minority Proposal

Given that G.W. has a single body to represent the faculty, we believe that a middle ground is appropriate where all Schools receive a minimum representation of two Senators and additional Senators are allocated across the schools in a manner roughly proportional to the sizes of their tenured and tenure track faculty. Table 1 illustrates the methodology assuming that the target number of Senators is 40.

Minority Proposal

Input Assumptions																			
Target Total Number of Senators																			
Minimum Number of Senators Per School																			
Allocation of Senate Seats for NTA faculty																			
Column																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14						
School	Number of Tenure Track Faculty (Fall 2010)	Minimum Number of Senators	School's Percentage of Total Tenure Track Faculty	Does School Qualify for Additional Senate Seats?	Number of Schools that Qualify for Additional Senate Seats	Estimated Number of Additional Seats Allocated to Schools	Final Number of Additional Seats Allocated to Schools	Total Senate Seats By School (Formula)	TTF per Senator (Formula)	Total Senate Seats By School (Executive Committee Consensus)	TTF per Senator (Executive Committee Consensus)	Total Senate Seats By School (Current)	TTF per Senator (Current)	Column 9 - Column 11	Column 10 - Column 12	School			
CCAS	322	2	39.36%	yes	322	8.79	9	11	29.3	12	26.8	9	35.8	-1	2.4	CCAS			
ESIA	42	2	5.13%	yes	42	1.15	1	3	14.0	2	21.0	2	21.0	1	-7.0	ESIA			
SB	105	2	12.84%	yes	105	2.87	3	5	21.0	4	26.3	3	35.0	1	-5.3	SB			
SEAS	75	2	9.17%	yes	75	2.05	2	4	18.8	3	25.0	3	25.0	1	-6.3	SEAS			
GSEHD	45	2	5.50%	yes	45	1.23	1	3	15.0	3	15.0	3	15.0	0	0.0	GSEHD			
LAW	75	2	9.17%	yes	75	2.05	2	4	18.8	3	25.0	3	25.0	1	-6.3	LAW			
CPS	1	0	0.12%	no	0	0.00	0	0						0	0.0	CPS			
SMHS/MFA	91	2	11.12%	yes	91	2.48	3	5	18.2	4	22.8	3	30.3	1	-4.6	SMHS			
SON	11	2	1.34%	no	0	0.00	0	2	5.5	2	5.5	1	11.0	0	0.0	SON			
SPHHS	51	2	6.23%	yes	51	1.39	1	3	17.0	2	25.5	2	25.5	1	-8.5	SPHHS			
NTA		0		no	0	0.00	0	0		3	0.0			-3		NTA			
TOTAL TTF	818	18	1		806	22.00	22.00	40	20.5	38	21.5	29	28.2	2	-1.1	TOTAL			

Note: The TTF per school are those reported by Assistant Provost Dianne Martin.

Minority Proposal

“The faculty members of the Senate shall be elected by and from their faculties as follows: the Columbian College of Arts and Science, 11 seats; the Graduate School of Education and Human Development, 3 seats; the School of Engineering and Applied Science, 4 seats; the School of Business, 5 seats; the School of Medicine and Health Sciences, 5 seats; the Law School, 4 seats; the Elliot School of International Affairs, 3 seats; the School of Public Health and Health Services, 3 seats; and the School of Nursing, 2 seats. The faculty members shall be professors, associate professors, or assistant professors in full-time service who have tenure as of the academic year next succeeding the date of election....”;

Minority Report: Context

- Is the current Structure of the Senate adequate? Do we need a change?

Current Structure

Column					
1	2	3	4	5	6
	Number of Tenure Track Faculty (Fall 2011)	Total Senate Seats By School (Current)	School's Percentage of Total Tenure Track Faculty	School's Percentage of Total Senate Seats	Ratio of Percentage of Senate Seats to Percentage of TTF (Column 5/ Column 4)
School					
CCAS	322	9	39.36%	31.03%	0.79
ESIA	42	2	5.13%	6.90%	1.34
SB	105	3	12.84%	10.34%	0.81
SEAS	75	3	9.17%	10.34%	1.13
GSEHD	45	3	5.50%	10.34%	1.88
LAW	75	3	9.17%	10.34%	1.13
CPS	1		0.12%	0.00%	0.00
SMHS/MFA	91	3	11.12%	10.34%	0.93
SON	11	1	1.34%	3.45%	2.56
SPHHS	51	2	6.23%	6.90%	1.11
NTA					
TOTAL TTF	818	29	100.00%	100.00%	1.00

Current Structure

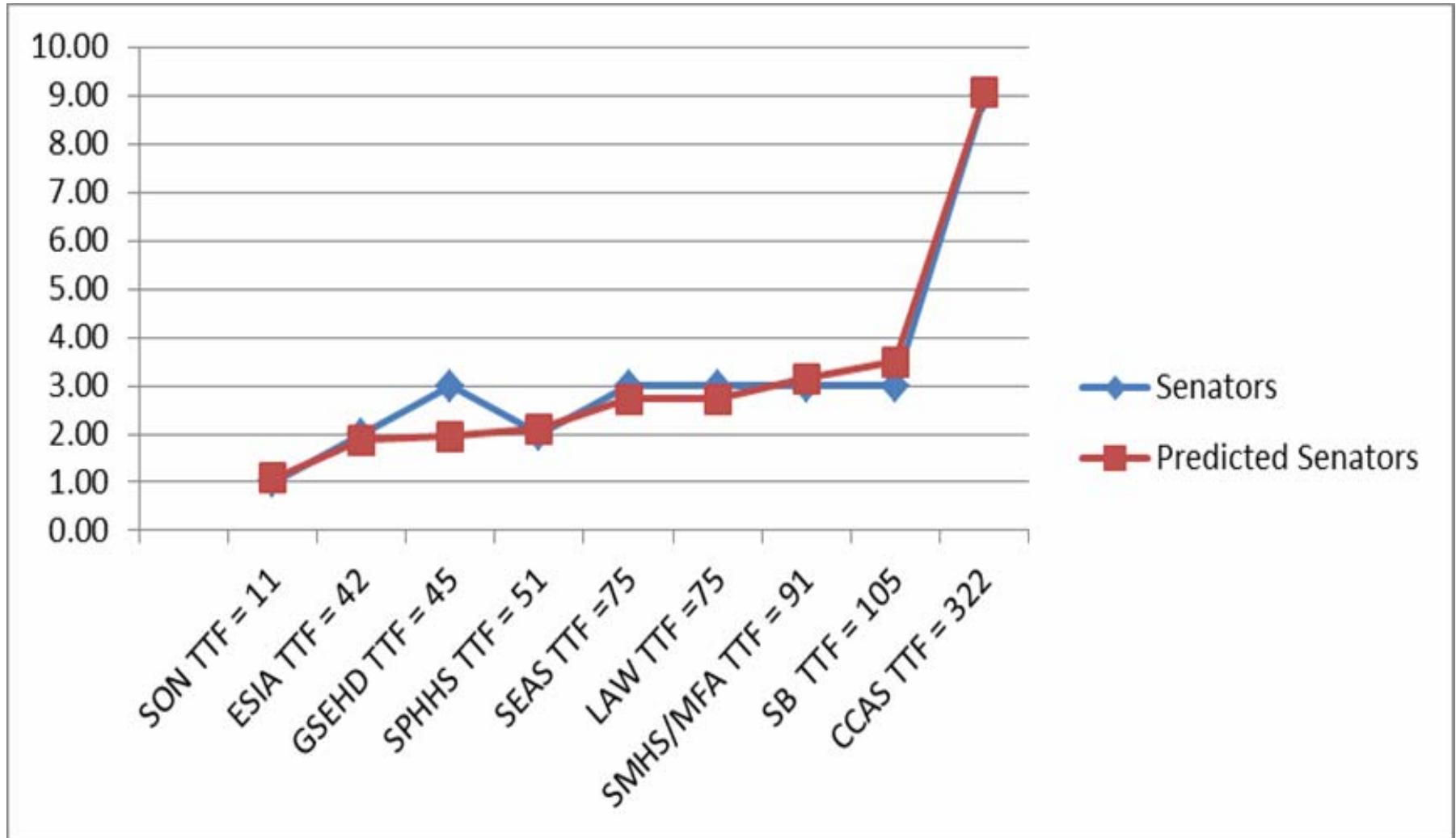
- There are currently strong parallels between the size of the TTF, the number of students taught, and the number of Senate seats in the various schools.
- While there are structures that would produce a closer alignment between the number of senators and the number of TTF by school, the ***current structure is a plausible alternative and should not be discarded out of hand.***

What Explains the Current Structure?

- A simple linear regression of Number of Senators versus TTF by School explains 95% of the variation in the Number of Senators:
- Number of Senators = $0.8 + 0.02567(\text{TTF})$

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	0.79982015	0.230311065	3.472782	0.008408	0.26872188	1.33091842	0.268721881	1.33091842
TTF	0.02567457	0.001941277	13.22561	1.02E-06	0.02119798	0.03015116	0.021197977	0.030151163

Predicted Versus Actual Senators



Departmental Representation

- Of the 71 departments in the University 19 have at least one senator.
- 52 departments do not have a senator.
- 19 departments with 11 or more TTF do not have direct representation on the Senate, including: Accountancy, American Studies, Anatomy, Anthropology, Biochemistry, Chemistry, Computer Science, Engineering Management and Systems Engineering, History, Management, Mathematics, Media and Public Affairs, Physics, Political Science, Preventive and Community Health, Psychology, Romance, German, and Slavic Languages, Statistics, and Strategic Management and Public Policy.

Departmental Representation

- In our opinion, the Senate would be stronger if it had the expertise, voices, and votes of a larger and more diverse group of our colleagues drawn from a variety of disciplines.
- Encouragement should also be given for broad representation by gender and race.
- Moving to a total senate size of 40 or more would allow for the possibility of representation from a number of departments not currently represented.

On 4/9/12, Prof. John Banzhaf of GWU Law <john@banzhaf.net> wrote:

> PLEASE BE SO KIND AS TO FORWARD TO EACH FACULTY SENATE MEMBER,
> AND PROVIDE A WRITTEN COPY IN MATERIALS FOR THE MEETING

>

> I write, as the faculty member who first developed the now widely-accepted
> technique for analyzing voting systems, and for calculating voting power in
> various situations (the “Banzhaf Index”), to point out a problem with BOTH
> proposals to modify the allocation of seats on the Faculty Senate. I also
> propose a simple solution.

>

> As I proved more than 40 years, there is not a direct and simple
> relationship between the number of votes an entity (e.g. a school) may cast,
> and the entity’s voting power. For example, when the votes are distributed
> like this - 5, 1, 1, 1, 1 (e.g., for 1 large and 4 smaller schools) - it is
> NOT true that the entity with 5 votes has 5 times the voting power of each
> of the other 4 entities. Rather, the entity with 5 votes has 100% of the
> voting power because its vote will be decisive in all of the possible voting
> combinations; and the other entities (schools) - individually or even
> combined - have no voting power at all.

>

> If an additional entity (school) with 1 vote is added - so that the votes
> are now 5, 1, 1, 1, 1, 1 - the entity with 5 votes will still NOT have 5
> times the voting power of each of the other entities. Rather, the entity
> will have over 30 times the voting power of each of the other 5 entities
> because, in virtually all of the possible voting combinations, it will be
> able to cast a decisive vote. The large disparity in the number of votes
> creates a much larger disparity in voting power far beyond that which was
> intended - e.g., if 1 school has 50 tenure-track faculty, and 5 other
> schools have 10 tenure-track faculty each.

>

> To determine voting power in situations in which entities are allocated and
> able to cast different numbers of votes - e.g., at the GWU Senate, under the
> EU Constitution, etc. - it is necessary to calculate how many different
> voting combinations there are, and in how many each entity is able to cast a
> decisive vote.

>

> In general, however, as suggested above, any system in which one entity is
> entitled to cast a much large number of votes than all other entities is
> likely to result in giving that entity a hugely disproportionate share of
> voting power - far more than intended, and far more than suggested by the
> difference or percentage in the number of votes allocated.

>

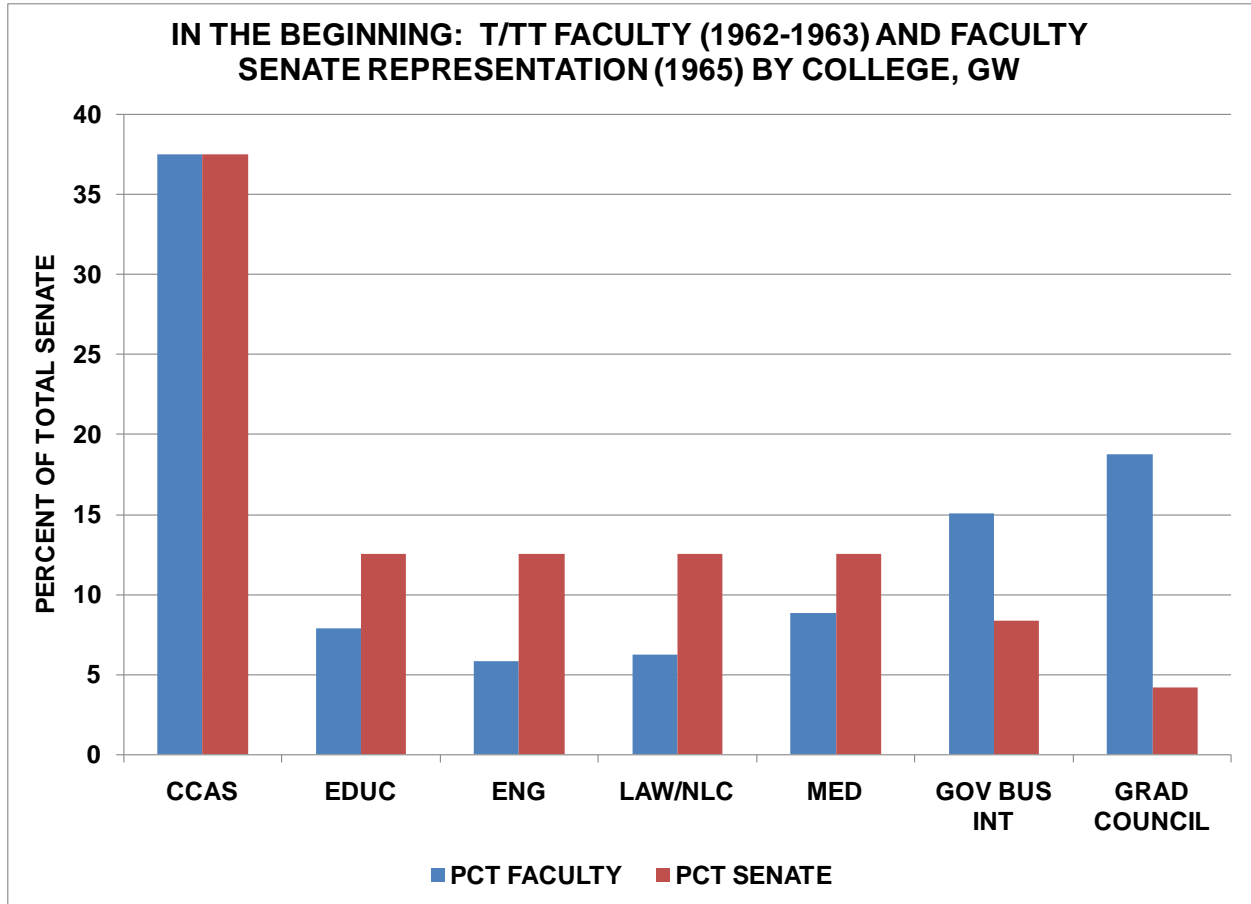
> Under the MAJORITY proposal, CCAS is allocated 9 votes, and all of the other
> voting entities are allocated 3. But, rather than having 3 times the voting
> power of any other entity [9/3] (e.g., Law), CCAS has over 4.3 times as much
> voting power. In other words, this proposed allocation of votes would give

- > CCAS almost 50% more voting power than it should be entitled to based upon
- > the number of tenure-track faculty in each school.
- >
- > Under the MINORITY proposal, CCAS is allocated 11 votes, with varying but
- > much smaller amounts allocated to the other voting entities (schools).
- > Rather than having 2.2 [11/5] times the voting power of entities with 5
- > votes (e.g., Business), CCAS would have 3 times as much voting power. In
- > other words, this minority proposal for the allocation of votes would give
- > CCAS over 35% more voting power than it apparently should be entitled to
- > based upon the number of tenure-track faculty at each school.
- >
- > As another example under the MINORITY proposal, we should compare CCAS's
- > allocation of votes to those of another entity (e.g., Elliott) which would
- > be given only 3 votes. Rather than having 3.6 [11/3] times the voting power
- > of entities with 3 votes, CCAS would have over 5 times the voting power. In
- > other words, this minority proposal would also give CCAS over 35% more
- > voting power than it seemingly is entitled to.
- >
- > Obviously senators from CCAS (or any other school) will not always - or
- > necessarily even frequently - cast their votes together as a block.
- > However, since each of the 9 senators supposedly represents the same
- > constituency (CCAS) - regardless of which of the 3 major divisions they come
- > from - there will certainly be a tendency for them to vote alike, and
- > somewhat differently than senators from other schools, in seeking to
- > represent that constituency.
- >
- > If this were not true, and senators were supposed to follow the trustee
- > model (and vote largely independent of who elected them), rather than the
- > representative or delegate model (where they represent a constituency), we
- > might as well simply select some 30 to 40 tenure-track faculty members at
- > random, even if most came from Law, or for Business, or even from Nursing.
- > But we do not.
- >
- > Since senators are elected by specific schools, are supposed to transmit the
- > views of colleagues in their respective schools, and support the interests
- > of their own school (especially when those interests tend to differ by
- > schools), it seems that a major role and function of a senator is to
- > represent the tenure-track faculty members from his or her school.
- >
- > This is also likely to occur in practice because all senators from the same
- > school will be subject to the same command hierarchy and structure. In
- > other words, while all 3 senators from the Law School exercise a certain
- > independence in their voting, they all are also subject to the same dean who
- > may (or is at least in some position to) exert special influence. At CCAS,
- > although the 9 senators may come from different divisions of CCAS, they also
- > are all under - and subject to - the same dean.

- >
- > Moreover, and of particular importance, this phenomena of tending to vote
- > alike on some issues, because senators come from the same school, will
- > probably be strongest on those controversial issues which appear to affect
- > schools in different ways, and where voting - and voting power - will be
- > more crucial.
- >
- > Fortunately, there seems to be a simple remedy. Instead of allocating a
- > large block of votes - 9 (under the majority proposal) or 11 (under the
- > minority proposal) - to CCAS (arguably because it has 3 divisions), why not
- > simply give 3 votes to each of those major divisions - or, under the
- > minority proposal, 3 and 4 and 4 votes. This would substantially reduce the
- > block vote effect mentioned above.
- >
- > It would also have a tendency to substantially increase the diversity - in
- > terms of background, viewpoints, and experience - of the senators. Thus,
- > while all 9 (or 11) of the senate members will still come from CCAS, it is
- > reasonable to assume that those from Math and Natural Sciences will have
- > somewhat different backgrounds and outlooks than those from the Humanities
- > and/or from the Social Sciences.
- >
- > Moreover, in addition to differences in backgrounds and outlooks, it is also
- > reasonable to expect that, at least with regard to certain issues (e.g.,
- > allocation of research funds, building of laboratories), there may be
- > differences in interests between faculty from Natural Sciences and those
- > from Humanities - to take just one simple example.
- >
- > Therefore, regardless of which proposal is adopted, I would respectfully
- > suggest that votes now allocated as a block to CCAS be broken up into three
- > smaller blocks corresponding to the three major divisions which already
- > exist in the school.
- >
- > Finally, for whatever it is worth, as someone who has examined the political
- > science, legal, and other aspects of voting in addition to the mathematical,
- > I would lean towards the MINORITY proposal which is a compromise between
- > totally equal representation regardless of the number of constituents (like
- > the U.S. Senate) and totally proportional representation (like the U.S.
- > House of Representatives) because it would allocate votes based at least in
- > part upon the number of tenure-track faculty in each school.
- >
- > Under the MINORITY proposal, like the 50 states under the Electoral College,
- > each school is given a minimum number of senators (votes) regardless of the
- > number of tenure-track faculty represented, but schools with larger numbers
- > of tenure-track faculty to be represented are given a slightly larger number
- > of votes (senators). Under the Electoral College, even the most sparsely
- > populated state is entitled to 3 electoral votes, but the additional votes

- > each state is allocated depends on the population to be represented.
- >
- > Likewise, under the Supreme Court's "one man, one vote" principle - which
- > has now been widely adopted even in areas where the law doesn't require it -
- > there should not be unnecessary disparities in voting power between people
- > who are equally situated. Thus, while the School of Nursing may be entitled
- > to minimum number of senators, there appears to be little justification for
- > allocating to its 11 tenure-track faculty the same number of senators as for
- > Business (105) or Law (75) - as the MAJORITY plan proposes.
- >
- > Looked at another way, under the MAJORITY proposal, 27% [3/11] of the
- > Nursing tenure-track faculty will serve on the Senate at any one time
- > (probably creating a practical problem with sabbaticals, leaves, etc.),
- > whereas only 3% [3/105] of the Business tenure-track faculty will be able to
- > serve. This almost 10 to 1 disparity is hard to justify under any theory or
- > rationale of fair voting or representation.
- >
- > Thus I would propose the following (modeled on the MINORITY proposal, but
- > with 1 modification) as a substitute for either the majority or minority
- > proposal:
- >
- > "The faculty members of the Senate shall be elected by and from their
- > faculties as follows: Math and Natural Sciences (at CCAS). 4 seats,
- > Humanities (at CCAS), 4 seats; Social Sciences (at CCAS), 3 seats; the
- > Graduate School of Education and Human Development, 3 seats; the School of
- > Engineering and Applied Science, 4 seats; the School of Business, 5 seats;
- > the School of Medicine and Health Sciences, 5 seats; the Law School, 4
- > seats; the Elliott School of International Affairs, 3 seats; the School of
- > Public Health and Health Services, 3 seats; and the School of Nursing, 2
- > seats."
- >
- > PROFESSOR JOHN F. BANZHAF III
- > George Washington University Law School
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- >
- > APPENDIX
- >
- > If you are interested in learning more about the Banzhaf Index of Voting
- > Power, and don't want to audit a basic math class at GWU, there are several
- > instructional videos on YouTube. The Banzhaf Index was first developed to
- > measure voting power in weighted voting situations, and was ruled the
- > constitutional standard by New York's highest court. It was also used to
- > analyze voting power under the Electoral College, multi-member districts,

- > the EU Constitution, a recent British election, and in other situations.
- > From an old bio:
- >
- > The Banzhaf Power Index Adopted as the Law in New York State: See, e.g.,
- > Iannucci v. Board of Supervisors, 220 N.Y. 2d. 244, 229 N.E. 2d. 195, 282
- > N.Y.S.2d 502 (1967); see generally Banzhaf, Weighted Voting Doesn't Work: A
- > Mathematical Analysis, 19 Rutgers L. Rev. 317 (1965); Simulation of Weighted
- > Voting: The Banzhaf Index, BYTE [3/84].
- >
- > Original Banzhaf Analysis of Voting Power Under the Electoral College of the
- > 1960's: See Banzhaf, 3.312 Votes, A Mathematical Analysis of the Electoral
- > College, 13 Villanova L. Rev. 303 (1968).
- >
- > The Banzhaf Analysis of the Electoral College Has Been Widely Accepted in
- > Scholarly Works; See, e.g., James Michener, Presidential Lottery, Part C
- > entitled "The Banzhaf Studies" at 220 (1969); Pierce, The People's
- > President, Section O entitled "Computer Analysis of Large versus Small State
- > Power in the Electoral College" at 362 (1968); The Banzhaf Index for
- > Multi-Candidate Presidential Elections, presented at the 1981 SIAM National
- > Meeting.
- >
- > The Banzhaf Analysis of the Electoral College Was the Subject of
- > Congressional Hearings: See Hearings before the Subcommittee on
- > Constitutional Amendments, U.S. Senate, p. 517-42, 904-33; Electoral College
- > Reform, Hearings before the Committee on the Judiciary, House of
- > Representatives, p. 306-74.
- >
- > Many Leading Newspaper cited the Banzhaf Analysis in Support of Calls to
- > Replace the Electoral College With the Direct Election of the President:
- > See, e.g., St. Louis Post-Dispatch, Nov. 24, 1968; Editorial, The New York
- > Times, Dec. 18, 1968; Editorial, The Washington Post, Dec. 31, 1967,
- > Election of the President.
- >
- > The Banzhaf Index of Voting Power is widely recognized: See, e.g., The Games
- > Scholars Play, Newsweek, 9/6/82
- >
- > Some More Recent Mentions: BOOK REVIEW: Bernstein, Finding the Social
- > Aspects of Math [John Allen Paulos, A MATHEMATICIAN READS THE NEWSPAPER],
- > New York Times, 4/12/95 ("Mr. Paulos's little essay explaining the Banzhaf
- > power index and how it relates to Lani Guinier's ideas about empowering
- > minorities is itself worth the price of the book."); BOOK REVIEW: Achenbach,
- > Calculating Between the Lines [same book], Washington Post, 5/21/95
- > ("Something called the Banzhaf power index measures power not in terms of
- > how many votes you have but by whether your votes can ever turn a losing
- > coalition into a winning coalition.")



The George Washington University
Faculty Senate Committee on Physical Facilities
Final Report

April 13, 2012

During the academic year 2011/12 the Senate Committee on Physical Facilities met on four occasions.

At the committee's first meeting Senior Associate Vice President Alicia O'Neil Knight offered an update of the status of the various campus development projects. The committee also discussed the status of the research and classroom facilities at the Virginia Science and Technology Campus and the campus' capacity for expanded research and teaching activities. Senior Associate Provost Craig Linebaugh offered a summary of the current status of all campus facilities.

The committee expressed its strong interest in a timely consideration of the disposition of existing facilities in Corcoran and Tompkins Halls, as well as the 6th and 7th floor of Phillips Hall, in the wake of the construction of the Science and Engineering Hall. It also voiced its concern about the allocation of research laboratory space in the SEH and requested its representatives on the Research Space Allocation Committee to provide regular updates on the evolving policy.

At the committee's second meeting Vice President Michael Morsberger offered a summary of the fund raising effort in support of the SEH and other current building projects and provided the following information:.

A target of \$100 million or 1/3 of the building cost has been set for the SEH, with an overall university-wide fund raising goal of \$1 Billion. The campaign is presently in its quiet phase, with the timeline for its public introduction currently being worked out. The guiding principle is that 50% of the funds should have been committed before the beginning of the public phase.

Approximately \$16 Million has already been raised in support of the SEH, including \$10 Million for programs and \$6 Million toward construction of the building. A significant portion has been provided by Mr. Clark.

A donor for the construction of the greenhouse in the SEH has been identified.

Siemens Corporation has been identified as a major prospect for support of research programs.

During 2010 fund raising increased by 35% over the previous year, with a yield of \$113 Million. Projections for the current year are at \$125-130 Million.

Currently the development office employs 185 people, resulting in approximately \$0.21 of administrative cost per dollar raised.

The committee raised concerns regarding the planned construction of a GW Museum adjacent to Corcoran Hall and urged the Faculty Senate to become involved in the planning and execution of the project.

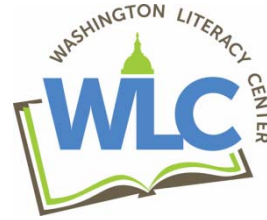
At its third meeting the committee heard a detailed presentation by Senior Associate Vice President Alicia O'Neil Knight on the status of the planned GW Museum next to Corcoran Hall. Currently the plan calls for a start of construction in late summer 2012, with completion by the end of 2013. In addition to the museum, the plan also includes an Annex to be constructed at the Virginia Science and Technology Campus. The project's total cost is estimated at \$22 million, partly funded by a gift from Albert H. Small. Ms. O'Neil Knight pointed out that a public forum with faculty participation is planned toward the end of the Spring semester 2012.

The committee expressed its concerns regarding the construction phase of the museum, especially the resulting incursion into classroom and laboratory space in Corcoran, as well as the ensuing disturbances of classes and laboratory sessions in physics, chemistry and biology. It was assured by Ms. O'Neil Knight that the utmost care will be used to minimize the impact on academic programs.

At the committee's fourth meeting Dean Ali Eskandarian offered a summary of current and future construction plans at the Virginia Science and Technology Campus. He provided timelines for the construction of the Conservation Building as an Annex to the GW Museum. The committee discussed the status of the research laboratories and projected increases in education and research programs at the VSTC.



THE GEORGE
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WASHINGTON DC



Reading Leaders: A GW/WLC Partnership

Reading Leaders is a pilot program to be undertaken in fall 2012 under the purview of the GW Faculty Senate Committee on University and Urban Affairs. Twelve teams of one faculty member, one graduate student and one undergraduate student will partner for 3 consecutive one hour sessions in September 2012 to read and discuss with groups of about 8 adults served by the Washington Literacy Center (WLC).

For the students and faculty members who volunteer , you are committing to:

- 1.) Attending a two hour training session in May;
- 2.) Blocking off three consecutive Mondays, Tuesdays, Wednesdays **or** Thursdays for 5:00-6:00PM sessions at the WLC (including travel to and from, plan on 4:00-7:00PM) starting the week of September, 10, 2012; and
- 3.) Reading the selected materials and coordinating with your team in order to read and discuss readings with D.C. adult readers at the Washington Literacy Center for three consecutive sessions and, if possible, attend one formal celebration on a date TBA (a Friday early evening).

Faculty interested in volunteering? Please contact Kathy Newcomer at newcomer@gwu.edu.

Faculty Senate Committee on Research
2011-2012 Academic Year
Report on Research Enhancement Incentive Award Distributions

The Research Enhancement Incentive Award (REIA) distributions are intended to support costs of conducting sponsored research that are experienced at the level of the Principal Investigator (PI), department, research center and/or school. In addition to direct cost payments designed to support research, sponsors recognize that there are general costs for facilities and administration (f & a costs) which are associated with many sponsored research projects. Some of these costs are experienced by the Office of Sponsored Research (OSR) or are part of general institutional overhead while others are experienced by the PI, department, research center, and/or dean.

According to the Office of the Vice President for Research (OVPR) the amount of REIA provided to PIs and academic units is determined annually through a formula based on expenditures incurred by faculty as well as consultation between the OVPR and deans. REIA is funded by OVPR.

PI's receive REIA distributions into an R account which may be held over across academic years. REIA is based on f & a payments received each year, not on the indirect cost recovery expected over the life of a grant or contract.

Given that there have been significant changes in the formula used to determine REIA, the Committee decided to provide historical perspective on the evolution of the program by comparing old and new policies. In what follows, the term "department" will refer to funds under the control of a department chair and the term "dean" will refer to payments going either to the office of a dean or to a center director (the Committee did not consider issues of splitting REIA among deans or between deans and center directors).

The former procedure for determining REIA

The formula for indirect cost recovery (REIA) allocated to PIs, department chairs, center heads, and deans in place until recently was computed using the following formula:

$REIA = 0.01(\text{direct cost}) + 0.05(\text{tuition}) + 0.05(\text{indirect costs} - \text{cost sharing})(\text{discount factor})$
This is all straightforward except for the "discount factor" which is equal to the following ratio:

$$\text{Discount factor} = (\text{indirect costs} - \text{cost sharing}) / (\text{full indirect costs})$$

Here full indirect costs are the product of the applicable indirect cost rate (varies for on and off campus projects) and the amount of direct costs. To make this more concrete, consider the REIA for an on-campus project that paid full indirect costs so that direct cost = (indirect cost)/0.52.

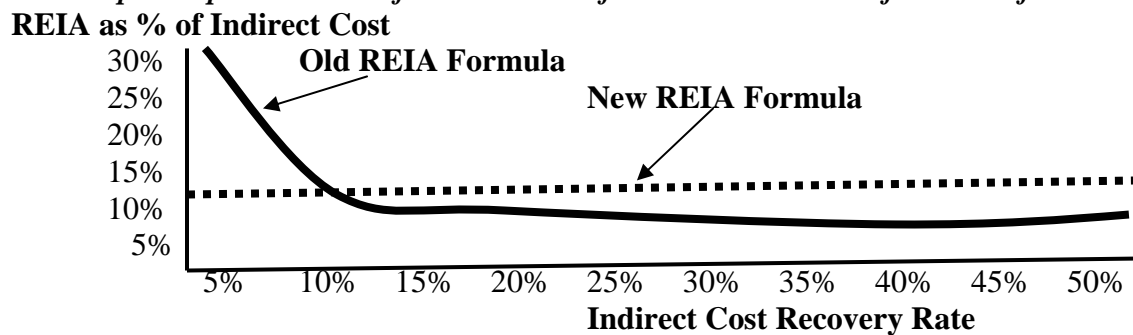
Substituting into the REIA formula and assuming that tuition = 0, gives a resultant REIA equal to approximately 7% of indirect costs. Now assume indirect cost recovery falls to 40%. The discount factor is approximately 0.8, but direct cost is 2.5 times indirect cost and REIA is $2.5\% + 5\%(0.8) = 6.5\%$ of indirect costs. Moving further down the indirect cost recovery schedule, if the indirect cost rate were 20%, the discount factor would then be approximately 0.4. However, in this case direct cost recovery is 5 times indirect cost and REIA would again equal 7% of indirect costs. Finally consider the case where indirect cost recovery was 10%. The discount factor is 0.2 but, because direct cost is 10 times indirect cost, REIA funds as a percentage of indirect cost recovery would be 11% of indirect cost. Note that, when indirect cost recovery goes to 0, REIA as a percentage of indirect cost goes to infinity. Thus the formula produces REIA funds that begin at 7% of indirect cost recovery for those paying full cost, then the percentage falls with falling indirect cost recovery but it rises again and is 7% again when indirect cost recovery is 20%. After that, REIA as a percentage of indirect cost recovery rises to infinity as indirect cost recovery falls to 0.

The dean, department, and PI would then split the REIA funds so that, in the case of full indirects, each would get $7\%/3 = 2.33\%$ of the indirect cost recovery and for the case of 20% indirect cost recovery, each would get $4\%/3 = 1.33\%$ of the indirect. Once again, these percentages first fall as the percentage of indirect cost recovery falls, then the percentage rises to infinity as the recovery rate falls to 0.

The new procedure for determining REIA

VP Chalupa has established the following “general guidelines” for allocating indirect cost recovery among alternative actors experiencing the costs associated with sponsored research activities: 6% principal investigators, 4% department, and 2% deans. This means that returns to all agents increase in proportion to the amount of indirect cost recovered. The REIA amounts under this system total 12% of indirect cost, a rate that is higher than that for most research compared to the previous system.

Graphical presentation of the two REIA formulas: REIA as a function of indirect cost



Possible rationale for the old and new procedures

If anyone can think of a rationale for the old procedure, particularly in terms of reflecting compensation for costs the Committee would welcome a written submission.

Rationale for the current formula is based on the premise that 12% of f and a costs occur at the level of the PI, dean and department and that the half of these costs are born by the PI, one-third by the department and one sixth by the school or center.

News on funding for startup money for new faculty

On a related point, VP Chalupa has established a policy that funding for startup costs for new faculty will come equally from his budget, the Provost, and the Dean.

Respectfully submitted by Anthony Yezer, Committee Chair

REPORT OF THE EXECUTIVE COMMITTEE

13 April 2012

Michael S. Castleberry, Chair

COMMITTEE REPORTS

We are requesting from all the Senate Standing Committees a final report on 2011-2012 activities and actions. We have had a busy year Committee-wise and we thank the Committee Chairs and members of the Committees for their efforts.

Plans for the 2012-2013 academic year begin with the annual joint meeting of 2011-12 and 2012-13 Executive Committee members on 27 April. At that time the Committee Chairs and membership for the 2012-13 year will be determined. We request again that all members of the Senate declare their interest in Committee membership and request that the faculty ask colleagues in their schools to notify the Senate Office provide notice of their willingness to serve by completing the Committee service forms made available electronically earlier this year. We anticipate significant Committee activity next year as we review changes in the Sexual Harassment Policy and the Code of Student Conduct under guidelines mandated by the U.S. Office of Education.

ACTIONS OF THE EXECUTIVE COMMITTEE

Reports

Senate Parliamentarian Charnovitz has, mercifully, agreed to serve another term. Adhering to the rules and procedures of the body is of great importance to all of us and we express again our sincere appreciation for his quiet but consistent attention to the details of our efforts and the careful regulation of our discussion and debate.

As was mentioned at the last meeting of the Senate we have tentatively requested that Associate Provost for International Programs Donna Scarboro present a report at the May meeting on the work of the year-long study of international programs that was completed in Summer, 2011, and will be incorporated in the University Strategic Planning process during 2012-2013. The membership of the committee met for many hours over the course of the year and their efforts resulted in a detailed report with specific recommendations. In addition, at the May meeting, it is expected that the Senate will be reviewing Conflict of Interest declaration changes pursuant to requirements of the National Institutes of Health.

During academic year 2012-13 we will be calling on Provost Lerman to report periodically on the progress of the Strategic Planning group. We will also include subgroup reports as they become available. This is important work that will guide the University over the next decade or more and the Executive Committee and the Senate will take an active part in discussing and reviewing the work of the planning groups.

Personnel Matters

The grievance in the School of Public Health and Health Services previously reported is in process. Professor Darr, Chair of the Dispute Resolution Committee, has reiterated to the Executive Committee the need to name alternate members to the committee. We are requesting that members of the Senate submit recommendations to the

Executive Committee so that we can respond to Professor Darr's request. This Committee does crucial work for the faculty and we commend Professor Darr for his leadership of this group and his supervision of the important but very detailed work of the Committee. We will address Committee membership needs at the next meeting of the Executive Committee.

The Executive Committee has not been formally notified of any administrative non-concurrences that are ready for hearing at this time.

Next Meeting of the Executive Committee

The next meeting of the Executive Committee is scheduled for April 27, 2012. Please submit resolutions, reports and any other matters for consideration prior to that meeting. The next meeting of the Faculty Senate will be on May 11, 2012.

As this is the final meeting of the 2011-2012 Senate session, we thank the members of the Senate for the time and effort they expend on the work of this body. I would also like to express appreciation on behalf of the Senate to the members of the Executive Committee for their work this year. Professors Simon and Galston step down from the Committee after valued service; we thank them for their wise counsel.

Professor Wilmarth steps down as Chair of PEAF and leaves the Senate after long service as a Committee Chair, a long-time member of the Executive Committee and service as Chair of the Executive Committee. We thank him for his careful guidance on the professional and ethical issues that affect the faculty and his valued Senate service. We hope to see him, and other members of the Senate whose terms end this year, in the future—or when we have need of their service, whichever comes first!

And, finally, to the members of the administration who agreeably participated in Senate work this year: Executive Vice-President and Treasurer Lou Katz, Vice President for Development and Alumni Relations Morsberger, Provost Lerman for his reports and support, and President Knapp for his firm but judicious use of the gavel.

The work of this body is ongoing and requires the efforts of all of the membership, the Committees, the Chairs, and the administration representatives to be successful. I thank you all for your hard work.