



**MINUTES OF THE REGULAR FACULTY SENATE MEETING  
HELD ON FEBRUARY 9, 2018  
AT 1957 E STREET NW/STATE ROOM**

Present: President LeBlanc, Provost Maltzman, Parliamentarian Charnovitz, and Associate Registrar Arias; Deans Dolling, Feuer, Goldman, and Jeffries; Executive Committee Chair Marotta-Walters; Professors Agca, Bukrinsky, Cline, Cordes, Corry, Costello, Cottrol, Dickinson, Esseesy, Galston, Griesshammer, Gutman, Lipscomb, Markus, McDonnell, Nau, Parsons, Pintz, Price, Rehman, Schumann, Sidawy, Watkins, Wilson, Wirtz, Zara, and Zeman.

Absent: Deans Akman, Brigety, Choudhury, Eskandarian, Morant, and Vinson; Professors Agnew, Briscoe, Harrington, Khoury, Lewis, McHugh, Pelzman, Roddis, Rohrbeck, Sarkar, and Tielsch.

CALL TO ORDER

The meeting was called to order at 2:16 p.m. Professor Marotta-Walters requested and obtained the Senate's unanimous consent to adopt a revised agenda (posted and disseminated on Thursday, 8 February) for today's meeting.

APPROVAL OF THE MINUTES

The minutes of the January 12, 2018, Faculty Senate meeting were approved unanimously without comment.

RESOLUTION 18/3 (revised): To Amend Article X. A., Rights, Privileges, and Resolution of Disputes under the *Faculty Code* (Jeff Gutman, Chair, Committee on Professional Ethics & Academic Freedom)

The revised resolution follows PEAFF consideration of the discussion at the last Senate meeting and adopts the *Code* wording change recommendation made at that meeting. The wording change makes it clear that accessing the grievance procedure is not mandatory, and it adds "by the grievant" to the end of the existing sentence to clarify that the grievant is the party with the option to pursue a grievance procedure. The revised resolution was unanimously approved by voice vote.

RESOLUTION 18/4: To Amend the *Faculty Code* to Clarify Faculty Eligible for Reduced Service Status (Jeff Gutman, Chair, Committee on Professional Ethics & Academic Freedom)

This resolution deals with another issue from the so-called "glitch list." The current *Code* provides that full-time faculty members with at least ten years of service and who are over 60 years of age may, if mutually agreed with the Provost's office, move into a part-time retirement status. To

provide additional flexibility to the Provost's office, the recommendation was made to slightly modify the *Code* language to permit faculty who, previous to that arrangement, were already in part-time status to continue in that status under this retirement provision, again, with the consent of the Provost's office. Such faculty would be considered regular faculty. The resolution was unanimously approved by voice vote.

REPORT: Global Women's Institute Strategies/Directions (Mary Ellsberg, Director)

Dr. Ellsberg referenced the attached slides in her presentation. She provided copies of the Global Women's Institute (GWI) 5-year report, also attached to these minutes, and encouraged Senate members to take the report with them to read about GWI's first five years. The GWI was created almost six years ago by a task force led by the Provost and in which the President and Vice President for Research (VPR) were actively involved. The impetus behind GWI's founding was a desire to take advantage of the great interest in gender equality and women's empowerment coming up in the global and national discourse and to see how GW might leverage its existing resources and programs to engage in this important area. Dr. Ellsberg is the founding director of GWI, coming to GW from the International Center for Research on Women. She is an epidemiologist by training with a background in research on violence against women.

The GWI mandate, initially very broad, and its activities are outlined in Dr. Ellsberg's slides. She noted that she spent her first year in the directorship talking with faculty, students, and administrators to learn what was already happening on campus (the Gender Equality Initiative in International Affairs [ESIA], the Jacobs Institute for Women's Health [GWSPH], and the Women, Gender, and Sexuality Studies program [CCAS]). She found that many faculty members are deeply interested in these issues but have not been coordinated in a way that fosters interdisciplinary collaboration. GWI's initial broad mandate was threefold:

1. Establish a global presence as a preeminent center for research and policy by doing high quality, rigorous research that would influence national and international policy debates;
2. Contribute to GW, not by replacing or overshadowing, but rather, enhancing existing efforts at the university, supporting schools and centers through teaching, co-hosting/co-funding events, and supporting faculty collaboration and networking; and
3. Develop a robust fundraising mechanism to make GWI sustainable beyond the initial investment it received from GW.

Dr. Ellsberg described GWI's approach as finding out what works, what the problems are, and how and why it matters. GWI's primary initial area of focus was violence against women and girls (VAWG), a logical choice given Dr. Ellsberg's background as well as the availability and likelihood of funding. GWI has received funding for a variety of projects ranging from technical assistance on prevalence studies to research on how VAWG intersects with other important world problems such as violence against children, food insecurity, and sexual and reproductive health. GWI also engages in primary research on interventions to prevent VAWG. Dr. Ellsberg noted some specific data and studies in her slides illustrating the high incidence of VAWG in areas around the world as well as the successful results of some interventions, including research working on why some interventions have been more successful than others. Another prevalence study, in South Sudan (the first ever done in this new nation) was a landmark study on VAWG and peacebuilding and has as one of its work products a toolkit for conducting research in conflict settings. Dr. Ellsberg's slides provide some of the data obtained from this study; the study's summary report is included with these minutes.

Dr. Ellsberg noted several other activities underway at GWI (noted in the slides), including knowledge sharing, empowering girls, enhancing collaboration and outreach across campus (including a special annual prize on Research Day), leveraging the arts to work for gender justice, and responding to and preventing campus sexual assault.

GWI comprises 12 full-time staff, over 60 affiliated faculty from GW's 10 schools, a Faculty Advisory Council (made up of representatives from the schools who provide feedback on how GWI can improve), and a Leadership Council. Direct financial support from GW is a small fraction of GWI's total funding; GWI has raised almost \$7m in five years from several sources (including the US government, foreign governments, foundations and organizations, and external contracts).

Professor Price asked Dr. Ellsberg to elaborate on the relationship between GWI and the schools with regard to developing and teaching courses and asked what her role is in engaging students in GWI research. Dr. Ellsberg detailed two programs. One course is on Research Methods on Violence against Women and Girls in GWSPH; it was developed with 2U as part of the online Masters in Public Health program. She noted that she taught that course twice a year for its first two years; the course is now taught by Dr. Manuel Contreras, GWI's director of research and other GWI staff members. GWI staff also teach the masters-level facilitated practicum for the Women, Gender, and Sexuality program in CCAS. She noted that, at its midterm review, GWI was urged to engage more with students. At any given point in time, there are 5-10 students doing a practicum or internship at GWI; some students volunteer on smaller projects. Dr. Ellsberg noted she is on several PhD committees and that GWI staff mentor several masters students in international studies and public health. GWI also guides 1-2 capstone teams in ESIA each year. Student engagement can be challenging as the institute is not in a school and does not have its own students; GWI works to get affiliated faculty to engage with GWI and invite GWI staff into their programs (e.g., via guest lecturing).

Professor Parsons asked whether there are policies being adopted in developing countries that are reducing VAWG. Dr. Ellsberg responded in the affirmative, noting that GWI conducted a systematic review of interventions that had reduction of VAWG as a goal. Approximately 150 surveys were extracted and reviewed in depth; the findings were published in *Lancet* (2015). Successful programs were found to incorporate community engagement of both men and women and operate long-term. The most successful of these programs is called "SASA!" It originates in Uganda and trains community activists to engage people in conversations over a long period of time to change how people talk about violence. GWI is looking for ways to bring this program to GW and the local immigrant populations. Dr. Ellsberg noted that most US programs focus more on response and less on primary prevention. The most effective work on primary prevention involves addressing social norms.

Professor Dickinson inquired about GWI's ongoing process for reaching out to departments and schools beyond the ones with which the institute is already engaged. Dr. Ellsberg responded that she holds periodic meetings with the deans and with faculty to explore opportunities for collaboration. GWI also holds a brown-bag networking event for affiliated and interested faculty as well as an open house each fall. Word of mouth is also bringing new interest to GWI regularly as faculty members discuss GWI's mission and events more broadly across campus.

Professor Zara asked Dr. Ellsberg for her thoughts on how to crack the VAWG problem when its causal factors are woven into societal norms and the inherent economic structure of a county. Dr. Ellsberg responded that this is the critical question in this area and that this is why talking specifically and widely about issues related to intimate partner violence and the bride price issue is important; these issues aren't usually raised in the media. Frequent responses are that these behaviors are part of the culture and can't be changed. In the case of the recently launched South Sudan research, Dr. Ellsberg indicated that GWI is talking to women from the South Sudanese diaspora to see if conversations can be generated around these issues, noting that funding shouldn't be dedicated solely to the issue of rape in war but rather also to socially accepted violence against women, such as intimate partner violence and child marriage.

UPDATE: Status of Faculty Survey Process for Dean Evaluations (Chris Bracey, Vice Provost for Academic Affairs)

Referencing the attached slides, Vice Provost Bracey provided an update on the decanal review process. He noted that the 2015 Faculty Code revisions approved by the Board of Trustees tasked the Provost with performing periodic and comprehensive reviews of the deans of all ten schools. The reviews are intended to be comprehensive and systematic, held every three years, adjustable with regard to each school's needs, and transparent in terms of the disclosure of results to the deans and to their respective faculties.

During the 2016-2017 academic year, the Provost asked Vice Provost Bracey to convene a faculty advisory committee to help develop the comprehensive review process. The Provost's charge to the advisory committee was twofold: to design and recommend a comprehensive decanal review process and to design and construct the appropriate survey instruments for the relevant populations engaged in the review (faculty, staff, students, and alumni). The advisory committee, which engaged in outreach and communication within their respective schools during the development of the review process, reviewed the history of these types of surveys both at GW and nationally and looked at a variety of survey instruments. The committee then developed logical areas of focus for the surveys (including school-specific sections) as well as a feedback scale to determine whether the dean's level of emphasis in each area seems correct.

The review process is meant to be comprehensive (surveying all the relevant stakeholders), evaluative (compiling additional data beyond faculty survey data from faculty, such as performance in areas such as budget, fundraising, school-level initiatives, and student experience), developmental (providing a vehicle for performance improvements), and flexible (acknowledging that the schools are different and that one fixed process will not serve them all). The committee ultimately arrived at a multi-stage process illustrated in the presentation slides.

Dean Dolling of the School of Engineering and Applied Science (SEAS) was the first dean to go fully through the new process, and data on response rates in this first review show strong faculty participation numbers (71% response rate). Some faculty provided formal in-person feedback, while others participated in more casual conversations with the Provost. Vice Provost provided the anticipated review schedule for the remaining deans.

Professor Wirtz inquired about the provisions in place for guaranteeing the anonymity of survey responses. Vice Provost Bracey responded that this has been an iterative process and incorporates different levels of anonymity. The initial version of the online survey was completely anonymous,

which left the possibility open for “ballot-box stuffing” by respondents. A slightly less anonymous approach was adopted that keeps the names of respondents out of the response but prohibits a user from submitting a second survey from the same computer used to submit a first response. The online survey is still heavily biased toward anonymity; many faculty wish to provide non-anonymous feedback and have done so via direct emails or in-person meetings. The survey approach is flexible and permits faculty to choose their response method. Professor Wirtz responded that tracking IP addresses—likely the method the Vice Provost described—means that responses are tied to individual faculty machines and can therefore be traced back to identify the user. This is therefore not truly anonymous, and he expressed his concern that faculty for whom anonymity is extremely important will be discouraged from participating if there is not a way to guarantee their responses cannot be tied to their names. He expressed his opinion that faculty who prefer total anonymity provide the most valuable feedback. The Provost noted that Institutional Research, which administers and controls the survey, can add a print/mail option to the online survey to provide complete anonymity. Professor Wirtz asked whether this would again raise the concern about stuffing the ballot box. The Provost responded that there needs to be trust in the process and noted that the survey does not represent a vote on the dean but rather an evaluation of the dean’s performance that advises the Provost. He expressed that a strong test of the validity of the faculty survey process is found in the Provost’s meeting with a school’s faculty to communicate the review results. If the process is working well, the review results should resonate with the faculty.

Professor Wirtz raised another concern frequently noted in the School of Business (GWSB), namely, that faculty survey data received are available only to the Provost and Institutional Research. While GWSB faculty understand the need to keep this information privileged and private, they also feel it is important to make faculty survey response data available to an elected representative of the faculty. He noted his concern that, while there is trust in the current provost, the new review process sets a precedent that will carry through to future administrators who may not enjoy that same level of trust from the faculty.

Professor Costello asked about the smallest demographic cell size that would be reported back on faculty survey data, noting that, depending on the department or school composition, small cell sizes would fairly easily identify some respondents. Vice Provost Bracey responded that fewer data points of this type of are being collected by the survey for this very reason; each school can decide how much of this data is collected. Associate Provost Cheryl Beil noted that an n of 5 or fewer is not reported as individuals can be identified.

Professor Marotta-Walters asked whether the data sharing with the dean and faculty is done by paper, oral report, or another method. Vice Provost Bracey responded that survey responses are provided as hard data to the Provost, who compiles these results with the other information he is considering as part of the review. The Provost noted that he presented a slide deck to the SEAS faculty in his decanal review report and that he went through all the survey results with the dean, discussing each element. The dean retains a copy of the survey results report but not the raw data received by Institutional Research.

Professor Marotta-Walters asked the Provost whether he had a response for Professor Wirtz regarding the possibility of making faculty survey data available to an elected representative of the faculty. The Provost responded that, following his presentation to the SEAS faculty, he asked the faculty to reflect on whether the review conclusions he presented accurately reflected the dean, and he offered to meet with anyone wanting more information. He reported receiving a few notes from

faculty members indicating that the results accurately characterized the performance of the Dean and that they felt good about the process.

Professor Griesshammer echoed Professor Wirtz's comments, noting that GW is setting a precedent not only for evaluating deans but also for evaluating research efforts, undergraduate experience, and the president's other areas of focus. In talking about problems and not about routine processes, anonymity and the reproducibility of the result becomes key to the process itself. It must be clear to those providing input that their responses are anonymous and will be kept that way. Respondents should feel sure that the process cannot be tilted one way or another by an administrator desiring a particular result. He reiterated the earlier comment that this is not an issue with the current Provost but noted that a generic process is being established and requires good precedent from the beginning while the university does not face challenges related to trust in leadership.

President LeBlanc commented that the beginning of his tenure as Provost at his last institution was marked by an environment of deep distrust between the faculty and the administration that changed over time. He stated that there is a role for anonymity and for open, frank talk and noted his hope that this process can allow for both, welcoming feedback from university personnel either anonymously or openly. He respectfully disagreed with Professor Wirtz's opinion that the most valuable information comes from anonymous feedback, indicating that his experience suggests that the most important information comes from one-on-one conversations with an individual who trusts the person with whom they're speaking. He stated that survey administrators and interpreters should be concerned not only with ballot stuffing but also a lack of accountability in the other direction, recalling a disagreement at his prior institution over an assertion by that faculty senate that anonymous tenure letters should be permitted. He noted that there is a role for anonymous input, particularly when an individual perceives a threat, and that a more anonymous approach in early days helps build trust between parties. There is also a role for trusted private conversations and for open discussions; a process incorporating all three elements will serve the university best.

Professor Parsons reiterated that all of the data gathered during the review process is informational. Ultimately, this is not a vote on hiring or retaining a dean, and the Provost can—but hopefully does not—ignore the input received via the decanal review process.

UPDATE: Provost Response to Joint Task Force of the Faculty Senate Committees on Professional Ethics and Academic Freedom and Educational Policy to Investigate Online, Hybrid, and Off-Campus Degree Programs at GW (Forrest Maltzman, Provost)

The Provost's response document is attached to these minutes. The Provost began his remarks by thanking the Senate for the opportunity to respond to the report presented in the fall by Professor Kurt Darr on behalf of the joint task force. The response incorporates work by many people at GW, including the deans, Associate Provost Beil, University Librarian Henry, Senior Associate Dean Garrett, and the university's online committee.

In essence, the Darr report stated that the joint task force couldn't identify a comprehensive picture of GW's activities in the online/hybrid arena. The task force had concerns and made suggestions around standards and monitoring of such programs. Following that report, several news stories emerged (from *The Hatchet*, *Inside Higher Education*, and the *Chronicle of Higher Ed*) and generated a strong response from faculty and students who were very upset by the reporting, expressing their

strong sense that online programs at GW are taught and evaluated well and are being taken by excellent students.

The Provost's response to the task force report includes a discussion of existing standards being applied to remote educational programs as well as a consideration of monitoring mechanisms. The Provost's response also takes the opportunity to look at the quality of remote educational programs. The Provost noted that almost all of GW's schools have remote educational programs. The Provost noted his use of the term "remote" for these programs given the varying nature of these programs, which include both synchronous and asynchronous educational components.

The Provost noted that the task force report noted difficulty in identifying online courses available at GW. The Provost's response document provides links to the schedule of classes (which includes a section listing all online courses listed) and to the graduate program finder (which includes an option to list only the online degree options).

In the 2016-2017 academic year, approximately 10,000 students took at least one course online. Forty percent of those students also took courses face-to-face. Anecdotal evidence indicates that students very much appreciate the flexibility to take courses that fit with their work and family schedules.

The vast majority of online education at GW is occurring at the masters level (approximate 75%), with a small portion occurring at the undergraduate level (predominantly in SMHS and SON). Approximately \$110 million in tuition comes to GW from remote education programs (10% of that is from the undergraduate level). This represents about 10% of total revenues and 15% of tuition revenues.

The Provost noted that the students enrolling in online programs look different, demographically, than traditional on-campus enrollees. On average, online students are eight years older than face-to-face students (six years older at the masters level). A much higher proportion of remote education students are underrepresented minorities, and they are half as likely as face-to-face students to be international students. Several students who wrote in following the task force report noted that remote education is how they are able to pursue their degrees.

With regard to the characteristics of online students, GWSPH has good application data indicating that online students are of the same quality as their face-to-face peers. The biggest difference between the two groups is the probability of being first-generation in terms of pursuing a graduate degree (47% of online students are first-generation/advanced degree vs. 15% of face-to-face students).

The Provost noted that, with every program he looked at in the course of writing this response, he was proud of what GW's faculty is doing in online education. He noted that these courses are frequently the result of a team effort as faculty and instructional designers come together to design quality courses. He noted his cynicism with regard to US News & World Report rankings but stressed that GW's online rankings are very good. GW's rankings are, in fact, better than they were a year ago because US News & World Report changed how they weight factors on these programs and now look at graduation rates and employ a more sophisticated measure of section class size when developing their rankings. The Provost further noted that no reasonable examination of online teaching evaluations would result in the impression that GW's online programs aren't as well taught

as its face-to-face programs. He stressed that the university has a responsibility to recognize the work faculty and students are doing in these programs.

The Provost noted that there are, of course, standards for everything GW does. The university belongs to the State Authorization Reciprocity Agreement (SARA), an agreement among 48 states and districts giving universities from those jurisdictions the authority to offer online courses to students from member states. There are clear standards for offering online courses, and the university is employing the Quality Matters rubric (the primary organization for quality assurance in online program standards) to assess courses. The Provost noted that the Quality Matters standards are available in the response report in Appendix 2.

The Provost reviewed other plans for continuing to ensure that GW's online programs remain strong and are evaluated appropriately.

- Appendix 3 provides a suggested template for face-to-face course syllabi that can be amended to create online syllabi components. This will ensure that information online students require will be provided with their syllabi.
- Appendix 4 incorporates the joint task force report's suggestion that the Academic Program Review process be amended to clearly indicate that online programs are included in the program review process. Online programs are required to teach the same material being taught in equivalent face-to-face courses.
- Courses will be captured and retained to permit peer evaluation of online courses as sit-in evaluations for online courses are not viable.
- Student evaluations are the "alarm bell" for the course system as they can raise flags about problems in a given course. For online courses, questions can be added to student evaluations that are designed to capture attainment of the Quality Matters standards in remote education courses. Appendix 5 includes some examples of the types of questions that might be considered for this adjustment.

Professor Dickinson asked whether any data were broken down with regard to how courses were created (in-house, via a partner company, etc.) The Provost responded that while specific data on this is not included in the report, the vast majority of online courses at GW are being created in-house. Those that rely on partner companies are concentrated in a few schools, and some of those are transitioning to in-house development. One can compare the student scores that are included in the report and note that there not systematic differences in student evaluations between schools that use an in-house development of courses and those like GWSPH that rely on outside partners.

Professor Nau noted that the data on GW's online courses and programs clearly supports the Provost's conclusions, and he urged the university to keep doing this type of evaluative work. He asked what GW's strategy for online courses is, particularly where GW wants to go with online education over the next 5-10 years, whether it incurs lower expenses, and what its strategic plan is. The President responded that online courses currently account for 10% of total revenues at the university (15% of tuition revenue). A physical headcount limit on the Foggy Bottom campus means that other strategies are needed. One strategy is offering courses at the Virginia Science & Technology Campus (VSTC), and another is offering online programs. He noted that the significant growth in higher education writ large at this moment is in graduate masters programs. The faculty are the intellectual asset of the university and need to be leveraged in multiple ways; online education is one such avenue. He noted that online education will continue to grow; the perception is that



inexpensive Massive Online Open Courses (MOOCs) will put universities out of business, but this is not upsetting the higher education model in the near term. The costs of online education are high when marketing expenses are factored into the picture. Universities can develop courses in-house, but outside partners can provide value in marketing programs to broader audiences. Provost Maltzman added that, in general, online course development is more expensive than face-to-face course development. Repeated use of a single classroom and its installed equipment is generally more cost effective than hosting, updating, and support costs for a single online course.

Professor Zara commented that he was initially an online course skeptic and, in that mindset, served on a review panel in SEAS for the engineering management program, which operates a remote education doctoral program. He noted that program outcomes were carefully investigated, and he quoted from the report, noting that these outcomes are being achieved, including refereed journal publications, graduation rates, employment, and overall satisfaction with the program. Nonetheless, the report then commented on how the review panel thought the program could better serve its students. He concluded that it is easy to fall into the trap of thinking that the only good way to do things are the traditional ways with which faculty are the most familiar; however, different does not at all mean worse, and this is likely the future of higher education.

Professor Wirtz noted that the Educational Policy committee is actively involved in this issue, having jointly convened (with the Professional Ethics & Academic Freedom (PEAF) committee) the task force responsible for the report on online and hybrid courses. Educational Policy received the Provost's report in January and endorsed it widely. Professor Wirtz noted that he understands the concern generated when a report is interpreted negatively in popular press. While acknowledging real limitations with the report, he stated that many faculty do not understand the importance of instructional designers to online course development and that standards are appropriate. Educational Policy is working on a resolution for the March Senate meeting that adopts many components of the Provost's report but also sets forth recommendations on standards for online courses, giving latitude to schools. He noted that Educational Policy is not yet prepared to address questions of intellectual property (e.g., when part of the course preparation is done actively using university resources, creating problems around ownership in some schools) and class size (e.g., the potential of increased pressure on deans to increase class size). These issues may be on the horizon but are not part of the upcoming resolution from the Educational Policy committee.

The Provost responded that the nature of interaction occurring in many online classes (the "Brady Bunch screen") means that class size has to be strictly monitored. He urged the Senate to be careful in trying to enforce standards for a particular learning modality, including online, exclusively. He noted that there is wide variability in the learning modalities of GW courses (e.g., service learning, scale-up, etc.) and that this is healthy for GW. He expressed his hope that the Senate would not be seen as being more concerned about one group than another.

Professor Watkins noted his background as an instructional designer and his experience with the Quality Matters standards. They speak to all educational offerings, not just distance education, and he expressed his hope that Educational Policy might broaden its view in developing a resolution. Online educators will already be more familiar with these standards than traditional face-to-face educators; the goal should be quality education across all course delivery modes.

Professor Griesshammer commented that he found it difficult to find anything in the Provost's response that would invalidate the statistics presented. He noted, however, that the online and on-

campus surveys only obtain responses from students who have successfully completed a given course. The numbers of successful completions look strong in both course venues, but a typical problem in a MOOC is the dropout rate. He asked what the dropout rate is for online courses and whether data are available with regard to why people are dropping courses (e.g, level of difficulty, discontent). If GW's dropout rate is significantly lower than that of its peers, this could become a very effective recruitment tool, increasing revenue. Provost Maltzman responded that he would be happy to look at the data on completion rates for online courses and that, across the board, GW's online and in-person courses boast very low dropout rates. He noted that MOOC dropout rates are higher largely due to lower entry points that translate to a low commitment to the course (e.g., non-credit bearing courses). Professor Griesshammer responded that GW should tout its low course dropout rates.

## INTRODUCTION OF RESOLUTIONS

None.

## GENERAL BUSINESS

- I. Nominations for election of new members to Senate standing committees  
Five new committee appointments were unanimously approved by the Senate:
  - Appointments, Salary, & Promotion Policies: Richard Owens (staff) and Jelena Berberovic (staff)
  - Libraries: Professor Elizabeth Crunk (GSEHD)
  - Research: Katrin Schultheiss (CCAS) & Jamie Cohen-Cole (CCAS)
- II. Election of Faculty Senate Executive Committee Nominating Committee  
The attached slate of nominees was unanimously approved by the Senate.
- III. Reports of Standing Committees  
None.
- IV. Report of the Executive Committee: Professor Sylvia Marotta-Walters, Chair  
In essence, this is the report given to the Board of Trustees this morning; Professor Marotta-Walters noted that she is gratified that the collective faculty voice has a seat at the open session of the Board of Trustees meetings at the request of Chair Carbonell.
  - Sexual harassment policy language: There are now two drafts on the section of the policy that addresses relationships among faculty, staff, and students. A resolution on this is expected in the spring.
  - President's strategic initiatives/research: There was some movement this week in the formation of review teams and other precise strategies for moving GW forward on these initiatives. The President and Provost have both agreed to have significant faculty input, at least on the initial review team looking at research across the university. Details on this faculty involvement will be brought to the Senate as they are available.
  - Salary equity review process: At the request of the Appointments, Salary, and Promotion Policies (ASPP) committee, the Provost has agreed to reinstitute

the salary equity review, which had been a longstanding practice approximately every five years. ASPP has asked that this review be conducted more frequently than every five years, and the Provost has agreed.

- Please send proposed Senate business to the Faculty Senate Executive Committee by February 16<sup>th</sup>. The Committee meets on February 23<sup>rd</sup> and will set the next Senate agenda on that date.

V. Provost's Remarks:

In the interest of time, the Provost yielded his time to the President.

VI. President's Remarks:

- The President addressed the racist social media post that recently circulated online, emanating from GW, and updated the Senate on the steps GW is taking in response:

“I want to reiterate once again that this post was absolutely unacceptable. It was counter to our values and had a profoundly damaging effect on our community. During the last several days, we have seen the pain that this incident has caused, and we have also heard from the students who have voiced far deeper concerns about race relations and inclusion on our campus. We still have a lot of work to do together to build the university that we aspire to be.

We know what that university should look like: This past week I saw many of our students, faculty and staff come together—offering support, kindness and a willingness to address these issues with thoughtful and constructive dialogue. In addition to the community-driven response, the university has been providing support to those impacted, considering the appropriate actions regarding the sorority involved, and will further examine the role Greek life plays on our campus. I also announced that I will hold a town hall with interested students in the next two weeks.

Additionally, based on what we have heard so far from students and campus groups, on Wednesday I outlined some initial actions that the university will take. The current list is available in *GW Today* on a posting that was done this week, but among our commitments, we will:

- Implement mandatory diversity training for all incoming students this fall;
- Update the student code of conduct to address non-sex-based harassment and discrimination;
- Establish a bias incident reporting system to include anonymous reporting

This is a good start. But it is just that—a start.

As we move forward, our entire university community must be committed to being an active part of our discussions and the changes we will make. This is not simply a matter for the students. This is a matter that engages the faculty, and we need to be a part of the solution.

We will continue to collaborate with students about additional suggestions and release a more detailed action plan within 45 days. During this process, our guiding principle will be to ensure that GW is a welcome, inclusive place for all, and I will continue to update you on our progress.”

- The President announced that Lou Katz is retiring as Executive Vice President and Treasurer. He will be stepping down from his operational role on June 30, 2018, and will assume an advisory role to the President on a number of critical special projects at the university related to balance sheet, debt, and real estate. He will continue this work through the end of the calendar year and will retire on January 1, 2019. Lou Katz has been an institution at GW, which would not be the university it is today without his work over the past twenty-eight years. His legacy will live on in buildings and in support for academic programs made possible by his wise financial management and astute work in real estate and other investments. The President congratulates Lou on this retirement.
- Update on the President’s five strategic initiatives:
  - Improving the undergraduate student experience:
    - A new unit, the Enrollment & Student Experience Unit, was recently created. This unit will bring together enrollment, retention, and the undergraduate student experience and is headed by Laurie Koehler, who will hire a dean for the student experience.
    - The Board of Trustees this morning approved some changes in how GW approaches campus dining plans. This addresses an issue frequently raised by students and represents the initial steps taken in improving this area.
    - Effective immediately, the opt-out model for the student library gift has been changed to an opt-in model. The library provides excellent services and is a critical part of the university; as such, it shouldn’t be funded on an annual philanthropy gift from GW’s students. Rather, as part of GW’s core mission, it should be part of the core budget. The opt-out gift requirement sent the wrong message about the value of the library at the university. The administration is working with the library to minimize any financial impact as a result of this change. Students will still have the opportunity to give to the library.
  - Improving research support and structures for faculty scholarship:
    - The President has asked the Provost and the Vice President for Research to work with the faculty to develop a set of

- action items and measures to ensure GW is advancing its support for research at the university. They will be working closely with the Senate Research committee and faculty across the university to ensure there are mechanisms for obtaining input from the faculty on research issues
- Funding for the University Facilitating Fund has been restored to its prior level, helping in particular scholars from the humanities and social sciences who may have fewer avenues for external research than other disciplines.
- Development and Alumni Relations efforts:
- The new Vice President for Development and Alumni Relations technically begins work on March 1<sup>st</sup> but is on campus today meeting with trustees and other university personnel.
  - GW has internally adopted a new measure to see how well the university is doing with regard to development. Previously, the university only measured attainment (the national standard for how gifts are counted). Another measure the university needs to look at is its effectiveness at raising attainment. Traditionally, there is a measure in the nonprofit world to do this; namely, the number of cents it costs to raise a dollar. Going forward, GW will be looking at its return on investment related to development efforts at the university and school levels.
  - The President spent the fall semester getting to know the campus community and will be spending more time in the spring, summer, and fall on alumni community visits. Planned visits include San Francisco, Los Angeles, New York, Boston, and Chicago.
- Medical/Clinical enterprise:
- The President is meeting frequently with leadership of the Medical Faculty Associates (MFA) and the medical school, working to write a new affiliation agreement between the MFA physicians and the university. The original affiliation agreement was scheduled by contract for renewal around 2020, and the renewal is to be completed by May 2018. The goal is to create a structure between the medical school and the MFA that is synergistic, cooperative, and allowing both sides to become preeminent.
  - Related meetings are occurring with GW's partners UHS, who operate the hospital to do essentially the same thing currently occurring with the MFA. All three partners have agreed to a joint strategic planning process to take place over the next few months. All three units are working collaboratively toward exciting new clinical opportunities. Tangible accomplishments are expected by the end of semester.

- Institutional culture:
  - GW announced recently that it will close over the winter holidays, giving staff the week off between Christmas and New Year's. This was done as a two-part philosophy: 1) improve what it means to work at GW; and 2) no longer as a matter of course close offices at 2pm prior to a long weekend when students and faculty are on campus and need services.
  - HR is working on implementing a comprehensive onboarding program for a more positive entry for new staff.
  - By the end of the semester, the university hopes to develop an assessment strategy for institutional culture, as there is currently no baseline data on this at GW.
- The administration is working with the deans to integrate school-based planning into all of these initiatives.
- A new website is planned for this spring that will provide a way for GW faculty, staff, and students to offer input on these initiatives and to see what's being implemented.

#### BRIEF STATEMENTS AND QUESTIONS

On behalf of Professor Tielsch, who could not attend today's meeting, and several GWSPH faculty members, Professor Markus offered the attached draft resolution to the Executive Committee for its consideration. The resolution supports the prohibition of the receipt of funding from the tobacco industry, any of its direct or indirect affiliates, or from those working to further its interests by the administration, faculty, staff, or students at the George Washington University. The resolution proposes a university-level policy on this matter. The submitting faculty members understand that more thorough discussion, review, and data collection will be needed to understand GW's history in this area as well as what GW's peer institutions are doing in this area. The submitting faculty hope to see this resolution return to the Senate by the end of the year.

Professor Griesshammer thanked the President for his comments during the decanal review presentation, noting that what he is hearing leaves him feeling more optimistic that when the faculty reviews the President's initiatives (in particular the one addressing research), the university will indeed be following best practices when one conducts full-scale reviews—namely, transparency, the opportunity for comments that are both actually and perceived as anonymous by both sides, a firewall mechanism against self-interest, and confidence that the fox will not be appointed to guard the henhouse.

#### ADJOURNMENT

The meeting was adjourned at 4:42 pm.

**Resolution 18/3 (revised)**  
**A RESOLUTION TO AMEND ARTICLE X. A., RIGHTS, PRIVILEGES,  
AND RESOLUTION OF DISPUTES UNDER THIS CODE**

**WHEREAS:** Article X.A., Rights and Privileges Under this *Code*, provides:

“The rights, privileges, and responsibilities of a faculty member, as conferred by this *Code*, shall be carefully safeguarded in accordance with the highest accepted principles, practices, and procedures of the academic community. An alleged infringement of such rights or privileges or an alleged violation of such responsibilities shall first be considered by the faculty member or members concerned, or by appropriate representatives of the faculty, in cooperation with the responsible administrative officers. If such consideration does not lead to an adjustment satisfactory to the parties involved, the procedures for the implementation of this Article shall be fully utilized.”; and

**WHEREAS:** The third sentence of Article X.A., Rights and Privileges Under this *Code* provides: If such consideration does not lead to an adjustment satisfactory to the parties involved, the procedures for the implementation of this Article shall be fully utilized.” (emphasis added); and

**WHEREAS:** Common use of shall is as a mandatory action, or an expression of an instruction or command; and

**WHEREAS:** The case of *Kyriakopoulos v. George Washington Univ.*, 657 F. Supp. 1525 (D.D.C. 1987) decided by the federal district court for the District of Columbia adjudicated issues regarding GWU’s grievance procedure, and the *Code* provisions regarding the grievance procedure interpreted in that case used language identical to the language used now; and

**WHEREAS:** The federal district court held that use of the grievance procedure was *not* mandatory; and

**WHEREAS:** The possible confusion between common use of “shall” and the judicial determination of the meaning of “shall” might mislead grievants or cause them to misunderstand their rights at law versus their rights under the *Code*; and

**WHEREAS:** Clarity is essential to an orderly and fair process for aggrieved faculty members; and

**WHEREAS:** It is prudent to follow judicial guidance for internal processes in resolving disputes at GWU; and

**WHEREAS:** Code language should make it clear that undertaking the grievance process is voluntary, not mandatory and is initiated by the grievant;

**NOW, THEREFORE,**

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

That the third sentence of Article X.A. is amended as follows:

“If such consideration does not lead to an adjustment satisfactory to the parties involved, the procedures for the implementation of this Article ~~shall~~ **may** be fully utilized **by the grievant.**”

Faculty Senate Committee on Professional Ethics and Academic Freedom  
January 12, 2018

Recommitted by the Faculty Senate to the Committee on Professional Ethics and Academic Freedom  
January 12, 2018

Revision returned to the Faculty Senate by the Faculty Senate Committee on Professional Ethics and Academic Freedom  
February 9, 2018

Adopted by the Faculty Senate  
February 9, 2018



**Resolution 18/4**  
**A RESOLUTION TO AMEND THE *FACULTY CODE* TO CLARIFY**  
**FACULTY ELIGIBLE FOR REDUCED SERVICE STATUS**

**WHEREAS:** Article VII(D) of the *Faculty Code* provides:

“Subject to programmatic needs, **full-time** tenured members of the faculty with ten years of continuous full-time service who are above 60 years of age may elect to continue for a mutually agreed period on a half-time or two-thirds-time **regular** basis. Benefits and conditions of this reduced service will be as specified in the *Faculty Handbook* at the time the election is made to retire partially.”

**WHEREAS:** Article I(B) of the *Faculty Code* provides:

“Regular Faculty are full-time faculty members with the title of university professor, professor, associate professor, assistant professor, and instructor who are tenured or tenure-track, and non-tenure-track full-time faculty members who are on a renewable contract, do not hold either a regular or tenured appointment at another university, have a nine- or twelve-month appointment and who have contractual responsibilities for all of the following: research, teaching, and service. However, the proportion of regular faculty serving in non-tenure track appointments shall not exceed 25 percent in any school, nor shall any department have fewer than 50 percent of its regular faculty appointments either tenured or tenure-track. The foregoing shall not apply to the School of Medicine and Health Sciences, the School of Nursing, the Milken Institute School of Public Health, and the College of Professional Studies.”

**WHEREAS:** Certain tenured faculty members with ten years of continuous full-time service who are older than 60 may wish to retire partially and continue to make contributions to the University;

**WHEREAS:** It is not clear whether regular faculty who were on a previously agreed temporary part-time status are subject to Article VII(D) and

**WHEREAS:** Additional clarity and flexibility are warranted to ensure that such faculty are permitted to elect to continue on reduced service and remain members of the regular faculty under Article I(B) of the *Faculty Code*;

**NOW, THEREFORE,**

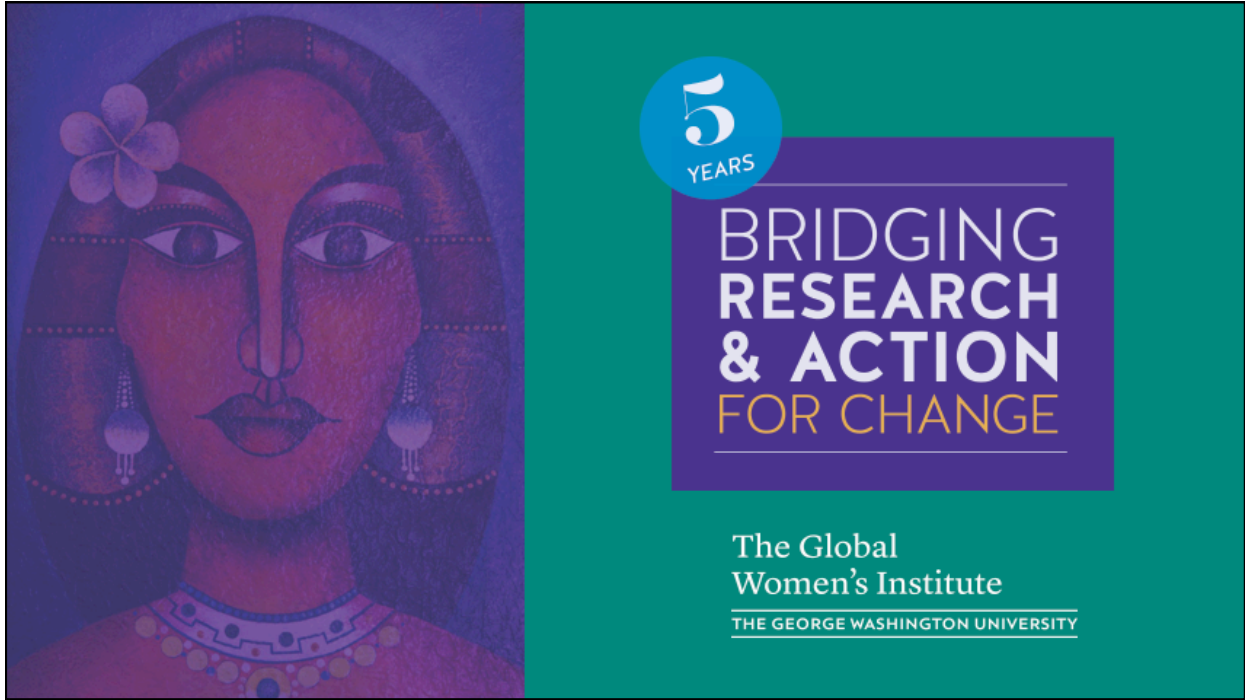
**BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY**

That Article VII(D) of the *Faculty Code* is amended by deleting the term “full-time” and “regular” (shown in bold above) and adding new text in bold so that it reads:

“Subject to programmatic needs, tenured members of the faculty with ten years of continuous full-time service who are above 60 years of age may elect to continue for a mutually agreed period on a half-time or two-thirds-time basis **and shall be considered Regular Faculty for the purposes of Article I(B)**. Benefits and conditions of this reduced service will be as specified in the *Faculty Handbook* at the time the election is made to retire partially.”

Faculty Senate Committee on Professional Ethics and Academic Freedom  
January 23, 2018

Adopted by the Faculty Senate  
February 9, 2018



# HOW WE WORK

## RESEARCH

We strengthen the case for change by producing quality research, developing a strong knowledge base about the causes of violence and gender inequality and identifying effective solutions to improve conditions for women and girls.

## EDUCATION

We instill change by contributing deep expertise, creating opportunities for learning and tools for training and guiding a new generation to be leaders for gender equality on campus and around the world.

## ACTION

We promote change by standing with social movements and jointly creating evidence to shape policies, effective programming and smart investments that advance gender equality globally.

## CHANGE

We make change happen by identifying and promoting successful approaches, creating better methodologies, enhancing tools and adapting proven programs for use in more regions of the world.

# WHAT WE DO

## WE ENHANCE GLOBAL KNOWLEDGE

We find out what works and explain why it matters.

- Provide technical assistance for prevalence studies in nine countries in the Caribbean and Pacific
- Research on the intersections of VAWG and violence against children, food insecurity, and sexual and reproductive health
- Conduct primary research on interventions to prevent VAWG, including in Haiti, Honduras, sexual assault on university campuses, and in immigrant communities in the US





## 20 YEARS IN NICARAGUA

Can a combination of social activism, policy, and legal reforms improve women's safety and well-being within a generation?

- 20 year follow-up survey of 1,500 women in Leon, Nicaragua
- Qualitative study of stakeholders and activists
- Preliminary findings show a 50% reduction in intimate partner violence, and increased levels of awareness of rights among women

## WE PIONEER NEW RESEARCH

On violence Against Women & Girls in Conflict Settings

- Landmark mixed methods study in South Sudan
- Study on violence against women and girls and Peacebuilding
- Toolkit for conducting research in conflict settings
- WHO methodology for measuring VAWG in conflict settings



### NO SAFE PLACE:

A LIFETIME OF VIOLENCE FOR CONFLICT-AFFECTED WOMEN AND GIRLS IN SOUTH SUDAN





## Violence in the Community

Sexual assault against women by non-partners

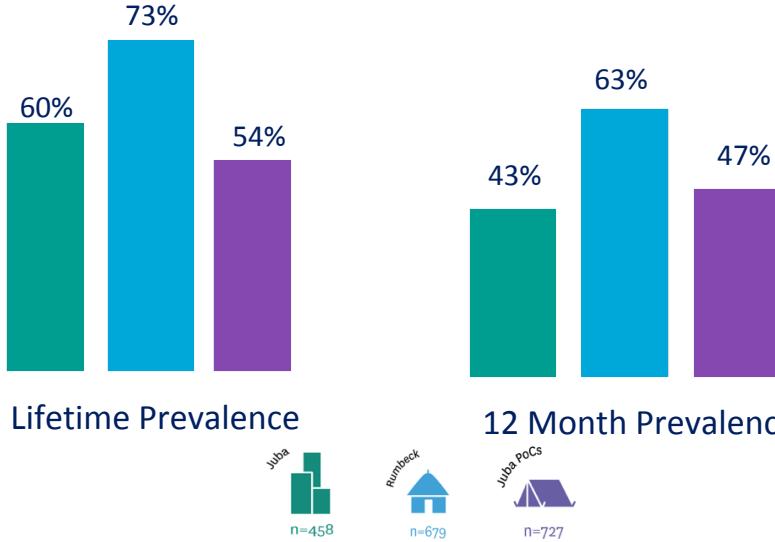


More than 40% experienced non-partner SV more than once.

60% < 19 years old

# Violence in the home

Prevalence of physical/sexual violence by intimate partners



“It is common in our custom to beat a woman when she has made a mistake— not to the extent of killing her completely, but to discipline her.”



Bride Price is a key driver of child marriage, abduction, and other forms of violence against women and girls



**WE USE THIS EVIDENCE TO CATALYZE CHANGE**







## WE SHARE & PROMOTE KNOWLEDGE

Global online database of communications materials to prevent and respond to VAWG

- Over 1300 materials from 86 countries
- New GWI leadership aims to create an interactive community to share best practices in communications for social change
- Annual awards for innovative approaches, including social media and mobile apps

[xchange.gwu.edu](http://xchange.gwu.edu)



## WE EMPOWER GIRLS

Ensuring girls and boys have the same access to education and opportunities for success is critical for achieving gender equality and ending violence against women and girls.

- Creation of "I Am Malala" inspired Resource Guide for educators and Toolkit for after-school clubs, with Malala Fund & Girl UP!/UN Foundation
- Launch of awareness campaign in Guatemala, with Girl Rising
- Evaluation of program for girls in Haiti, with Beyond Borders

## ENHANCING COLLABORATION ACROSS CAMPUS



- Teach courses across GW to integrate gender-analysis in education
- Joint initiatives with GW schools and institutes
- Partnering on funding proposals
  - CDC with AT&T Center for Indigenous Politics and Policy
  - UNICEF GenderPro Initiative with GWSPH, ESIA, and CPS

## OUTREACH ON CAMPUS



## ARTS FOR GENDER JUSTICE



## CAMPUS SEXUAL ASSAULT



- Prevention and response in diverse campus settings and populations
- Access to justice through Title IX
- DOJ Funding opportunity with GWU stakeholders
- Committee on Sexual Assault Prevention and Response (Response)
- Sexual Assault Resource Consultation (SARC) team hotline
- Red Flag Campaign with Department of Athletics

# OUR TEAM



- 12 full-time staff
- 60+ Affiliated Faculty from GWI's 10 Schools
- Faculty Advisory Council
- Leadership Council

# OUR PARTNERS



## EXTERNAL FUNDING

### REVENUE RAISED 2012 – 2017

The Global Women's Institute was created with seed funds from The George Washington University and went on to raise additional funds through:

**US GOVERNMENT FUNDS**

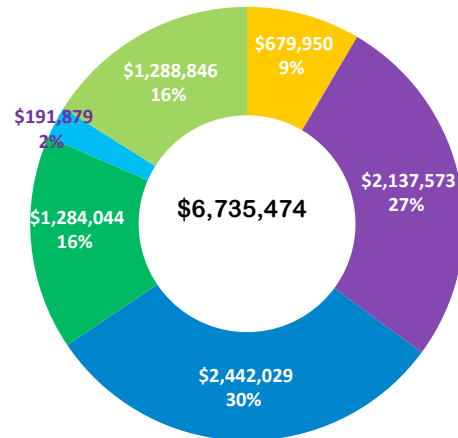
**FOREIGN GOVERNMENT FUNDS**

**FOUNDATIONS & ORGANIZATIONS**

**EXTERNAL CONTRACTS**

**ACTIVE PROPOSALS & PROSPECTS**

**MULTI-LATERAL INSTITUTIONS**



QUESTIONS?



Painting by Santos Medina, 1997



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**BRIDGING  
RESEARCH  
& ACTION  
FOR CHANGE**

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The Global  
Women's Institute

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THE GEORGE WASHINGTON UNIVERSITY

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## The George Washington University's Global Women's Institute is a bold initiative at a premier academic institution.

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Photo by CARE/Morgana Wingard

Since our launch in 2012, the Global Women's Institute has brought together world-class faculty, researchers, students, practitioners, activists, donors and policymakers to focus on the most critical issues facing women and girls today. We have produced internationally recognized research that activists and policymakers around the world are utilizing to bring about social change. We are supporting the next generation of leaders as they contribute to greater gender equality and make a real difference in the lives of women and girls at home and abroad.

As we strive to ensure that all women can fulfill their potential, our paramount concern has been to offer evidence, education and action so that women and girls can lead safe and productive lives, free from violence—here on campus and around the world. Violence against women and girls happens in every country and is devastating for women and families, destructive for communities and detrimental to the security and prosperity of nations.

In two decades, much has been accomplished globally to improve awareness about why advancing gender equality and ending violence against women and girls are critical priorities for leaders around the world. In 1995 at the United Nations World Conference on Women in Beijing, stopping violence against women seemed like a radical goal when activists worldwide united to proclaim that "women's rights are human rights." At the time, there was virtually no reliable evidence to persuade governments to act. Since then, researchers have partnered with activists to produce hundreds of rigorous studies revealing that one in three women around the world will be beaten, raped or otherwise abused during her lifetime. As a result of this work, for the first time the newly adopted UN Sustainable Development Goals include a stand-alone target on ending violence against women and girls with corresponding indicators. The task before us now is to translate these goals into concrete actions and measurable impact.

At GWI we believe that evidence and numbers matter, but so do the individual stories behind the numbers. We are continually inspired by the brave women and men who say NO to violence in their communities and in their own lives. We are committed to standing with these courageous human rights defenders by carrying out research that asks the right questions, that protects the safety and dignity of participants and that provides tools to strengthen advocacy for social change.

We are proud to be a university-wide initiative with a strong international network of leaders who are committed to advancing gender equality globally. Working with our partners on campus, in Washington and around the world, we are expanding our reach and catalyzing change. In just five years, we have come a long way. Working together, we are confident that we can achieve so much more.

*Mary Ellsberg*

**MARY ELLSBERG**  
Founding Director



# WHO WE ARE

The Global Women's Institute (GWI) envisions a world where women and girls have equal rights and opportunities as men and boys and are free of discrimination and any form of violence or coercion.

GWI advances gender equality through research, education and action that can be used to bring about change. By strengthening the global knowledge base on gender issues and being a catalyst for change, we make a difference in the lives of women at home and abroad.

As a university-wide initiative located in the nation's capital, GWI is well positioned to convene faculty and students with local and international researchers, practitioners, activists, donors and policymakers and to prepare the next generation of leaders who will improve conditions for women and girls globally.

“ I've seen firsthand how GWI brings together the experts of today and the young leaders of tomorrow to make lasting change. The Global Women's Institute dares to engage with the difficult conversations and foremost gender issues facing our country and world. ”

**Zinhle Essamuah**  
GW Graduate Student

## RESEARCH

We strengthen the case for change by producing quality research, developing a strong knowledge base about the causes of violence and gender inequality and identifying effective solutions to improve conditions for women and girls.

## EDUCATION

We instill change by contributing deep expertise, creating opportunities for learning and tools for training and guiding a new generation to be leaders for gender equality on campus and around the world.

## ACTION

We promote change by standing with social movements and jointly creating evidence to shape policies, effective programming and smart investments that advance gender equality globally.

## CHANGE

We make change happen by identifying and promoting successful approaches, creating better methodologies, enhancing tools and adapting proven programs for use in more regions of the world.



# HOW WE WORK





# WHAT WE DO

**GWI is recognized as a leading global research institution on violence against women and girls.** We find what works and explain why it matters. We believe that research is not an end in itself but is the foundation of well-informed actions that produce positive social change.

**We carried out a groundbreaking comprehensive global review of interventions to prevent violence against women and girls.** The review reached an influential global audience when *The Lancet*, a premier medical journal, published the findings in a special issue. One very significant finding showed that evidence on reducing violence against women and girls is skewed towards high-income countries (80 percent of the studies came from countries representing less than 6 percent of the world's population) with these evaluations focusing mainly on responses to violence instead of prevention. Despite the shortcomings, our research identified several promising programs that measurably reduced violence. Effective models had common elements: most engaged women and also men, addressed underlying gender inequalities, involved community mobilization, and transformed social norms. The authors of *The Lancet* issue produced a *Call to Action* with specific policy recommendations for violence prevention.

“**Across different forms of violence, effective programs have common characteristics: they are participatory, engage multiple stakeholders, support critical discussion about gender relationships and the acceptability of violence and support greater communication and shared decision-making among family members, as well as non-violent behavior.**”

**Mary Ellsberg et. al.,**  
*The Lancet*

## **INTEGRATE VIOLENCE PREVENTION INTO GLOBAL DEVELOPMENT**

We used the evidence from *The Lancet* to help incorporate promising approaches to violence prevention in other fields. GWI, with the World Bank, the Inter-American Development Bank and the International Center for Research on Women, produced a set of Resource Guides on sector-specific approaches—such as law, justice, citizen security, disaster risk management, education, finance and health—spelling out how to prevent violence and integrate quality services for women and girls.

## **ENGAGE WITH GOVERNMENT LEADERS ON THE GLOBAL STAGE**

We maintain a visible presence at national and international forums where high-level government officials decide on global priorities, such as the United Nations Commission on the Status of Women, the World Bank, the U.S. Congress and the White House. In its first five years, GWI organized or co-sponsored more than 50 public events with outside organizations and facilitated the participation of many student groups.

## **ADAPT AND SCALE SUCCESSFUL APPROACHES**

We are helping to scale up and adapt successful approaches for changing social norms to end violence against women and girls. For example, SASA! is a highly successful community-based violence prevention model created by Raising Voices in Uganda. GWI is working with Beyond Borders and with local immigrant and refugee communities to adapt and evaluate the success of SASA! in diverse settings from the Washington D.C. area to Haiti.

## COLLABORATE WITH AND EDUCATE LEADERS OF THE NEXT GENERATION

We collaborate across the George Washington University campus to teach courses on how to conduct rigorous and safe research on violence against women and on advocacy techniques and approaches for advancing gender equality.

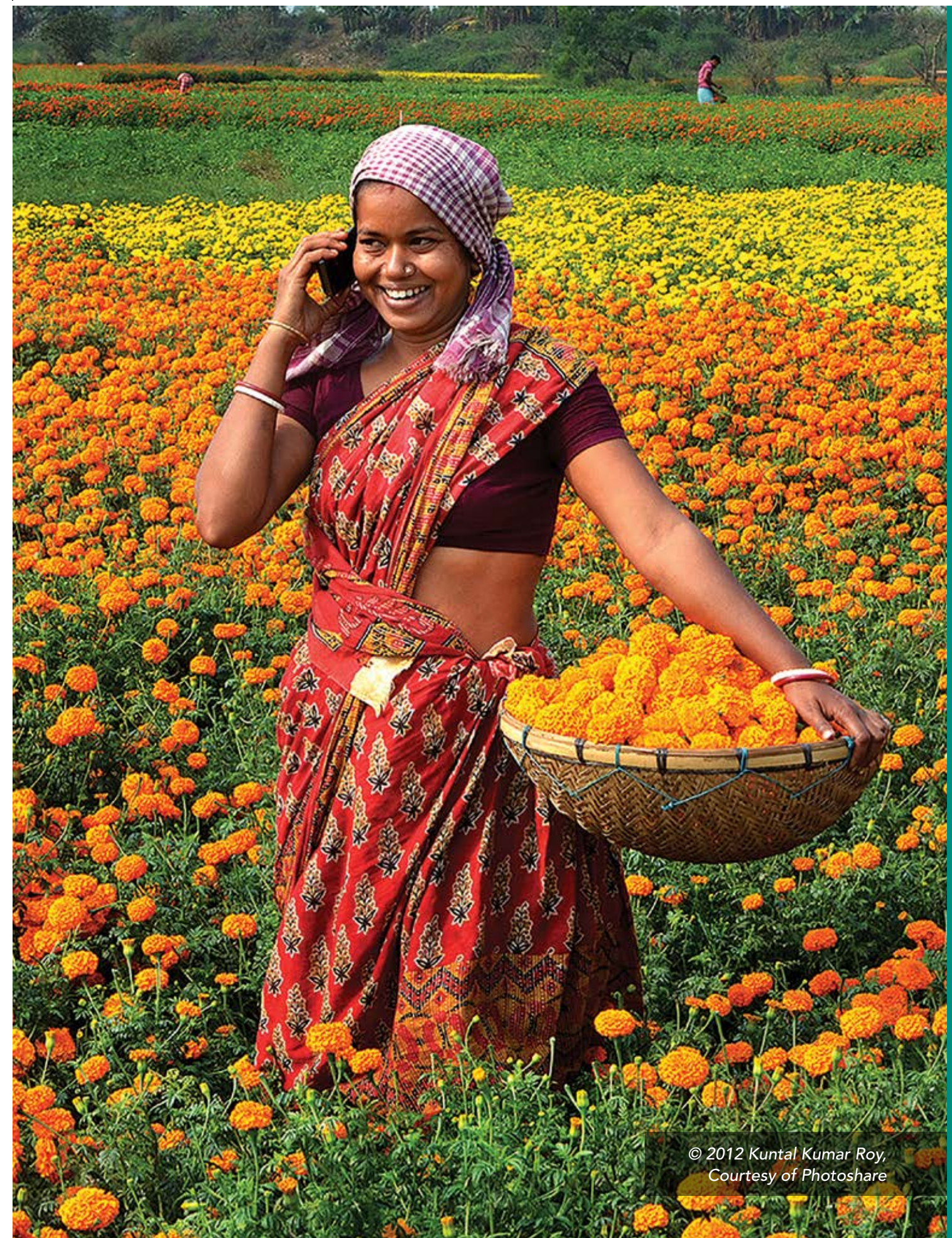
## SHARE & PROMOTE COMMUNICATION FOR SOCIAL CHANGE IN OUR GLOBAL COMMUNITIES

GWI is now the proud steward of the Communications X-Change, a global Internet-based platform for sharing communication materials that was created by Futures Without Violence with support from the Avon Foundation. The X-Change is an innovative approach for building a stronger worldwide movement and sharing local initiatives designed to reduce violence against women and girls, promote gender equality and change social norms. The platform has over 1,500 submissions from more than 85 countries, including campaign materials, videos and mobile apps. Promoting discourse and sharing expertise internationally is critical to ending violence against women and girls in communities globally.

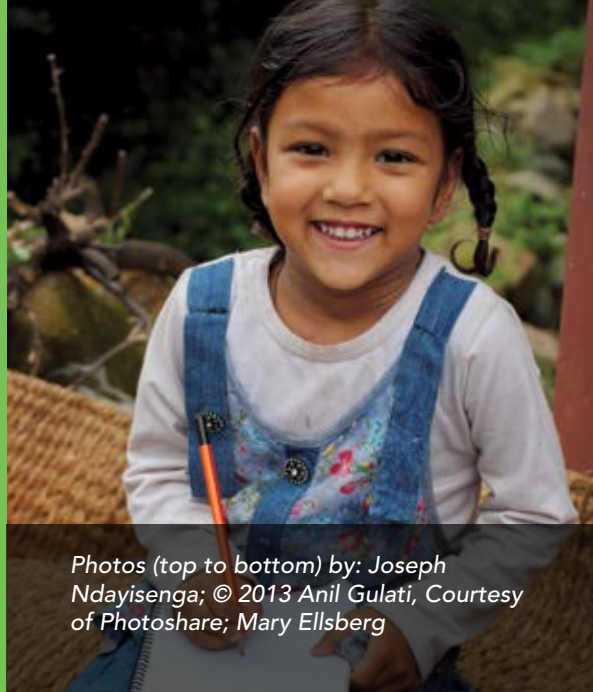
To access the X-Change, visit: [xchange.gwu.edu](http://xchange.gwu.edu)

“The research I engaged in during my internship at GWI helped me to further develop and define the vision for my career...to contribute to the alleviation and prevention of violence against women and girls, as well as equal rights for gender minorities.”

**Rebekah Rollston**  
*GW Graduate Student*



© 2012 Kuntal Kumar Roy,  
Courtesy of Photoshare



# EMPOWER GIRLS

There are 62 million girls missing from classrooms according to the United Nations. Ensuring girls and boys have the same access to education and opportunities for success is critical for achieving gender equality and ending violence against women and girls.

- Girls who complete secondary school are **six times more likely** to not become child brides
- A girl with an extra year of secondary education **can earn 20 percent more**
- Educated mothers are **more than two times as likely** to send their children to school

# GIRL RISING

Girl Rising is a global campaign that uses compelling storytelling and educational tools to raise awareness on the many barriers that girls face for leading a healthy and productive life. In partnership with GWI, Girl Rising is developing a Latin America campaign that will launch in Guatemala where the prevalence of violence against women and girls is among the highest in the world. Working alongside local partners, GWI and Girl Rising are promoting girls' education and assuring better outcomes for the future.

Photos (top to bottom) by: Joseph Ndayisenga; © 2013 Anil Gulati, Courtesy of Photoshare; Mary Ellsberg

“ I speak not for myself but for those without voice... those who have fought for their rights... their right to live in peace, their right to be treated with dignity, their right to equality of opportunity, their right to be educated. ”

**Malala Yousafzai**  
Student, Education Advocate, and 2014 Nobel Peace Laureate

# I AM MALALA

Malala Yousafzai was shot by the Taliban for advocating girls' education and later awarded the 2014 Nobel Peace Prize for her advocacy. Based on Malala's story and inspiring memoir, *I am Malala*, GWI-affiliated faculty contributed to the creation of a Resource Guide that explores how politics, culture, religion, and violence may affect goals for gender equality. The guide, produced in collaboration with the Malala Fund, was launched at GW with the participation of Ziauddin Yousafzai, Malala's father and member of GWI's Leadership Council. Students share their own experiences and engage with their community using the Resource Guide. GWI also tailored a toolkit with Girl Up!, a program run by the UN Foundation, that after-school clubs in the United States, Latin America, and in Malala's home town in the Swat Valley, are using to spur discussion and take action.



Photo by William Atkins



© 2008 Helen Hawking, Courtesy of Photoshare

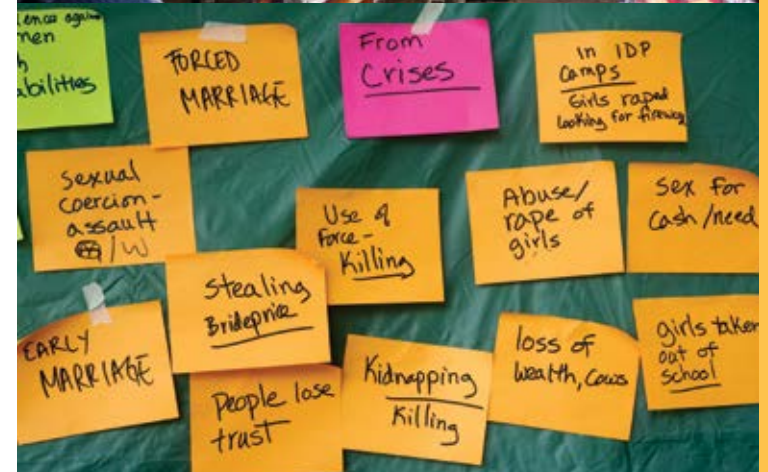
# EXPERIENCES IN CONFLICT & CRISIS

Violence against women and girls is a pervasive problem around the world, and in many cases the causes of this violence are intensified during humanitarian emergencies. In times of conflict, women and girls often are viewed as targets and face significant risk of attack in everyday situations.

GWI is working to adapt and expand successful strategies for ending this violence and bringing applied knowledge to key stakeholders to affect change. We developed an evidence brief on “What Works” to prevent and respond to violence against women and girls in conflict and humanitarian settings, focusing on prevalence and interventions.

## SOUTH SUDAN

GWI is conducting the first large-scale population-based study on violence against women and girls in South Sudan, applying quantitative and participatory qualitative techniques to document the experiences of women and girls in one of the world’s most intractable conflicts. Initial analysis from the prevalence study shows that in some areas as many as 70 percent of women have experienced sexual and/or physical intimate partner violence and one in three women have experienced some form of sexual abuse, including rape and transactional sex. This project forms part of the What Works to Prevent Violence Against Women and Girls in Conflict and Humanitarian Settings Consortium funded by the government of the United Kingdom and is a partnership between GWI, the International Rescue Committee and CARE International UK.



Photos by Mary Ellsberg

## 20 YEARS IN NICARAGUA

**Two decades ago, Mary Ellsberg conducted the first prevalence study of violence against women in Nicaragua.**

The 1995 study, *Candies in Hell*, showed that over 50 percent of women had experienced physical domestic violence in their lives, and one out of four had experienced violence in the 12 months prior to the study. The Nicaraguan Network of Women Against Violence, Umeå University and Universidad Nacional Autónoma de Nicaragua (UNAN) León, collaborated on this pioneering study in León, Nicaragua.

“After he beat me he would court me and buy me clothes, but my grandma would say to me, ‘Sweetheart, what good are candies in hell?’”

**Ana Cristina**  
*Candies in Hell, 1995*

**The work didn't stop with the numbers.**

The research became the proof needed to expose a pervasive crime and demand government action. A few weeks before Nicaragua's national elections, the government passed the first law reforming Nicaragua's Penal Code to make domestic violence a crime. This law became a powerful statement and tool for change. During the ensuing years, many other reforms were implemented, such as specialized police stations for women and children, shelters and crisis centers run by women's organizations and continuous campaigns to raise awareness on violence against women as a critical public health and human rights issue.

**GWI is now carrying out a follow-up study in Nicaragua** with UNAN-León and the Nicaraguan NGO InterCambios to see whether the programs and policies enacted in the last 20 years have been effective. Preliminary results show a sharp reduction in violence against women and girls in the region as well as much greater awareness among women of their right to be free from violence.

**GWI is also working with the Nicaraguan Ministry of Health to apply the lessons learned in León** and to test other community-based approaches for preventing violence against pregnant women.



# GWI ON CAMPUS

## VIOLENCE-FREE CAMPUS

Ensuring the campus environment is a safe place for all students is critically important. Across the nation, campus sexual assault is an urgent problem. Building on the White House-led "It's On Us" campaign to end sexual assault on college campuses, GWI is engaged in and contributing to the national conversation by reviewing promising practices. Through our expertise, we are poised to make a difference on our campus and at colleges nationwide.

“Whether GWI is promoting and co-sponsoring events, collaborating and sharing insights on potential community education or even lending their precious time and expertise to guide us, the incredible staff at GWI have been a true partner to students at GW.”

**Kirsten Dimovitz,**  
*GW Student and Member of Students  
Against Sexual Assault*

## STUDENT ACTIVISM

The 16 Days of Activism Against Gender-Violence is an annual time of global action to raise awareness about gender-based violence. GWI joins with student organizations and affiliated faculty across disciplines to stimulate awareness and learn about solutions through workshops, street theater, panel presentations, film screenings, local service projects and social media campaigns.

## ARTS FOR GENDER JUSTICE

GWI values collaboration across campus as a great way to design innovative approaches for learning about gender equality and violence against women and girls. For example, Arts for Gender Justice links students on campus and around the globe and uses art to cultivate awareness about issues of women's empowerment and social norms. Art speaks to our humanity in ways that surpass logic and reach our deepest thoughts. GWI Senior Fellow and Professor Leslie Jacobson of the Theatre and Dance Department curates this initiative and created the original theater production of "DC Seven" and "This Is My Calling: Women's Journeys Into Activism."



“ GWI orchestrates many cross-department and cross-community conversations and projects that would not otherwise occur. Anyone who becomes involved in GWI is enriched in their work and their thinking. ”

**Phyllis Goldfarb**

*Jacob Burns Foundation Professor of Clinical Law, Associate Dean for Clinical Affairs, GW Law School, and GWI Affiliated Faculty member*

## FACULTY AFFILIATES

**GWI works with more than fifty Affiliated Faculty who are active in a variety of disciplines, centers and institutes across campus.** We work together creating opportunities to exchange knowledge, enhance scholarship, improve collaboration and inspire joint initiatives. By connecting faculty and students with local and international leaders, researchers, practitioners, activists and policymakers, we facilitate learning and enhance students' understanding to become gender-sensitive leaders of tomorrow.

## FACULTY RESEARCH FELLOWSHIPS

**GWI research fellowships are awarded annually to GW faculty from various disciplines.** The fellowship provides financial and technical support for research on topics relating to gender and women's issues. These fellowships have been awarded to faculty across campus, including from the Columbian College of Arts and Science, the Graduate School of Education and Human Development, the Milken School of Public Health, the School of Nursing and the Women's Leadership Program.

**The Knapp Global Women's Fellowship** is a new award that enables an outstanding leader to contribute expertise, conduct research and engage students and faculty on issues relating to gender equality and prevention of violence against women and girls. This fellowship acknowledges President Steven Knapp's role in creating the Global Women's Institute and dedicating university resources to advancing gender equality globally.

**The Inaugural Knapp Fellow is Yeganeh Rezaian**, an Iranian journalist who will devote her fellowship to delve into the conditions women journalists experience in Muslim countries. Rezaian and her husband Jason Rezaian, former Washington Post Bureau Chief in Iran, were arrested in 2014. Rezaian was released on bail after 10 weeks but lived in fear of re-arrest while advocating for her husband who remained incarcerated for 543 days—the longest detention of any western journalist in Iran.



Photo by William Atkins



Photo by Zachary Marin

# OUR TEAM

We benefit from a talented team of staff, students and affiliated faculty who enable us to be effective across the university and around the world.

For detailed information about our staff, visit: [globalwomensinstitute.gwu.edu/staff](https://globalwomensinstitute.gwu.edu/staff)

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Moving into the next five years, we are proud to launch the Global Women's Institute Leadership Council, which brings together eminent leaders and scholars from different countries and professions who share a long-term commitment to advancing women's equality. The members of the Leadership Council will offer high-level expertise, advice, and influence to GWU's Founding Director and enable the Global Women's Institute to realize its full potential and strategic goals.

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## SENIOR LEADERSHIP

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**Marianne Makar**  
M.A., Operations Manager



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## REVENUE IN THE FIRST FIVE YEARS

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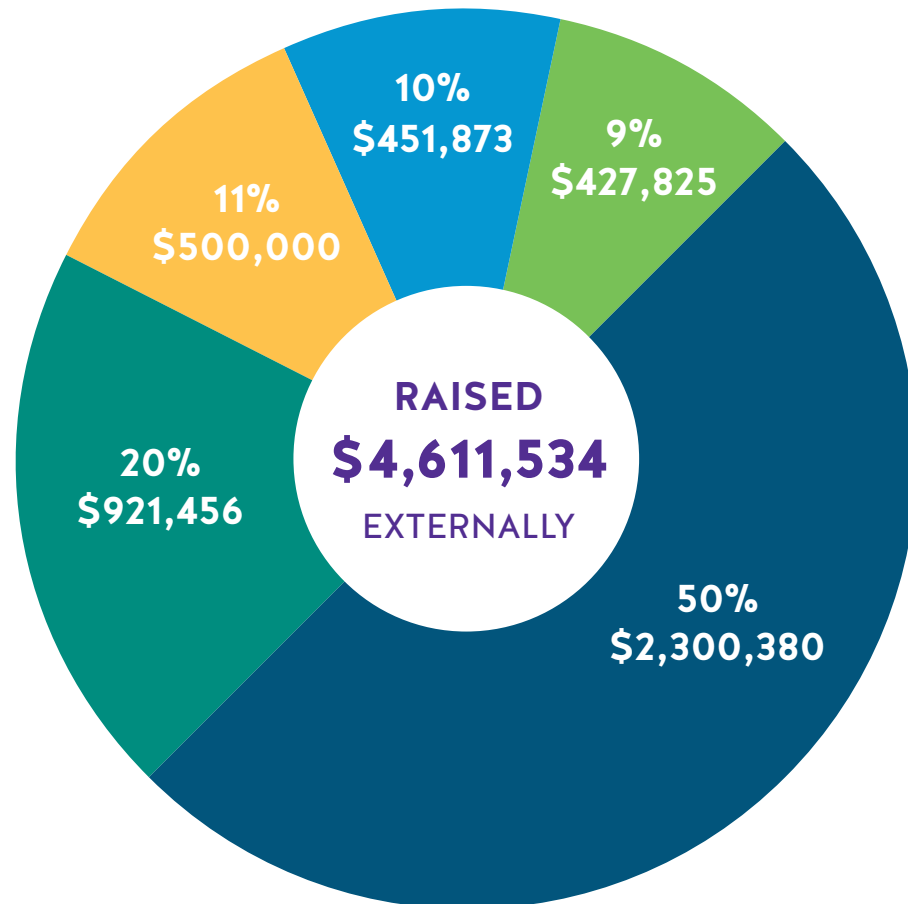
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# THANK YOU

To our donors for their generous and continued support and to our long-term partners and friends.



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# NO SAFE PLACE:

A LIFETIME OF VIOLENCE FOR CONFLICT-AFFECTED  
WOMEN AND GIRLS IN SOUTH SUDAN



WhatWorks

TO PREVENT VIOLENCE

Violence Against Women and Girls  
in Conflict and Humanitarian Crises

SUMMARY REPORT 2017



# CONTENTS



## **04 ACKNOWLEDGEMENTS**

## **05 GLOSSARY**

## **06 BACKGROUND**

### **06 Introduction**

06 War & Armed Conflict in South Sudan

## **12 STUDY RESULTS**

### **12 Key Findings**

### **12 Violence in the Community**

12 Sexual Violence Against Women and Girls

13 Sexual Violence Against Men and Boys

14 Factors Contributing to Pervasive VAWG in Areas of Conflict

14 Normalisation of Violence

14 Breakdown of the Rule of Law

15 Opportunistic Crime

### **16 Violence in the Home**

16 Intimate Partner Violence

16 Intimate Partner Violence and Conflict

17 Discriminatory Practices in the Home that Harm Women and Girls

### **19 After the Violence: Services and Support**

19 Non-Partner Assault: Where can she go?

19 Intimate Partner Violence: Where can she go?

20 Barriers to Services

**21 Implications for Action**

21 Key Recommendations

22 Donors and Policymakers

24 Practitioners

**25 Reference List**

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---

\* The Global Women's Institute at the George Washington University

† International Rescue Committee

\*\* CARE International

# GLOSSARY

AOR	Adjusted odds ratio
CIUK	CARE International United Kingdom
CPA	Comprehensive Peace Agreement
DfID	Department for International Development
CEDAW	Convention on the Elimination of Discrimination Against Women
FGD	Focus group discussion
GBV	Gender-based violence
GWI	Global Women's Institute at George Washington University
IDP	Internally displaced persons
IPV	Intimate partner violence
IRC	International Rescue Committee
NGO	Non-governmental organisation
PoC	Protection of civilians
RSS	Republic of South Sudan
SEA	Sexual exploitation and abuse
SPLA	Sudan People's Liberation Army
SSTC	South Sudan Transitional Constitution
TAG	Technical advisory group
UK	United Kingdom
UN	United Nations
UNMISS	United Nations Mission in South Sudan
VAWG	Violence against women and girls
WHO	World Health Organization
WPE	Women, Protection and Empowerment



# BACKGROUND

## Introduction

Violence against women and girls (VAWG) is a serious human rights violation and a significant global health and security issue. Studies suggest that the rates, perpetrators and types of VAWG fluctuate during conflict; and there is some evidence that sexual violence against both women and men increases during conflict.<sup>1</sup> The global prevalence of sexual violence among refugees and displaced persons in humanitarian crises is estimated to be 21.4%, suggesting that approximately one in five women who are refugees or displaced by an emergency experience sexual violence.<sup>2</sup> Recent studies indicate that intimate partner violence (IPV) may be more common than conflict-related sexual assault;<sup>2</sup> however, both IPV and conflict-related violence are under-reported in these settings.<sup>3</sup> Though several studies have collected robust data on VAWG in humanitarian settings, many experts argue that our overall understanding of the issue remains limited.<sup>1,2</sup>

This lack of data is especially true in South Sudan where war and armed conflict have become all too common for decades. In 2015, the International Rescue Committee (IRC), the Global Women's Institute (GWI) at the George Washington University and CARE International UK (CIUK) launched a comprehensive study to understand the prevalence, types and patterns of violence against women and girls in South Sudan who live in areas of conflict. The research is part of the United Kingdom's Department for International Development's (DfID) global programme entitled, *What Works to Prevent Violence Against Women and Girls* ('What Works') to address this dearth of evidence.

The study aims to fill substantial gaps in understanding on the intersections of VAWG and conflict in specific, war-torn areas of South Sudan. The principle aims of the study were:

- To collect data on VAWG in South Sudan to inform policy and programmes for the South Sudanese government, local and international NGOs, and the wider international community; and
- To improve, adapt, apply and disseminate appropriate methodological approaches to determine the prevalence, forms and patterns of VAWG in conflict contexts.

It should be noted that the study sites were chosen to provide insight regarding VAWG in areas currently experiencing or with a history of conflict, and the results do not represent the population of South Sudan as a whole. The study included both quantitative and qualitative methods. The quantitative component of the study consisted of a population-based household survey administered to a representative sample of women aged 15-64 in three locations: Juba City, Rumbek Centre and the Juba Protection of Civilian (PoC) sites. These sites have very different characteristics, in terms of ethnicity and experiences of conflict, and were chosen to give a diverse picture of the experiences of women and girls in areas of South Sudan impacted by the ongoing conflict. A smaller sample of men was interviewed in Juba City and Rumbek about experiences of violence, including perpetration and victimisation. Qualitative interviews and focus group discussions were carried out with community members and key informants (e.g. NGO staff, government representatives, local leaders, etc.) in each of the three sites, as well as in two additional settings: a PoC site in Bentiu and rural areas of Juba County. More extensive details on study methodology can be found in the annex of the report.

## War and Armed Conflict in South Sudan

South Sudan endured decades of conflict prior to gaining independence from Sudan in 2011. Following 50 years of civil war, Sudan and the Sudan People's Liberation Movement signed the Comprehensive Peace Agreement (CPA) in 2005, providing the groundwork for South Sudan's independence in July 2011. Since the signing of the CPA, tensions between Sudan and the new Republic of South Sudan have continued with smaller conflicts over the contested oil fields and territories in the border areas, as well as a new insurrection by rebel groups in South Kordofan and Blue Nile States of Sudan.

Yet just two years after gaining independence, a new armed conflict emerged. This conflict started in December 2013, following several months of deteriorating political relations between the president, Salva Kiir Mayardit, and opposition members led by his former vice president, Riek Machar. Although the 2013 Crisis largely originated





Peter Biro/IRC

as a political dispute, the existing undercurrent of ethnic tensions—primarily between Machar’s Nuer tribe and Kiir’s Dinka tribe—quickly rose to the surface and became a defining feature of the Crisis.<sup>4</sup> Tens of thousands were killed, and almost three million were displaced from their homes, including more than 200,000 who were forced to flee to United Nations (UN) PoC sites across South Sudan.<sup>5</sup>

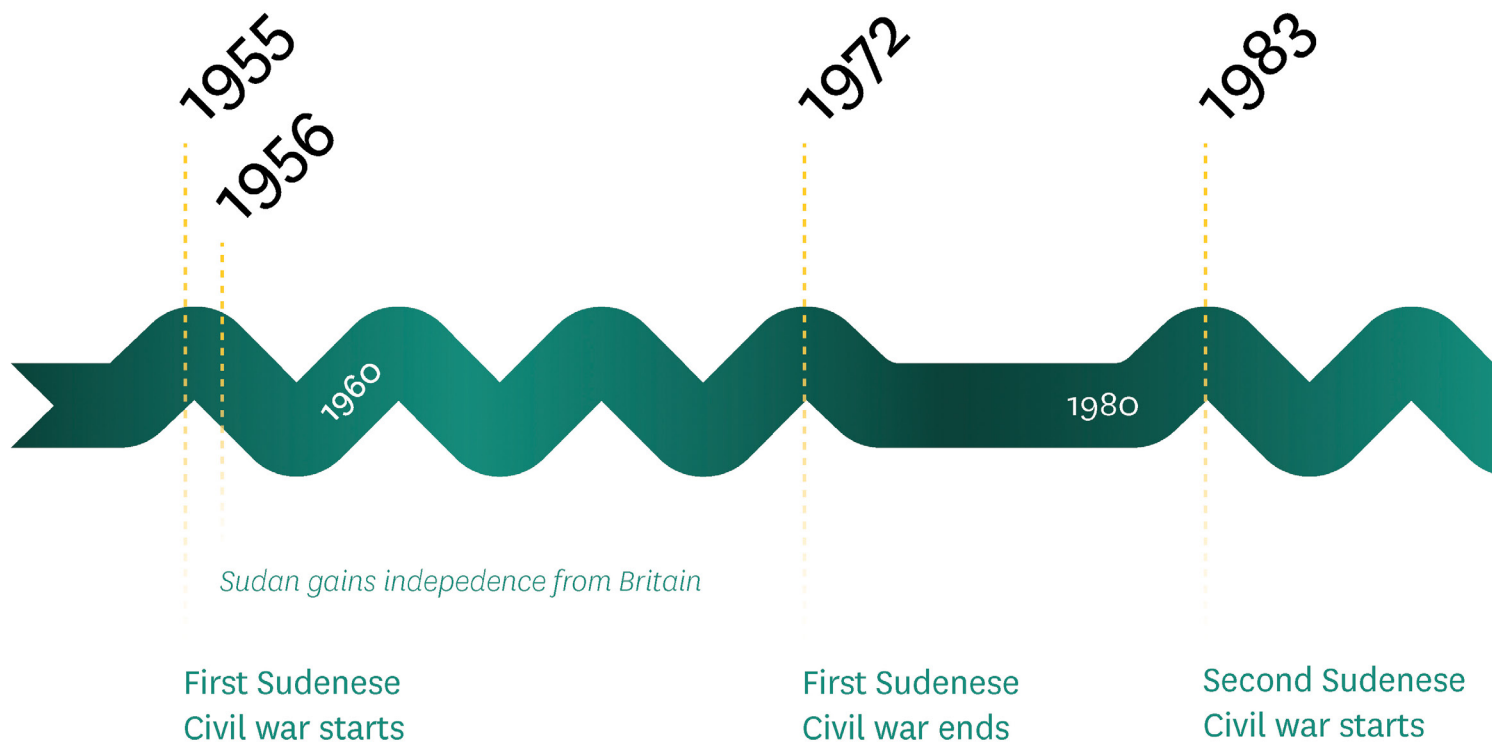
Although the parties signed a peace agreement in August 2015, violence between forces loyal to President Kiir and Vice President Machar broke out again in July 2016. In addition to targeted political and ethnic attacks, mass crime and looting occurred, and several non-governmental organisations (NGOs) servicing the PoC camps were looted of thousands of tons of food, equipment and delivery vehicles.<sup>6</sup>

Amidst this backdrop of warring political factions in South Sudan, there have been ongoing inter-communal conflicts. Inter-communal conflicts often centre on localised tensions such as land for cattle grazing; accumulation of

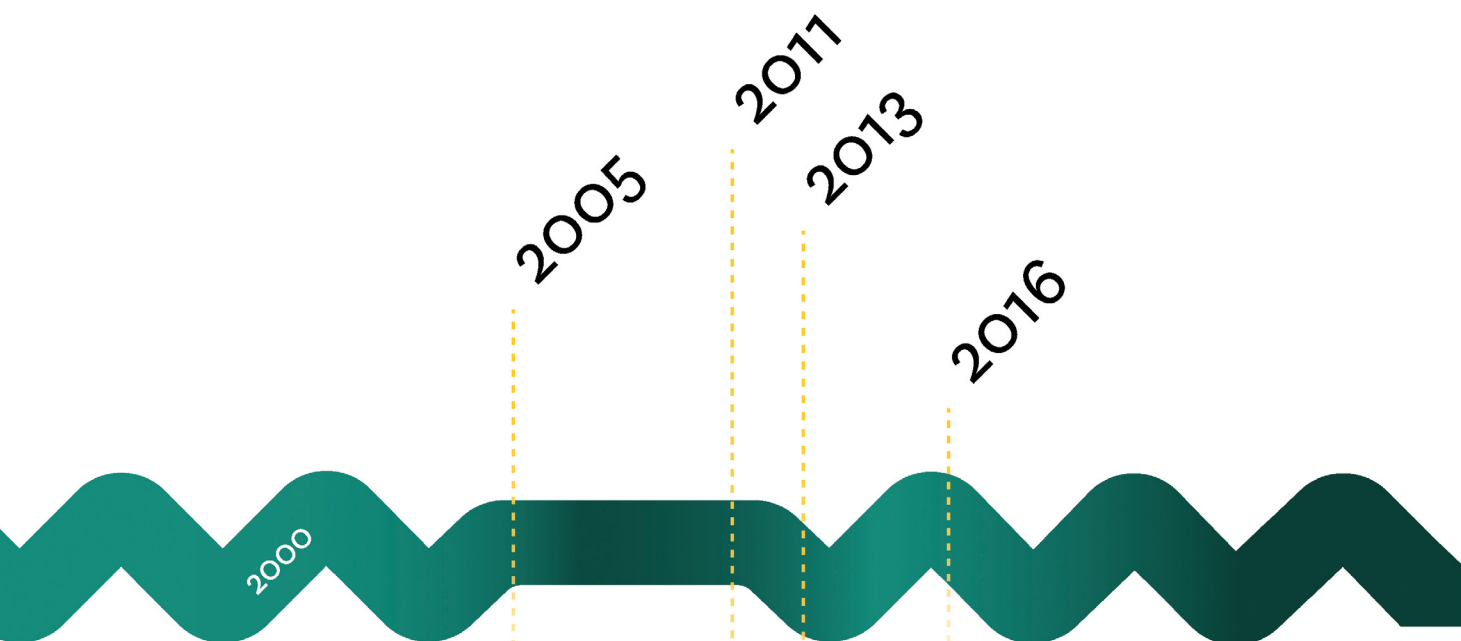
wealth (via cattle raiding); and abduction of women and girls for marriage.<sup>8</sup> Many of these incidents trigger revenge attacks/killings from the victimised community, causing a cycle of revenge attacks that perpetuate continuing insecurity. Although inter-communal conflicts have existed for years in South Sudan, they have become even more common in times of war and famine when families who have lost their cattle seek ways to regain their wealth by raiding neighbouring communities.

Increased VAWG is only one aspect of the negative effects that women and girls in South Sudan have faced as a result of the conflict and instability that has affected their lives through the various iterations of the Civil War, ongoing armed conflict and inter-communal tensions. This ongoing violence has exacerbated instability and poverty throughout large parts of the country and has been a continual impediment to the development of the country, including the country’s education, political and economic systems, which has left little to no institutional structures to deliver services or to facilitate decision-making.<sup>9</sup>

# PHASES OF CONFLICT IN SUDAN



Following Sudan's independence from Britain in 1956, there have been two distinct periods of fighting. The first lasted from 1955 to 1972.



### Second Sudanese Civil war ends

The second Sudanese Civil War culminated in the signing of the Comprehensive Peace Agreement (CPA) in 2005.

### Continued political tensions re-erupt on July 7 2016

Since July, 2016, more than 200,000 people have fled to neighbouring countries, and over 38,000 IDPs are seeking shelter at the UN House PoC sites in Juba.

### 2013 Crisis conflict ends with peace agreement in August 2015

### 2013 Crisis conflict starts

*South Sudan becomes the newest independant nation*

### Constant smaller conflicts

Since the signing of the CPA, tensions between Sudan and the new Republic of South Sudan (RSS) have continued with smaller conflicts over the contested oil fields and territories in the border areas, as well as a new insurrection by rebel groups in South Kordofan and Blue Nile States of Sudan.

In addition to the ethnic element of the 2013 Crisis, general inter-communal conflicts have been a continuing facet of life in the newly independent South Sudan.

# SOUTH SUDAN STUDY LOCATIONS

## Juba Protection of Civilian Site

Central Equatoria State

Juba POCs



Setting	- Camp
Ethnicity:	- Primarily Nuer, some Equatorian tribes
Main affecting conflict(s)	- 2013 Crisis
Data Collected	- Quantitative (with women and men) and qualitative

The PoC sites were created on UN bases around the country in response to the ethnic targeting of the 2013 Crisis. Almost 40,000 civilians—a vast majority from the Nuer tribe—were residents of Juba's two PoC sites at the end of 2016.

PoC sites were not designed for long-term habitation and have limited humanitarian services available to the communities. Since the July 2016 Crisis, the situation has worsened. There is overcrowding due to the influx of IDPs, and non-related families sometimes must live together in communal 4x5m2 shelters for several months.

Poverty, insufficient livelihoods opportunities and poor infrastructure (schools, health services, etc.) are also difficulties faced by PoC site residents.

## Juba County

Central Equatoria State

Juba County



Setting	- Rural
Ethnicity:	- Equatorian tribes (Primarily Bari)
Main affecting conflict(s)	- Civil War and Intercommunal Attacks
Data Collected	- Qualitative only

Juba County is, beyond Juba City itself, primarily rural. While, according to the 2008 census the population of the county was almost 400,000, extensive immigration into Juba City suggests the population is much greater today. As in the capital city, residents of Juba County have experienced each of three most recent conflicts affecting the wider country.

In addition to being affected by these conflicts, widespread poverty and years of under-development have shaped the situation in Juba County. As with Juba City, issues of crime—particularly while traveling by road—also affect the county.

## Rumbek

Lakes State

Rumbek



Setting	- Rural
Ethnicity:	- Dinka
Main affecting conflict(s)	- Civil War & intercommunal attacks
Data Collected	- Quantitative (with women and men) and qualitative

Dominated by the Dinka tribe, residents of Rumbek Centre in Lakes State are primarily dependent on a pastoralist lifestyle. Cattle raids, alone or in combination with the abduction or rape of women and children, are common occurrences.

This violence only compounds the underlying issues that affect their communities noted by Rumbek residents: poverty; lack of health care; limited education; and few livelihoods opportunities.

CENTRAL AFRICAN REPUBLIC

SUDAN

D.R. CONGO

Northern Bahr el Ghazal

Warrap

Western Bahr el Ghazal

Western Equatoria



**Bentiou Protection of Civilian Site**  
Unity State



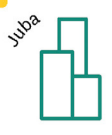
Setting	- Camp
Ethnicity:	- Nuer
Main affecting conflict(s)	- 2013 Crisis
Data Collected	- Qualitative only

The Bentiou PoC site was established in Unity State in December 2013 under similar conditions to the Juba PoC sites. In this PoC site, the majority Nuer population have been directly affected by violence and displaced from their homes in primarily rural areas.

Bentiou has experienced multiple outbreaks of violence since its establishment, both within and directly outside of the site, causing significant congestion and deterioration of camp conditions.

It also has been subject to a proliferation of arms due to the on-going conflict. At the time of data collection in June 2016, almost 100,000 people were residing within the site.

**Juba City**  
Central Equatoria State



Setting	- Urban/ Peri-urban
Ethnicity:	- Mix of Equatorian, Dinka & other tribes
Main affecting conflict(s)	- Civil War and 2013 Crisis
Data Collected	- Quantitative (with women and men) and qualitative

During the Second Sudanese Civil War, the capital city of Juba was a garrison town primarily controlled by the Khartoum government with an estimated population of 250,000 in 2005. Since the signing of the CPA (2005) and independence (2011), Juba has grown into a bustling city with a wide cross section of tribes from throughout South Sudan residing within its environs.

Since 2013, internally displaced persons from around the country have flocked to Juba. The economy has faltered, primarily due to the falling price of oil and decreased agricultural output in response to the conflict. Crime, from armed gangs in town to armed robbers on the roads surrounding town, is also common. Despite these challenges, Juba has considerably better services and access to government systems and international aid compared to other regions in South Sudan,

# STUDY RESULTS

## Key Findings

This is the first large-scale research study of violence against women and girls (VAWG) in several areas of South Sudan that have known war and conflict for many years. The study found that VAWG is pervasive in these conflict zones with up to 65% of women and girls experiencing physical and/or sexual violence in their lifetime. These are among the highest rates of VAWG in the world.<sup>10,11</sup>

The research results show that up to 33% of women in these areas experienced sexual violence from a non-partner, and many of the incidents were directly related to a raid, displacement or abduction. Women and girls who live in Juba Protection of Civilian (PoC) sites are the most vulnerable to this type of assault—almost a quarter of women who experienced this violence reported that they experienced multiple incidents of sexual violence.

While women and girls were often subject to sexual violence by armed actors, they also felt the impact of conflict in a number of other ways. Experiences of displacement, the breakdown of rule of law, increases in crime and the normalisation of violence also affect VAWG.

These indirect experiences of conflict have an impact on violence in the home. Intimate partner violence (IPV) was the most common form of VAWG found in the study. In Rumbek alone, 73% of women who are or have been partnered reported they experienced IPV in their lifetime. Times of conflict exacerbate IPV, as women reported increased brutality and frequency of assaults due to the chaos and economic insecurity of war.

Long-standing discriminatory practices such as bride price, child and forced marriage and polygamy, in addition to years of war, have created an environment where violence against women and girls is common in these parts of South Sudan, with many subjected to violence at the hands of family members throughout their lives. Bride price is the custom of a man giving money or cattle in exchange for a girl to marry, a practice that affects VAWG throughout the lives of women and girls. Many patriarchal practices, such as child marriage, wife inheritance and abduction are all closely linked to bride price.

Most survivors of violence in South Sudan do not seek help after experiencing an assault due to shame, stigma and a culture of silence. A breakdown in the rule of law has also contributed to an environment of impunity where there are no consequences for men who commit acts of violence. To reduce violence against women and girls in these areas of South Sudan, humanitarian efforts need to address the root causes and drivers of VAWG as well as provide direct service delivery to these communities<sup>a</sup>.

## Violence in the Community

The results of the quantitative survey show that the populations in all settings studied have been severely affected by armed conflict, albeit with different characteristics and intensity at different times. During the lengthy Sudanese civil wars, almost the entire country was affected by violence at some stage of the conflict, while the 2013 Crisis primarily affected the population of Juba City and the Juba and Bentiu PoC sites, among the study sites.

## Sexual Violence Against Women and Girls

Sexual assault of women and girls during conflict in South Sudan was a serious concern of study participants. Up to 33% of women reported experiencing non-partner sexual violence (including rape, attempted rape or any other unwanted sexual acts) during their lifetime. Perpetrators of non-partner assault can include police officers or other armed actors, strangers or known persons.

During conflict, women and girls may be raped by armed actors as a way to terrorise rival communities, or may be caught up during an armed attack and raped. Rape can also be specifically used as a weapon of revenge. This includes specifically targeting women and girls to draw men out of hiding and into further violence. Women and girls in the PoCs also described being unsafe and reported that rape commonly occurred in areas such as the toilets or bath houses, as well as when they left the PoC sites to farm, collect firewood or engage in livelihoods.

<sup>a</sup> For more information on the research and detailed results, please see the main report, The Global Women's Institute and International Rescue Committee. (2017). *No Safe Place: A Lifetime of Violence for Conflict-Affected Women and Girls in South Sudan*. Washington DC: George Washington University and London: IRC.

Table 6: Prevalence of ‘lifetime’ and ‘past 12 months’ non-partner sexual violence reported by female respondents (by site)

	JUBA n = 477 (%)	RUMBEK n = 804 (%)	JUBA PoCs n = 963 (%)
Ever experienced non-partner sexual violence (including rape, attempted rape, unwanted touching and being forced to undress)	28	33	29
Experienced non-partner sexual violence in the past 12 months	5	8	11

Women who had experienced rape or sexual assault in Rumbek and the Juba PoCs noted that this experience most commonly occurred during a raid/attack, abduction or displacement (70% of female respondents who had experienced sexual violence in Rumbek; 75% in the Juba PoC sites).

Although a majority of women who experienced non-partner sexual assault experienced this violence only once in their lifetime, a considerable proportion of women in all three sites reported they had experienced this violence multiple times.

In particular, women in the Juba PoCs reported experiencing incidents of non-partner sexual violence many times.

## Sexual Violence Against Men and Boys

Male respondents also reported having experienced sexual violence, although less frequently than women and girls. Overall, 9% of men in Juba and 6% in Rumbek reported having experienced some type of sexual violence (including: rape, attempted rape, unwanted touching or being forced to undress).



Mary Ellsberg/GWI



Kate Geraghty/CARE/Fairfax media

## Factors Contributing to Pervasive VAWG in Areas of Conflict

In addition to women being directly targeted for killing, rape and sexual assault during periods of conflict, the prolonged wars have resulted in a generalised breakdown of the rule of law and an environment where the use of violence is widely accepted, impunity is widespread and opportunistic crime is rampant. Long-standing cultural practices that promote gender inequality also serve to reinforce use of violence in the home and are discussed in further detail page 17.

### Normalisation of Violence

The normalisation of violence in communities affected by insecurity may influence VAWG. Guns and other weapons are common throughout the country, particularly in the hands of youth and civilians. The prevalence of these weapons desensitises those conducting acts of violence and facilitates the continuing cycle of revenge killings, rapes, etc. The increase of arms in the community and associated criminality and violence seem to be contributing to a rise in sexual assault and IPV.

As a response to this increasing insecurity, men are often seen to be preventing women and girls from leaving the house without permission, working outside the home or attending school. While viewed as protective acts by men, women's lack of agency in making these decisions is striking.

### Breakdown of the Rule of Law

Related to the growing culture of violence across South Sudan, overall there is a breakdown in the rule of law—particularly since the onset of the armed conflict in 2013. Traditional mechanisms to solve incidents of VAWG at the community level have broken down, and access to the formal justice system is limited. This has contributed to an environment where there are no consequences for men who commit acts of violence. This was particularly seen in more rural areas, such as Rumbek, which are further from the central government in Juba.

**'In the past, there was rule of law so women and girls were not attacked. Now there is no proper justice system, no functioning rule of**



**law. Now the government has no power. They have the same number of guns as civilians.'**

– Key informant Rumbek

## Opportunistic Crime

An increase in criminal activity is linked to poverty, particularly in Juba City, but also in the surrounding county and PoC sites. Chief among these are incidents of non-partner sexual assault perpetrated by armed men or gangs associated with criminal elements in and around Juba. There were numerous reports of

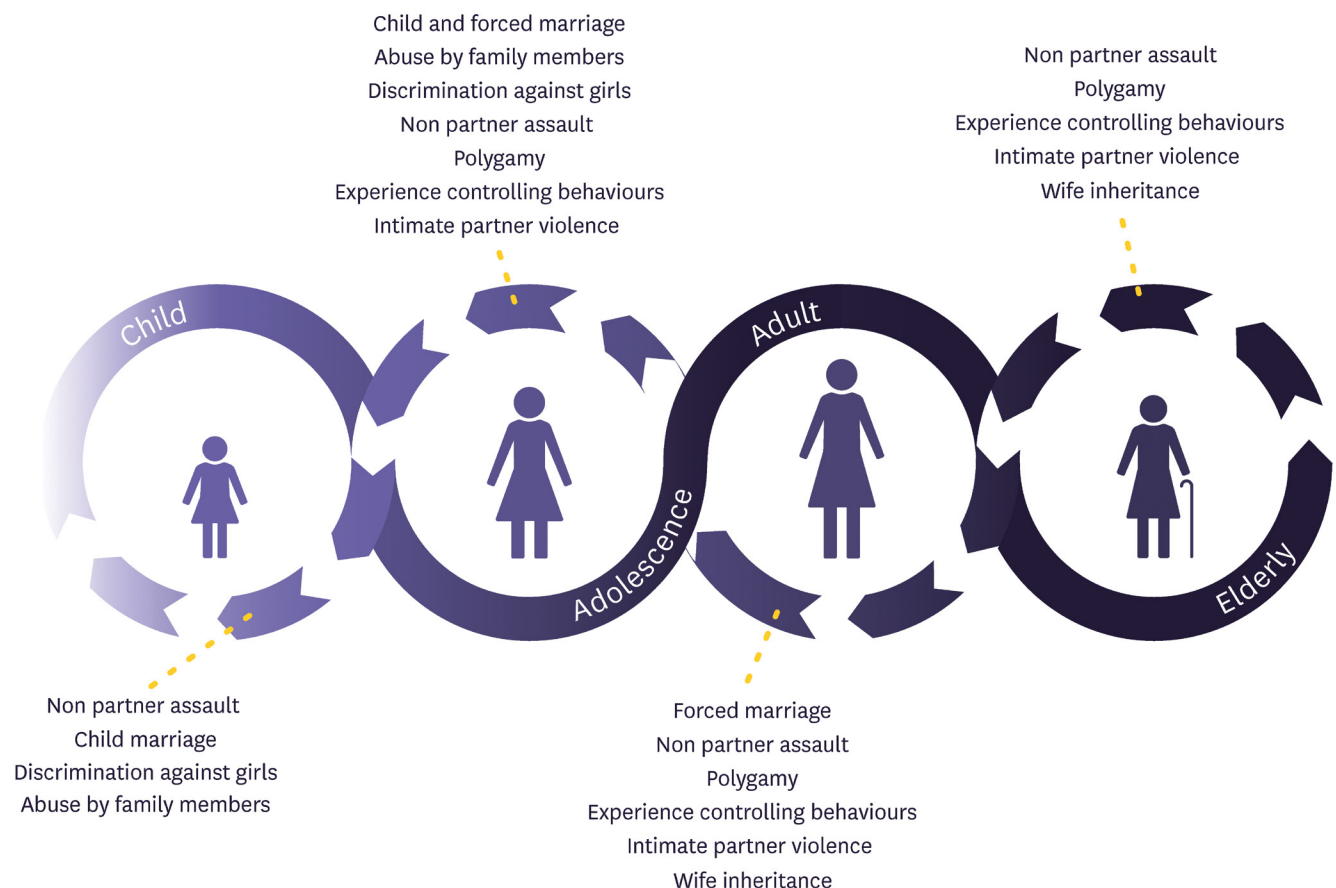
women attacked by armed gunmen and criminals when leaving the PoC sites or communities to engage in farming, collecting firewood or engaging in livelihoods. Participants noted that the security of girls and women on the roads has decreased in recent years.

**'When women go out at night [to the distribution point] to be the first in line, men were sleeping down and waiting for us. They surrounded us. They have guns, knives, sticks and pangas.'** – Woman in Bentiu PoC site

**People who carry guns here, not soldiers, are causing more violence in our community. They are the ones raiding cattle, stealing other people's properties, raping women and girls and creating insecurity at the borders and in the bush.**

– Male key informant in Rumbek

Figure 1: Violence against women and girls across the life cycle



## Violence in the Home

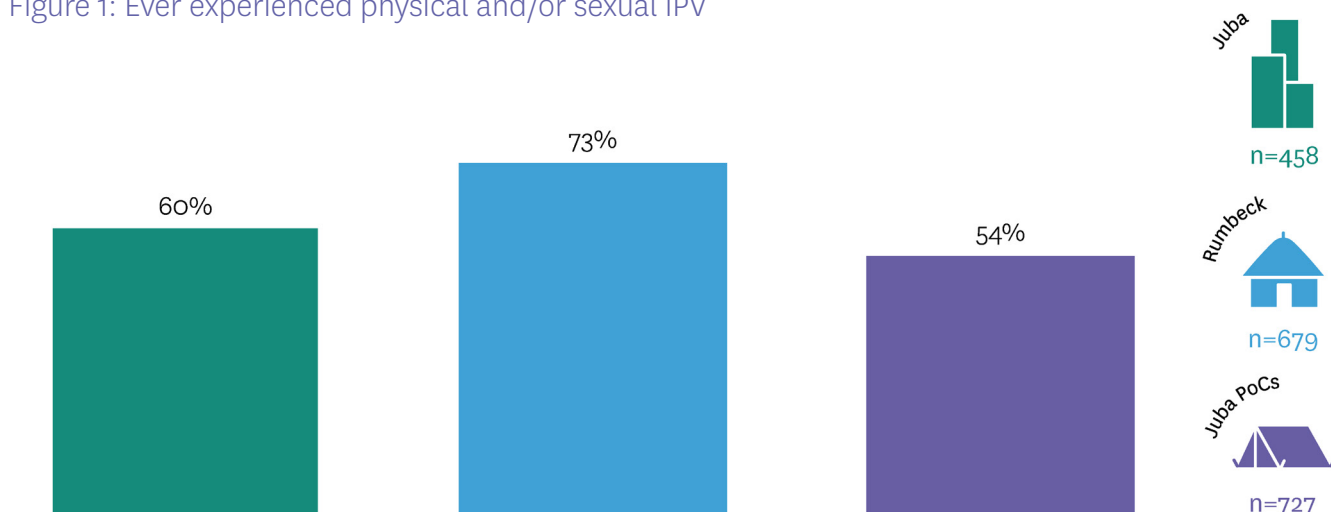
### Intimate Partner Violence

Even in times of relative calm, married women in South Sudan face continued violence, particularly in their own homes perpetrated by their husbands and other male relatives. At all the sites in the study, more than half reported experiencing physical or sexual violence from their partners over the course of their lifetimes, with almost three-quarters of women and girls in Rumbek reporting this type of violence.

Not only is physical IPV extremely common throughout the study sites, but it is also notable for its brutality and frequency. Almost

three-quarters of women who reported IPV experienced the most severe forms of violence (defined as being hit, kicked or dragged, choked or burnt, or threatened with a knife or gun) compared to moderate violence (defined as being slapped, pushed or shoved, or having something thrown at her). In addition to the severity of the violence, women in each site experienced frequent acts of violence. This is particularly true for women residing in the Juba PoC sites, where almost 50% of respondents, who had experienced physical violence, reported experiencing this violence many times in the past 12 months.

Figure 1: Ever experienced physical and/or sexual IPV



Percentage of ever-married women who reported experiencing physical and/or sexual IPV in their lifetime

Lifetime prevalence of sexual IPV ranged from 44% in the Juba PoCs to 50% in Rumbek. In qualitative interviews, women discussed how marital rape is a 'normal' practice that happens in a marriage, and in many cases, respondents did not view forced sex within marriage as a type of violence.

Acts of IPV often lead to physical injury and are a significant source of psychological distress. Approximately 60% of women in Rumbek and the Juba PoCs who experienced physical or sexual IPV reported experiencing an injury as a result. Almost 40% of women in the Juba PoCs reported severe injuries (broken bones, teeth, internal injuries, miscarriage, permanent disability or disfigurement) because of the IPV they experienced.

During the survey, women and girls were asked if the IPV they experienced had an effect on their overall wellbeing. A majority of women in all three sites reported that it did affect their wellbeing (from 59-74%).

According to focus group discussions in all sites, the distress caused by IPV was so great that some women committed suicide due to the lack of options available to her.

### Intimate Partner Violence and Conflict

While IPV is common in South Sudan both during times of conflict and times of relative stability, many drivers of VAWG are

**Everything comes back to the cows...**

– Female key informant in Rumbek

**‘It is common in our custom to beat a woman when she has made a mistake—not to the extent of killing her completely, but to discipline her.’**

– Male chief in Rumbek

worsened due to on-going conflict in the country, exacerbating women’s experiences of violence. Study participants spoke about how the same factors that impact non-partner sexual violence, including the normalisation of violence, breakdown of rule of law, displacement and increasing poverty due to the conflict, were affecting experiences of IPV. In particular, they emphasised how the brutality of IPV had increased since the start of the 2013 conflict.

**‘Before the crisis, we were fighting. Now they are removing our eyes; they are kicking us in the stomach.’** – Woman in Bentiu PoC site

Rising rates of poverty are key concerns for residents of South Sudan in each of the study areas. These may exacerbate the household stresses that were noted above as drivers of incidents of IPV and may lead to more IPV, particularly physical violence. In the PoCs women and girls experience additional stresses, such as cramped living conditions, dependence on international aid and lack of assets associated with being displaced from their home communities. During data analysis, being displaced during her lifetime was found to be associated with experiencing IPV for women and girls in Rumbek<sup>c</sup>. Similarly, for respondents in the Juba PoCs, women and girls who had experienced an attack on their home community or village or who had experienced a direct conflict event were more likely to have experienced IPV in their lifetime<sup>d</sup>.

Male PoC site residents also reported feeling that they are less able to fulfil their roles, as men, such as marrying, owning property and providing for their family. They often perceive these circumstances as causing them to lose respect within their communities, which they associate with incidents of violence.

## Discriminatory Practices in the Home that Harm Women and Girls

### Bride Price<sup>e</sup>

The custom of a man supplying a bride price in exchange for a girl to marry is common throughout South Sudan (from 58% to 88% of ever-married women in the various sites said that a bride price was paid) and is essential for understanding how women and girls are treated throughout the course of their lives. In many South Sudanese communities, the bride price is, at least partly, paid for in cows by the family of the husband to the male relatives of the woman.<sup>12,13</sup> In many regions of South Sudan, wealth is equated with the number of cows a man owns. Marriage is therefore seen as a transaction that enables families to acquire wealth.

For the extended family, the bride price is a primary vehicle for wealth accumulation, therefore, patriarchal practices, such as early marriage, wife inheritance and abduction are all closely linked to bride price. Girls may be forced to marry as a strategy to gain or retain cattle, and girls are also abducted by men so they can avoid paying bride price.<sup>12,13</sup> Conflict, and the associated increases in poverty and economic instability, has a particularly important effect on the payment of bride price.

**‘Abduction of young girls occurs in order to take them as wives because men have no money/cows for dowry’.** – Woman in Rumbek

### Violence by Family Members

Both women and men noted that physical violence against girls in the home was a common form of violence. Parents, uncles and

<sup>c</sup>In multivariate modeling after controlling for socio-demographics (age, education, etc.), marital/partner characteristics (polygamy, husband’s education and profession) and experiences of controlling behaviours.

<sup>d</sup>After controlling for socio-demographic factors (age, poverty), marital/partner characteristics (polygamy) and experiences of controlling behaviours.

<sup>e</sup>The correct term for payment by the husband’s family to the bride’s family is ‘bride price’. ‘Dowry’ usually refers to payments by the bride’s family to the husband. Only bride price is practised in South Sudan; however, the terms are often used interchangeably when describing the practise in English. We have chosen to retain the word ‘dowry’ when textual citations are used.

brothers all could be perpetrators. While commonly described as a ‘disciplinary measure’ by participants, the reasons given for physical violence against girls are typically related to girls’ prospects for bride price.

## Child and Forced Marriage

Bride price is also an important factor in the high rates of forced marriage in the household survey. For women who have been married, early marriage was common throughout each of the study sites with a vast majority of female respondents married before they left adolescence. Up to a quarter of female respondents reported that they had no choice in the decision to get married, meeting the study’s definition of a ‘forced marriage’.

Increasing levels of poverty, particularly in relation to the 2013 Crisis and inter-communal violence, have affected the practice of child and forced marriage. Participants reported that families are increasingly marrying their daughters at young ages as a means of survival due to dire economic conditions. Women and men also spoke about the impact of economic insecurity and how it leads to more women and girls being abducted for marriage.

**‘Women and girls have no voice—uncles/ fathers manage the dowry. Fourteen- and fifteen-year-old girls can be married off to sixty-year-old men. Girls have no choice and mothers have no rights to refuse either.’**

– Female key informants in Rumbek

## Polygamy

Polygamy<sup>f</sup> is another patriarchal practice that reinforces women’s second-class status in South Sudan, as men are the primary decision makers when it comes to deciding to marry additional wives. Polygamy is common also across all three sites and contributes to increased tensions within the household. Suspicion and distrust between husband and wives and between co-wives can lead to violent episodes, particularly when coupled with poverty and limited resources in large households.

**‘They can even go to marry another wife without telling the wife. They just come with the new wife to the home. This incident will cause heart attack to the first wife.’**

– Woman in Juba PoC site

Both men and women acknowledged that tensions related to polygamy are particularly acute during experiences of displacement. In the PoC sites, co-wives and their children live with their husband in the same tent and conflicts over the distribution of water, food and other resources are particularly intense. Women living in the PoCs even reported having to be in the same bed and turn their face to the wall while their husbands had sex with one of their co-wives.

## Wife Inheritance

Wife inheritance refers to the practice whereby after the death of a husband, a woman is forced to marry his brother or another male relative. In this study, a majority (63%) of women who were widowed and then re-married reported that their new husband was related to their original husband (e.g. a brother, cousin, etc.). This may also contribute to psychological and physical abuse.

**‘The women are inheritable when husbands pass away. The next of kin or brother of her husband takes her to be a wife without her consent. This affects most women psychologically and gives them mental illness. She may be tortured by the next of kin or her husband’s brother.’**

– Young man in Rumbek

## Adultery

Accusations of adultery can have a severe impact on a woman’s life, and is punishable by imprisonment. The concept of adultery in South Sudan is typically used to extend male control of women’s bodies, and generally refers to any perceived extra-marital relationship that a woman might have with another man – including after divorce or her husband’s death. Even when a woman has no choice in the matter and is raped by someone who is not her husband, it may be viewed as adultery by the community.

**‘In case the husband heard [about the rape] and asked the wife, she will totally refuse to tell the husband because he might claim the rapist knew her and it was an agreement. Then he will divorce the wife.’**

– Woman in Juba County

<sup>f</sup>In this report, we use the term polygamy, rather than polygyny, as this was how key informants and community members termed the practice of a man having many multiple wives.



Kate Geraghty/CARE/Fairfax media

## After the Violence: Services and Support

### Non-Partner Assault: Where can she go?

Most cases of sexual assault go unreported. Around half of all women surveyed reported that they told no one about their experiences of non-partner sexual violence. For these violations, the shame and stigma associated with rape often prevented women from discussing the event with anyone.

For a survivor who does decide to tell someone about the event, she would typically first turn to a relative or close friend first for support. For survivors of sexual assault, the decision to report the crime to the police happens very infrequently and commonly depends on whether the survivor knows the identity of the perpetrator. If the perpetrator's identity is not known, the survivor generally would not report the crime to any formal system, as there is no mechanism for identifying the person, and the stigma of being raped would be too severe to make reporting worthwhile.

For survivors who do know the identity of the perpetrator, they may choose to report the case to the police and seek support from either the formal justice system or, more often, the customary courts and the local chiefs. However, the goal

of prosecution, particularly in the customary legal system, is typically to convince the perpetrator to marry the survivor or to collect reparations (such as cattle) from him, rather than to impart punishment or jail time. Even when men are taken to the court and prosecuted, customary law typically institutes fines or limited jail time as punishment for the perpetrator.

While most survivors did not access formal support services, those who did seek services primarily sought psychosocial support through a women's centres run by an NGO or government social workers. Women and girls who did receive services were grateful for the support they did receive – both counselling and material support.

### Intimate Partner Violence: Where can she go?

Overall, survivors do not often report cases of IPV to those outside of their immediate family. About half of the survivors in Juba city and almost 60% in the Juba PoCs said that they told no one about the violence they were experiencing. When women chose to disclose an incident, they often told a relative (including parents, husband/partners' parents or other relative).

Depending on the site, women and girls experiencing IPV were likely to seek help from differing sources and sometimes sought support from multiple resources. Survivors in Juba City overwhelmingly (85%) did not seek formal services because of this violence, while almost 70% of women living in the Juba PoCs also did not look to access any formal service. In these two sites, when women did choose to seek formal help, they most often looked to health services. About half of the women in Rumbek who had experienced IPV reported seeking some form of formal intervention. They often went to seek the support of the local, traditional courts and/or the intervention of their local chiefs for support when experiencing violence. Twenty percent also reported accessing health services as a result of this violence.

## Barriers to Services

Major barriers to accessing services still exist in South Sudan, particularly during conflict. Lack of sufficient infrastructure and trained staff, particularly in rural areas, prevent survivors from accessing needed care. Stigma and concerns that reporting will lead to retaliation can also act as barriers to access services. Lack of confidentiality at the service level can also prevent women from reaching out for help. In addition, police may not take reports seriously, particularly for cases that occur inside of marriage.

Lack of consequences for perpetrators may be exacerbated by conflict, which can also reduce the effectiveness of reporting to traditional mechanisms. This, again, reduces a woman's ability to manage situations of IPV and non-partner assault through normal mechanisms and lessens the chance that a woman will report incidents.

**'Before, people used to stick with the rules. Everybody knew what the rules were. Once the cattle have been paid, then it's done, it's finished. Now, because of the lack of implementation of the formal justice system, everything is worse.'** – Female key informant in Rumbek

The state may also institute barriers, real or perceived, for those seeking services, such as *Form 8*. This form is a holdover of Sudanese law from prior to independence that requires survivors to report to the police before receiving medical attention. While not necessary to receive any service, women across all contexts commonly referred to this form as necessary to receive medical care for cases of both physical and sexual violence and it continues to be a barrier to service access in South Sudan.



Kate Geraghty/CARE/Fairfax media

## Implications for Action

**‘We need all the girls to go to school, so we will have educated girls to take care of us ...’** – Woman from Rumbek

This work indicates that the drivers of community-level violence (poverty, increase in arms, breakdown of rule of law, increase in expected bride price payments) are also drivers of VAWG. To reduce violence against women and girls in these areas of South Sudan, humanitarian efforts need to address the root causes and drivers of VAWG as well as provide direct service delivery to these communities.

### Key Recommendations

#### *Prioritise VAWG in all humanitarian action*

VAWG must be considered in all aspects and phases of humanitarian response. This should include, at a minimum: ensuring VAWG experts are on assessment teams; VAWG programming is prioritised in pooled and bilateral funding; and all sectors integrate VAWG-risk mitigation into their response. For example, the severe food insecurity currently being experienced in South Sudan is likely to exacerbate a number of issues highlighted in the research that pre-date the onset of the food crisis, including IPV and sexual exploitation and abuse. As a result, stand-alone and integrated VAWG programming should be front and centre in response to all types of emergencies, such as the famine response in South Sudan. Such programming should, at all times, adhere to the IASC GBV Guidelines<sup>36</sup>, which are the global standards on GBV-risk reduction and provide clear and comprehensive guidance to all humanitarian actors on how to improve women’s and girls’ safety.

*Ensure VAWG programming and policy address the multiple forms of violence experienced by women and girls*

While much of the world’s attention has focused on conflict-related sexual violence (and in particular, non-partner sexual violence), programmes and policy should seek to respond to and address the root causes of VAWG as well as sexual violence, in particular, IPV, which was found to be the most prevalent form of VAWG in the sites researched in South Sudan.

#### *Invest in specific programmes targeting the unique needs of adolescent girls*

Age-appropriate prevention and response programmes are crucial to protect girls from violence and to empower them. More effort is needed to identify entryways and innovative approaches for adolescents to access existing VAWG prevention and response services: targeting teen mothers accessing health services during pregnancy; creating adolescent spaces in women-safe space programming; and providing static, mobile and technological solutions). In this effort, particular attention should be focused on promoting holistic policies and programmes that ensure collaboration across multiple sectors, including protection, education, health and economic wellbeing, in order to reach girls via various points of entry.

#### *Promote the integration of programmes addressing VAWG and community-level violence and long-term peacebuilding*

The drivers of community-level violence (poverty, increase in arms, breakdown of rule of law, increase in expected bride price payments) are also drivers of VAWG. Achieving and sustaining a more prosperous and peaceful future for South Sudan necessitates that peacebuilding programmes promote the participation of women and include an intentional focus on preventing and mitigating risks of VAWG through a strong gender analysis that prioritises women’s experience of violence at all programming phases.

**☹ We are tired of being raped. We met with the chiefs and raised our concerns. We have had no response yet.☹**

- Woman from Rumbek

### **Fund and deliver gender-transformative programming that addresses discriminatory practices and gender-inequitable norms**

Increased attention on patriarchal norms and practices is needed through a more intentional focus on prevention programmes that seek to change social norms in South Sudan. Such programming should include raising awareness of women's rights at multiple levels; facilitating women's advocacy and movement building; community mobilisation efforts; engaging men and boys in gender-transformative activities; and directing funding to local women's organisations.

### **Support women's groups and the women's movement to build local capacity to improve the status of women**

Women's groups are nascent in South Sudan and need support to create sustainable social norms change within the country. Moreover, they are an important structure through which women can be meaningfully engaged in programme design, implementation and evaluation. To be sustainable, these groups need institutional support, not just project specific support. By partnering with these groups in both VAWG prevention and response services, bridges between formal and informal support services can be built and strengthened, leading to increased support and advocacy for gender-equitable norms that can help reduce rates of violence.

## **Donors and Policymakers**

### **Prioritise funding for specialised VAWG protection programmes from the earliest stages of a crisis**

While funding for protection programming is always necessary at the onset of conflict or disaster, the reality is that the protection sector, especially VAWG programming, is among the least prioritised and funded sectors during first-phase response efforts. This research has confirmed the high levels of violence experienced by women and girls in South Sudan. Even in the absence of such indisputable data, inter-agency guidelines, such as the *IASC GBV Guidelines (Inter-Agency Standing Committee Guidelines on Integrating Gender-based Violence Interventions in Humanitarian Action)*, require humanitarian actors to assume VAWG is occurring and to treat it as a serious and life-threatening problem from day one. Dedicated funding should, therefore, be immediately available at the onset of a crisis through multi-lateral and pooled funding mechanisms to ensure that specialised VAWG response services are available

in order to meet the health, psychosocial and economic needs of survivors.

### **Allocate additional funding to support longer term VAWG programming**

Short-term prevention and response programmes delivered during the acute phase of conflict do not address the need for longer-term prevention and empowerment efforts that address deeper long-standing attitudes, behaviours and norms that underpin VAWG, including acceptance of IPV. More funding is needed to address sustained behaviour change and social norms transformations to make a real impact on reducing VAWG in this context. For example, efforts such as DFID's multi-year VAWG programming through its South Sudan Humanitarian Programme (HARISS) should be used to support long term VAWG prevention and response programming, including outside of acute emergency response phases.

### **Develop and/or adapt VAWG policies and strategies to ensure they meet global commitments under key VAWG and localisation policy frameworks**

The findings from this research reaffirm what practitioners and researchers have learned from other contexts where VAWG is prevalent, therefore, this research will help reinforce the need for other initiatives that are seeking to transform how the humanitarian and development sectors address VAWG in times of both crisis and peace. Global frameworks, such as the *Call to Action on Protection from Gender-based Violence in Emergencies*; the World Humanitarian Summit's *Five Core Commitments to Women and Girls*; Sustainable Development Goals related to gender equality (SDG 3), health (SDG 5), and partnerships (SDG 17); the Grand Bargain; and the Women, Peace and Security Agenda all include specific attention to VAWG and/or localising response efforts across the humanitarian-to-development continuum. In addition, the Real-Time Accountability Partnership (RTAP), which is currently being implemented in South Sudan and Iraq, is an initiative that promotes shared accountability to VAWG by securing high-level commitment to a set of minimum actions in emergencies. Donors and policymakers must develop and adapt policies and strategies to commit to and fulfil their obligations under these frameworks in order to truly tackle the scourge of VAWG and lay the foundation for women's and girls' health, wellbeing, participation and social and economic development.





## Practitioners

### *Focus on safe spaces for women and girls and informal support structures as part of a VAWG response programme*

Most women do not seek formal support after experiencing VAWG. Increased attention needs to be given to helping women rebuild their social networks and informal support structures (providing spaces for women to socialise with other women like them, engaging in community improvement projects, livelihood skills training, etc.) to indirectly support women who choose not to report violence. Separate, dedicated safe spaces and support programmes should also be made available that are tailored to adolescent girls in recognition of their specific needs.

### *Recognise and address the multiple barriers survivors face in accessing services in South Sudan*

Comprehensive programming is needed to address and break-down barriers that are structural (Form 8), service-related (training and support for front-line responders and local women's groups) and social norms-influenced (community mobilisation efforts—UNICEF's Communities Care programme is a promising example of programming in this area and is currently being piloted in both South Sudan and Somalia<sup>35</sup>).

### *Provide targeted training and institutional capacity building to security and legal support services*

Women accessing services were least satisfied with the support they received from the police, local leaders and local courts. Targeted capacity-building efforts are needed to improve the first response of local and UN police services to increase their sensitivity to survivors and to ensure safe and appropriate referrals. These efforts should include training; recruitment of more female security personnel; appointment of gender focal points; and issuance and enforcement of zero-tolerance policies and codes of conduct on the perpetration of VAWG, including sexual exploitation and abuse. In addition, harmonisation of the customary and formal legal systems, including strengthened enforcement of existing laws and policies, training and support for local leaders and government structures are needed to reduce the impunity of perpetrators.

### *Engage with women and girls throughout the programme design and implementation process*

Women and girls should be engaged and empowered through the design and implementation of VAWG programmes. As shown through the findings of this report, women and girls of South Sudan are well aware of the challenges and barriers to service access affecting their communities. In order to create culturally appropriate and effective VAWG prevention and response programming, women and girls need to be meaningfully engaged throughout programme design, implementation and evaluation.



Peter Biro/IRC

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# REPORT ANNEX

## Annex I: Study Methodology

### Quantitative Data Collection

The quantitative component of the study consisted of a population-based household survey administered to a representative sample of women aged 15-64 in three locations: Juba City, Rumbek Centre and the Juba PoCs. The survey was based on the *WHO Multi-country Study on Women's Health and Domestic Violence Against Women* and adapted for use in conflict settings.<sup>23</sup> All interviews were administered in-person by enumerators utilizing a mobile phone interface to reduce data collection/entry errors. While the primary goal of the study was to document the experiences of women and girls, the data were complemented by a supplemental questionnaire for men (aged 15-64) that provided information on reported perpetration and victimisation of men. The men's questionnaire was carried out only in Juba City and Rumbek, as ethical and safety best practices could not be met to conduct the survey with men in the PoC sites.

Data collection began in June 2016, but was paused in mid-July due to a new outbreak of violence in Juba City. Data collection was completed in Rumbek by the end of July, while data collection in the Juba PoC sites was resumed and completed in November-December 2016. Data collection was not finished in Juba City due to concerns for the safety and security of the enumerator and respondents.

Quantitative data from the study were analysed using descriptive statistics as well as bivariate and multivariate statistical methods. Where appropriate, bivariate statistical tests and multivariate logistic regression were used to identify individual-level risk and protective factors for different types of violence.

### Qualitative Data Collection

To inform and complement the results of the household survey, qualitative data were collected with community members, key stakeholders and survivors of VAWG. The qualitative study was conducted in five locations in South Sudan. In addition to the three sites included in the household survey, in-depth interviews and focus group discussions were also conducted in Juba County and the

PoC site in Bentiu. Semi-structured, in-depth interviews were conducted with female survivors of violence who had sought and received services from IRC GBV response teams. Respondents were identified and recruited to the study by IRC Women, Protection and Empowerment (WPE) response staff and interviews were conducted with WPE response staff present. Key informant interviews and focus group discussions (FGDs) were also carried out with individuals representing a broad cross-section of stakeholders.

The majority of the qualitative interviews were conducted during August and September 2015. Some additional qualitative interviews and focus groups were conducted May through July 2016. Additional data was gathered in the Juba PoC sites from November to December 2016.

### Response Rates

In the three sites where the household survey was conducted, a total of 2,728 individuals were interviewed: 2,244 women and 481 men. Overall household response rates were 87% for women and 86% for men. Individual response rate was 89% for women and 86% for men.

In Juba City, there were a total of 694 completed interviews: 477 females with an individual response rate of 73% and 217 males with an individual response rate of 88%. A total of 1,068 interviews were completed in Rumbek Centre: 804 females with an overall response rate of 92% and 264 males with an overall response rate of 84%. In the Juba PoC sites, where only women were interviewed, there were a total of 963 completed interviews with a response rate of 84%.



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## Partners

### What Works to Prevent Violence Against Women and Girls in Conflict and Humanitarian Crises

What Works to Prevent Violence Against Women and Girls (What Works) is an international multi-disciplinary partnership led by the International Rescue Committee (IRC) with George Washington University's Global Women's Institute (GWI) and CARE International UK (CIUK). Additional academic and research partners include the London School of Hygiene and Tropical Medicine (LSHTM), the Africa Population Health Research Center (APHRC) in Nairobi, Kenya, and Forcier Consulting in Juba, South Sudan.

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#### The International Rescue Committee

The International Rescue Committee (IRC) responds to the world's worst humanitarian crises and helps people whose lives and livelihoods are shattered by conflict and disaster to survive, recover and gain control of their future. At work in over 40+ countries to restore safety, dignity and hope, the IRC leads the way from harm to home.



The IRC was one of the first humanitarian organisations to launch specific programmes for survivors of violence against women and girls (VAWG), implementing VAWG programmes in refugee settings and other conflict affected communities from 1996. Over the past 17 years, the IRC has pioneered programmes that prevent and respond to VAWG, especially in emergencies and crisis, making the IRC a global leader in this field. Today, the IRC manages programmes targeting VAWG in 30 countries in Africa, Asia, and the Middle East, helping restore the dignity of survivors, creating economic opportunities for women and girls to rebuild and transform their lives, and tackling the root causes of violence.

#### The Global Women's Institute at the George Washington University

The Global Women's Institute (GWI) envisions a world where women and girls have the same rights and opportunities as men and boys and are free from discrimination, violence and coercion. GWI is a leading organization that bridges research, education and action to advance gender equality and reduce violence and discrimination against women and girls. By strengthening the global knowledge base on gender issues and being a catalyst for change, GWI makes a difference in the lives of women at home and abroad. GWI finds interventions that work, explains why they matter and takes action to bring about change.

The Global Women's Institute  
THE GEORGE WASHINGTON UNIVERSITY

#### CARE International UK

CARE International is one of the world's leading humanitarian and development organisations. Founded in 1945, the organisation has been fighting global poverty and defending the dignity of people around the world for 70 years. CARE currently works in 79 poor and developing countries, helping millions of the world's poorest people find routes out of poverty. It provides life-saving assistance when disaster strikes, and helps people rebuild their lives afterwards. It works alongside poor people and communities on long-term programmes to deliver lasting change. Its programmes and policy work tackle the underlying causes of poverty so that people can become self-sufficient. CARE places special focus on empowering women and girls because, equipped with the proper resources, women have the power to lift whole families and communities out of poverty.



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## DECANAL REVIEW PROCESS

Christopher Alan Bracey  
Vice Provost for Faculty Affairs and Professor of Law

February 9, 2018

### OFFICE OF THE PROVOST

#### COMPREHENSIVE REVIEW PROCESS FOR DEANS – BACKGROUND

##### ► The Faculty Code

- ▶ ii. Continuance. The Provost shall meet with each dean annually to discuss the dean's past performance and future goals. The Provost shall also periodically initiate a **comprehensive review** of each dean that **systematically solicits input from the school's constituents**, including but not limited to faculty, senior staff of the school, alumni, and students. A comprehensive review shall include the following steps:
  - ▶ 1. The Provost shall discuss with each Dean, at the time of the Dean's appointment or reappointment, the criteria by which the Provost will review the Dean
  - ▶ 2. The comprehensive review shall occur **at least every three years**
  - ▶ 3. The process for the comprehensive review, established by the Provost, shall generally be **consistent across schools, subject to adjustment for the differing conditions of each school**
  - ▶ 4. The Provost **shall provide to the school's full-time faculty a summary of the general conclusion of the review** with respect to the established criteria of the dean's performance. The details of the final evaluation shall be conveyed only to the Dean, Provost, President, and the Board of Trustees

## OFFICE OF THE PROVOST

### COMPREHENSIVE REVIEW PROCESS FOR DEANS – BACKGROUND

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- ▶ Faculty Advisory Committee
  - ▶ Representatives from all 10 schools:
    - ▶ Elias Carayannis (GWBS); Charles Garris (SEAS); Ellen Goldman (GSEHD/SMHS); Sara Hooshangi (CPS); Jean Johnson (SoN); Laird Kirkpatrick (LAW); Mike Moore (ESIA); Kathy Newcomer (CCAS/PP and PA); Sara Rosenbaum (SPH); Alan Wasserman (SMHS); Aaron Kramer (Faculty Affairs)
  - ▶ Administrative support for Institutional Research Team:
    - ▶ Cheryl Beil (Academic Planning and Assessment); Kim Dam (Survey Research and Analysis)
  - ▶ Chaired by Vice Provost for Faculty Affairs
  
- ▶ Provost's Charge to the Committee
  - ▶ Design and Recommend a Comprehensive Decanal Review Process
  - ▶ Design and Recommend Appropriate Survey Instruments for:
    - ▶ Faculty
    - ▶ Staff
    - ▶ Students
    - ▶ Alumni

2

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## OFFICE OF THE PROVOST

### COMPREHENSIVE REVIEW PROCESS FOR DEANS – SURVEY INSTRUMENT DILIGENCE

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- ▶ Survey History at GW
  - ▶ Presentation and discussion led by Cheryl Beil, *Associate Provost for Academic Planning and Assessment*
  
- ▶ Review of GW Survey Instruments
  - ▶ CCAS Dean's Council: Dean Review Survey
  - ▶ CCAS Dean's Council: Associate Dean Review Survey
  - ▶ GSEHD Dean Review: Faculty Survey
  - ▶ GSEHD Dean Review: Staff Survey
  - ▶ GSEHD Associate Dean Review: Faculty & Staff Survey
  - ▶ CPS Dean's Council Dean Review: Faculty & Staff Survey
  
- ▶ National Best Practices
  - ▶ Decanal Review and Search Processes at Public Research Universities (Educational Advisory Board)
  - ▶ Decanal Review Processes at Private Institutions (Educational Advisory Board)
  - ▶ Impressions of Administrators (IDEA Online)
  - ▶ University of Michigan: Dean's Evaluation Questionnaire

3

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## OFFICE OF THE PROVOST

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### COMPREHENSIVE REVIEW PROCESS FOR DEANS – FACULTY SURVEY GENERAL CHARACTERISTICS

- ▶ Areas of Focus
  - ▶ **Vision and Direction**
    - ▶ *Developing vision/direction for the School*
  - ▶ **Decision Making and Communication**
    - ▶ *Considering your input when making important decisions*
  - ▶ **Management**
    - ▶ *Ensuring that the dean's office executes its responsibilities in an efficient manner.*
  - ▶ **Climate**
    - ▶ *Encouraging open discussion about issues facing the school/college*
  - ▶ **Collaboration and Relationships**
    - ▶ *Collaborating effectively with GW administrators*
  - ▶ **School Specific Questions**
    - ▶ *Communicating expectations with respect to tenure and promotion*
  - ▶ **Additional Comments**
    - ▶ *Open Text Box*
- ▶ Feedback Scale
  - ▶ "less emphasis", "more emphasis", "about right," "no basis to judge"

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WASHINGTON, DC

4
THE GEORGE WASHINGTON UNIVERSITY

## OFFICE OF THE PROVOST

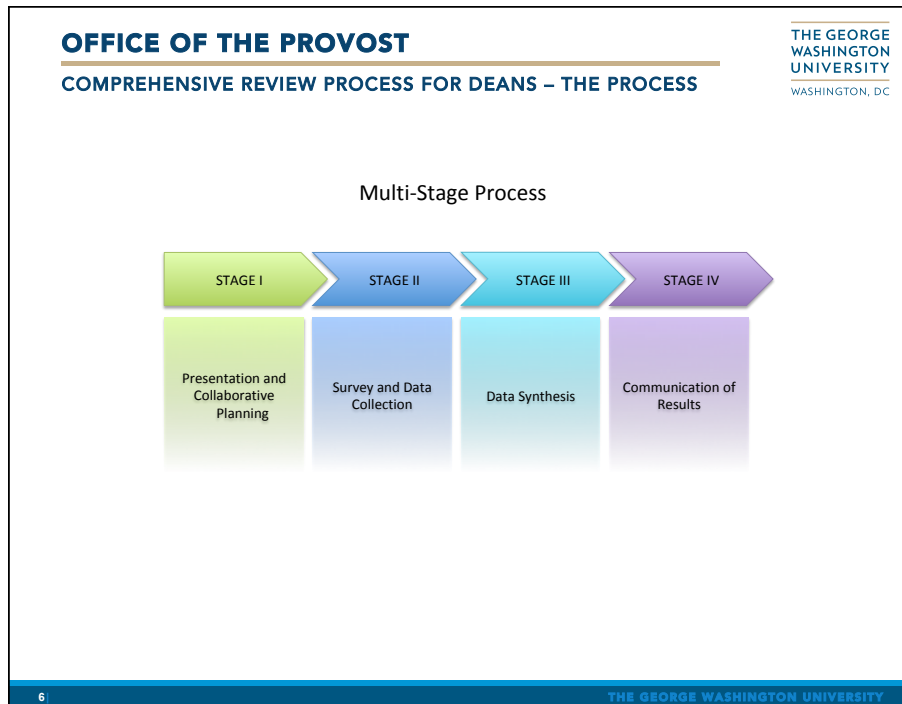
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### COMPREHENSIVE REVIEW PROCESS FOR DEANS – THE PROCESS

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Characteristics of the Process

5
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**OFFICE OF THE PROVOST**

COMPREHENSIVE REVIEW PROCESS FOR DEANS – SEAS RESPONSE RATES

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WASHINGTON, DC

- ▶ Faculty response rate to survey:  $62/87 = 71\%$
- ▶ 7 faculty came in for formal conversations to the Provost's office
- ▶ Numerous garage conversations
- ▶ Staff response rate:  $11/11 = 100\%$
- ▶ Student response rate:  $16/40 = 40\%$
- ▶ Alumni response rate:  $25/42 = 60\%$

7 | THE GEORGE WASHINGTON UNIVERSITY

**OFFICE OF THE PROVOST**  
STATUS AND PLANNING OF DECANAL REVIEWS

THE GEORGE WASHINGTON UNIVERSITY  
WASHINGTON, DC

### Comprehensive Review Timeline

Dolling (STAGE IV)      Vinson (STAGE II)

Goldman / Akman (Spring 2018)      Morant / Feuer (Fall 2018)      Brigety / Jeffries (Spring 2019)

Note: GWSB and CPS have interim Deans

8 | THE GEORGE WASHINGTON UNIVERSITY

**OFFICE OF THE PROVOST**  
COMPREHENSIVE REVIEW PROCESS FOR DEANS

THE GEORGE WASHINGTON UNIVERSITY  
WASHINGTON, DC

Christopher Alan Bracey  
Vice Provost for Faculty Affairs and Professor of Law  
[cbracey@gwu.edu](mailto:cbracey@gwu.edu)  
(202) 994-0513

9 | THE GEORGE WASHINGTON UNIVERSITY

**Provost Response<sup>1</sup> to Joint Task Force of the Faculty Senate  
Committees on Professional Ethics and Academic Freedom and Educational Policy to  
Investigate Online, Hybrid, and Off-campus Degree Programs at GW**

**February 2, 2018**

**Background**

In April 2017, the Executive Committee of the Faculty Senate established a task force to investigate the quality of online and off-campus degree programs. This stemmed from recognition that remotely offered courses were rapidly expanding; a strong conviction that all of our programs need to be of high quality; and a realization that there had not been a systematic review of the quality of all online programs, including a comparison between the same programs that were offered in both face-to-face and online modalities.

In October 2017, the chair of the task force presented a [preliminary report](#) to the Faculty Senate. The report suggested that: (a) there was no master list of online, hybrid, or off-campus degree programs; and (b) it could not be determined if online courses/programs were equivalent in quality and content to what was offered in a traditional, face-to-face settings. The report also raised a number of issues concerning whether our online programs were attracting students who might otherwise be interested in our face-to-face programs.

The report came up with a number of suggestions. Most importantly, the report made the case that in light of the fact that online courses and programs are currently overseen by the different GW schools (as are face-to-face courses), the preliminary report called for increased central administrative oversight of the burgeoning online program offerings.

Subsequently, there were a number of national news stories following the circulation of the report. Likewise, a number of students and faculty felt unfairly denigrated and expressed concern about the aspersions about the quality of the online courses, the students in them, and the faculty that taught them of courses in the report.

This memo is a response to the report and will: (a) provide an overview of GW's online and distance offerings and the students enrolled in them; (b) discuss the quality of the programs relative to our face-to-face offerings; (c) articulate standards all online and distance education programs are expected to follow; and (d) suggest different monitoring mechanisms to employ. The bottom line is that by all indicators those teaching our online offerings are providing an excellent education and those taking

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<sup>1</sup> Special thanks to Cheryl Beil, PB Garrett, Geneva Henry, Terry Murphy, and the Online Committee for their input.



advantage of our online offerings are receiving an excellent education. Nevertheless, it is important that there is more transparency about the role of remote educational offerings and that both clear standards and better monitoring mechanism should be in place.

## **Overview of Online and Distance Offerings and Students**

GW has extensive distance / online courses. Some formats of distance education courses tend to be offered with a 100% of the courses in synchronous format. Effectively, students participate in a class from different locations remote from the instructor and have the opportunity to ask questions throughout the class. Recent growth in synchronous distance offerings is associated with a decline in face-to-face off-campus courses (but not on-campus) offerings. Much of what is now offered as online/distance courses replaced those that previously took place on the campuses of various corporations across the country. This memo will refer to this type of class as “distance education.”

In contrast, the primary growth in online courses have both an asynchronous and synchronous component. During the synchronous component all students must be present at the same time; the class is offered on a scheduled basis. The asynchronous part can be completed on a student’s own schedule. Typically, it includes a significant number of videos that frequently (but not exclusively) include presentations by GW faculty. The asynchronous portion of the course is usually developed in conjunction with an instructional designer to make it more engaging and interactive. This memo will refer to this type of class as “online.”

Whereas the School of Engineering and Applied Science (SEAS) offers distance education [synchronous] courses for credit, the School of Nursing (SON), Graduate School of Education and Human Development (GSEHD), School of Business (GWSB), School of Medicine and Health Sciences (SMHS), Milken Institute School of Public Health (MISPH), College of Professional Studies (CPS), and Columbian College of Arts and Sciences (CCAS) students routinely enroll in online courses for credit that offer both synchronous and asynchronous components. I anticipate additional online programs offered in the future from ESIA and Law. All courses that are offered online or distance are coded using a unique campus code in our Banner system and are coded as “online” in our [schedule of classes](#). Academic programs where a student can earn the degree remotely can be easily identified in GW’s [program finder](#) by selecting “online” for the campus location.

Over the past few years, GW and other institutions have experienced increasing demand for courses offered remotely. In 2016-17, 9,945 students took 91,992 credits in a non-face-to-face format. Seventy-three percent of these credits were offered at the master’s level, 15% at the bachelor’s level, and 5% at the doctoral level. The vast majority of the doctoral students are receiving a professional doctoral degree, and, for all practical purposes, none are pursuing their doctorate as a path to an academic career. There

were also non-degree and certificate students. Forty-one percent of the students who took one or more courses in either a distance or online format also took one or more courses in a face-to-face format. Distance and online courses accounted for approximately, \$110M of our gross tuition revenue. Undergraduate revenue was approximately 10% of this.

Fifty-nine percent of students who took an online course did not take any courses face-to-face. The vast majority of these students are in one of our online/distance programs. Currently GW offers 164 [online/distance](#) programs: 69 are undergraduate, post-baccalaureate, or post-master's certificates, and 95 are degree-granting programs.

It is also clear that students who took a course remotely are different from face-to-face students. A significantly higher proportion of our online/distance students are from under represented populations (25% compared to 18% of our overall students; and 26% compared to 20% when limited to graduate students), and they are significantly less likely to be international (7% compared to 15%). They also tend to be eight years older than face-to-face students. Even when one limits one's comparison to graduate students, face-to-face students are four years younger and are much more likely to have enrolled in a graduate program directly out of college.

While we do not have the data systematically across the university, the MISPH compared its online and face-to-face graduate students and discovered that the online students were much more likely to be the first in their family to pursue an advanced degree (47% versus 15%), and had similar grades in college and GRE scores compared to face-to-face students. Whereas the college GPA for MISPH online students was 3.2, it was 3.4 for the face-to-face students. Online students scored at the 65<sup>th</sup> percentile on their verbal GRE and at the 46<sup>th</sup> percentile on their quantitative GRE compared to face-to-face students who scored at the 63<sup>rd</sup> percentile on the verbal GRE and at the 47<sup>th</sup> percentile on the quantitative GRE.

There is no fact-based evidence that the academic ability of online/distance students is any different from those of face-to-face students. What is clear is that our online/distance students are a critical component of GW's mission and our efforts to provide access to a broad group of students.

### **Academic Strength of Our Online/Distance Offerings**

While assessing academic merit is never an easy task, it is increasingly clear that there is no evidence to support the claim that our online/distance offerings are inferior to our face-to-face offerings.

First, most of our online courses are developed in conjunction with instructional designers and refreshed on a regular basis. Second, student course evaluations completed between spring 2015 and spring 2017 indicate that the quality of online

instruction is either comparable or slightly higher compared to the instruction in face-to-face settings (see Appendix 1 for comparisons between online/distance and face-to-face teaching evaluations). Likewise, evaluations that make direct comparisons between face-to-face and online programs for GSEHD, GWSB, MISPH, and SEAS uniformly have very modest differences. Although the face-to-face and online/distance courses tend to be evaluated above 4.0 on a 5.0 scale, it is important to note that there are occasionally outliers; not every course, regardless of modality in which it is taught, is at the standard I would like.

Second, national rankings routinely rank our online programs at or above their face-to-face counterparts. In the 2018 *U.S. News* online rankings, GW programs were ranked as follows:

- Online Bachelor's (SMHS): 23 out of 231 ranked schools
- Online Graduate MBA: 54 out of 204 ranked schools
- Online Graduate Business: 19 out of 119 ranked schools
- Online Master of Science in Information Systems (GWSB): 19 out of 39 ranked schools
- Online Graduate Education: 31 out of 223 ranked schools
- Online Graduate Engineering: 26 out of 68 ranked schools
- Online Graduate Nursing: 5 out of 117 ranked schools

Admittedly, *U.S. News* is not a perfect vehicle for finite comparisons. It is for this reason that the rankings are considered crude indicators of the quality of a program. Moreover, the relative weight that *U.S. News* uses for the underlying variables (graduation rate; course size; accessibility; faculty quality; etc.) are somewhat arbitrary. However, the variables that make up the ranking do provide an overall indicator of a program's relative strength, and none of these scores suggests to me that GW online programs are inferior in some critical dimension. Indeed, what is apparent is that our remote offerings are frequently considered some of the best in the country. This is a sentiment that many members of our faculty involved in these programs have articulated to me over the past few months.

Third, scholars from other institutions have complimented these remote programs during either academic program reviews or accreditation visits. For example, following a recently completed review of the online Health Care management program, the visiting team from the Commission on Accreditation of Healthcare Management Education (CAHME) highlighted that one of the strengths of the MISPH program was the support that 2U provided.

Teaching evaluations, national rankings, and comments from outside reviewers all point in one direction—GW's academic programs, regardless of modality, easily pass a quality threshold. There is no doubt that within the market our remote programs are viewed as holding their own. It is not surprising that these programs are growing and that much of the growth is occurring as corporations either commit to funding scholarships to

students that they will eventually want to hire (SON) or fund and encourage their employees to enhance their training by enrolling in a GW Online program (SEAS).

### **Setting Standards**

At every university, there is a tension between letting individual faculty design and offer courses with their own specifications, allowing schools to impose their own criteria, or having the university impose standards. At the university level, we require that every school have their programs either go through an academic program review every five years or a professional accreditation review. These reviews provide me with an additional opportunity to assess what is happening at the programmatic level.

Having said this it is clear that every course and program has the ability to affect the reputation of the university as a whole. The Faculty Senate has expressed concern that courses and programs that are approved in a face-to-face setting do not have to go through a second approval process to be offered online, which raises questions about how can we ensure the rigor and integrity of our online offerings. Inevitably, this concern reflects the fact that asynchronous education creates additional opportunities for courses to become stale.

Building on discussions within the university committee on online education, we will be asking all online programs to meet Quality Matters standards as a minimum. Likewise, all instructional designers who work on course development should be trained and certified in the Quality Matters standards. Finally, the university will offer Quality Matters seminars and training to faculty who are interested in having a firsthand understanding of the standards and their importance, without having to rely upon their instructional designer.

Quality Matters is a non-profit national organization that is considered by many to be the gold standard for quality in online education. Indeed, many of the requirements mandated to be a member of National Council for State Authorization Reciprocity Agreements (NC-SARA)<sup>2</sup> follow the expectations of Quality Matters.

Quality Matters has a set of eight general standards and 43 specific review standards used to evaluate online courses. The eight general standards of this rubric pertain to: course overview and introduction, learning objectives (competencies), assessment and measurement, instructional materials, course activities and learner interaction, course technology, learner support, accessibility and usability.

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<sup>2</sup> GW's membership in SARA ensures that its online programs meet the requirements for all participating states. Moreover, SARA standards are the same as those recommended by all regional accrediting agencies, including Middle States.

In addition to meeting the Quality Matters standards, the Provost office will update its recommended syllabus template and suggest that faculty teaching online synchronous or asynchronous courses include in their syllabi the items listed in Appendix 3.

While we recognize that there are additional standards that one may impose (e.g. advising ratios; material adoption; specific feedback requirements for the student), these are not unique to online. We expect schools and their units to take the lead in setting their own expectations.

### **Monitoring and Enforcement**

To date, there has been no indication that our online/distance courses are less rigorous than our face-to-face courses. Nevertheless, we do not want GW to be at risk because it was unaware of what is being offered across all modalities. Therefore, we plan to take four steps.

First, we will send a reminder to all academic leaders that they are responsible for the academic integrity of all the programs that fall under them.

Second, we will clarify that academic program reviews need to include separate analyses for online/distance programs, even if the programs are the same. Appendix 4 provides a redlined and marked up version of the newly released academic program review guidelines that incorporate these changes.

Third, we propose that courses offered in a distance format should electronically-capture and retain for at least one semester the faculty lectures to assist their schools in the reviews of teaching performance and educational efficacy.

Finally, all online courses should use the electronic course feedback tool, [SmartEvals](#), as its end-of-semester course evaluation tool. The recommended survey for online courses includes questions specific to online venues. Additional questions can be added to the form to meet the needs of the instructor and department. While we will work with the Online Committee to identify the specific questions, Appendix 5 provides the sort of questions that might be asked exclusively of online students

### **Conclusion**

Remote education has become critical to our capacity to perform our mission. And, our remote educational programs are frequently teaching students in a way that is as good as our first-rate face-to-face programs. Likewise, the students in our online program have academic qualifications comparable to face-to-face students. The evidence is clear. GW is drawing top quality students into both its remote and face-to-face programs, and equally clearly, students are reflecting high levels of satisfaction with the quality of their GW education, regardless of the delivery modality.

Nevertheless, we also recognize that remote education is significantly more complicated to offer compared to face-to-face offerings and that many of the techniques faculty learned in a face-to-face setting may not work online. Therefore, it is important that there is a set of standards utilized university wide, that mechanisms are instituted to ensure that monitoring is routinely done at the school level, and to make sure that online programs receive the same scrutiny that face-to-face programs receive in academic program reviews.

## **Appendices**

1. Course evaluations comparisons between courses offered face-to-face and online
  - Graduate programs
  - Undergraduate programs
  - Engineering Management and Systems Engineering
  - GSEHD programs
  - GWSB programs
  - Public Health programs
2. Quality Matters Higher Education Rubric, Fifth Edition
3. Syllabus Template suggested updates
4. Academic Program Review revised guidelines (Redlined with online inclusion)
5. Course evaluation suggested additions

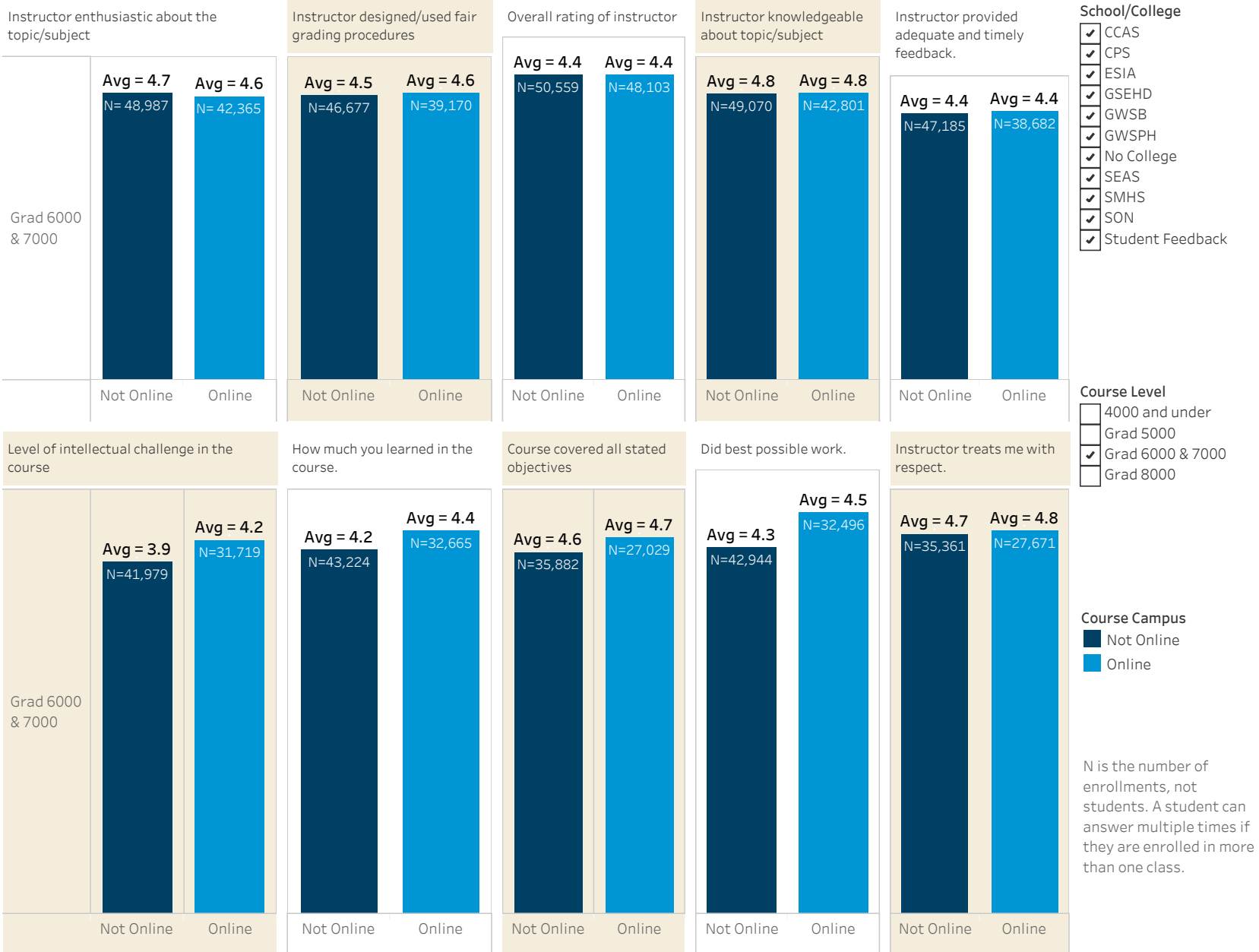
# Appendix 1

Course evaluations comparisons between courses offered face-to-face and online

- Graduate programs
- Undergraduate programs
- Engineering Management and Systems Engineering
- GSEHD programs
- GWSB programs
- Public Health programs

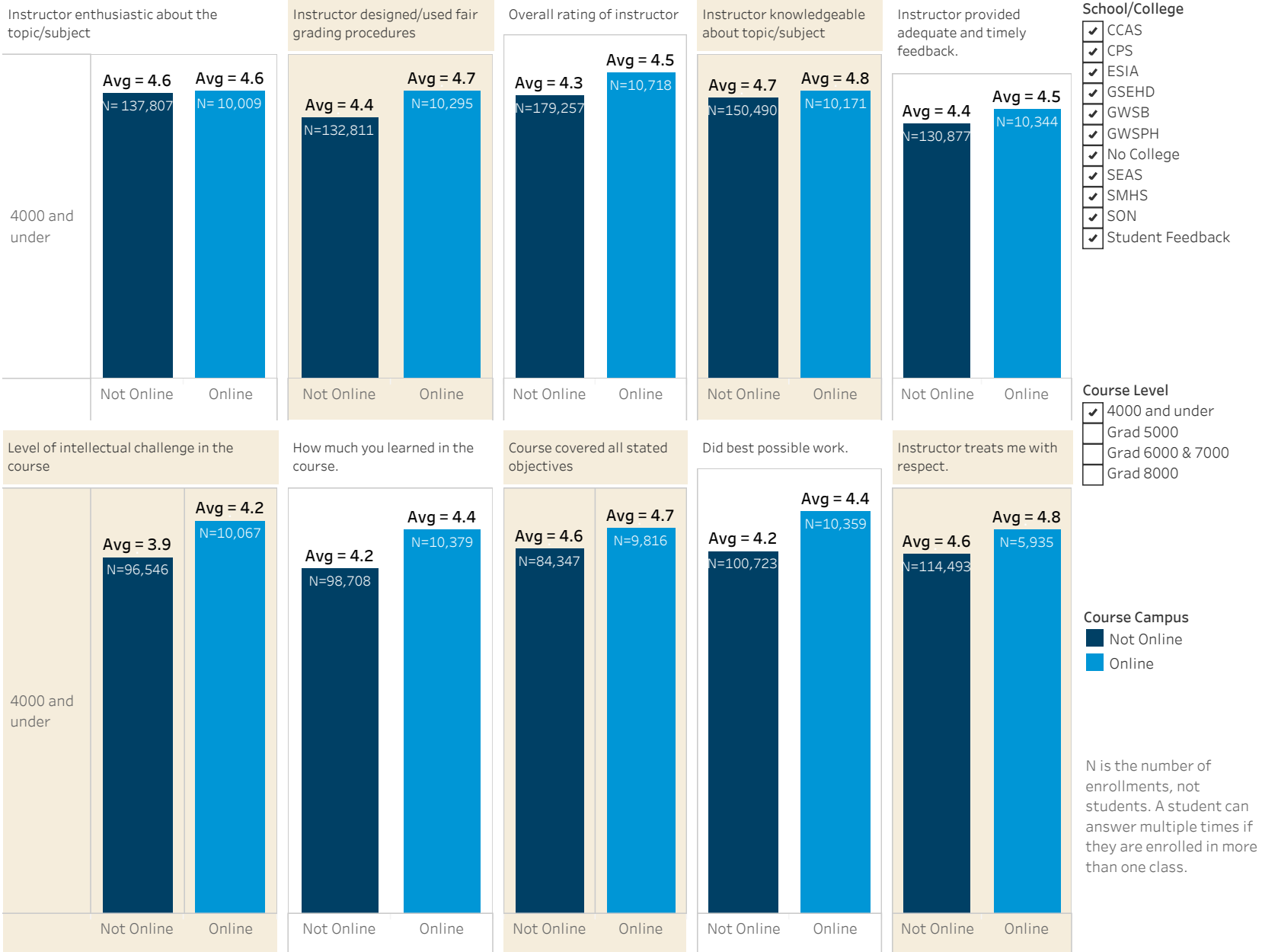
# Student Feedback by Course Delivery Method

## Spring 2015 - Spring 2017





# Student Feedback by Course Delivery Method Spring 2015 - Spring 2017

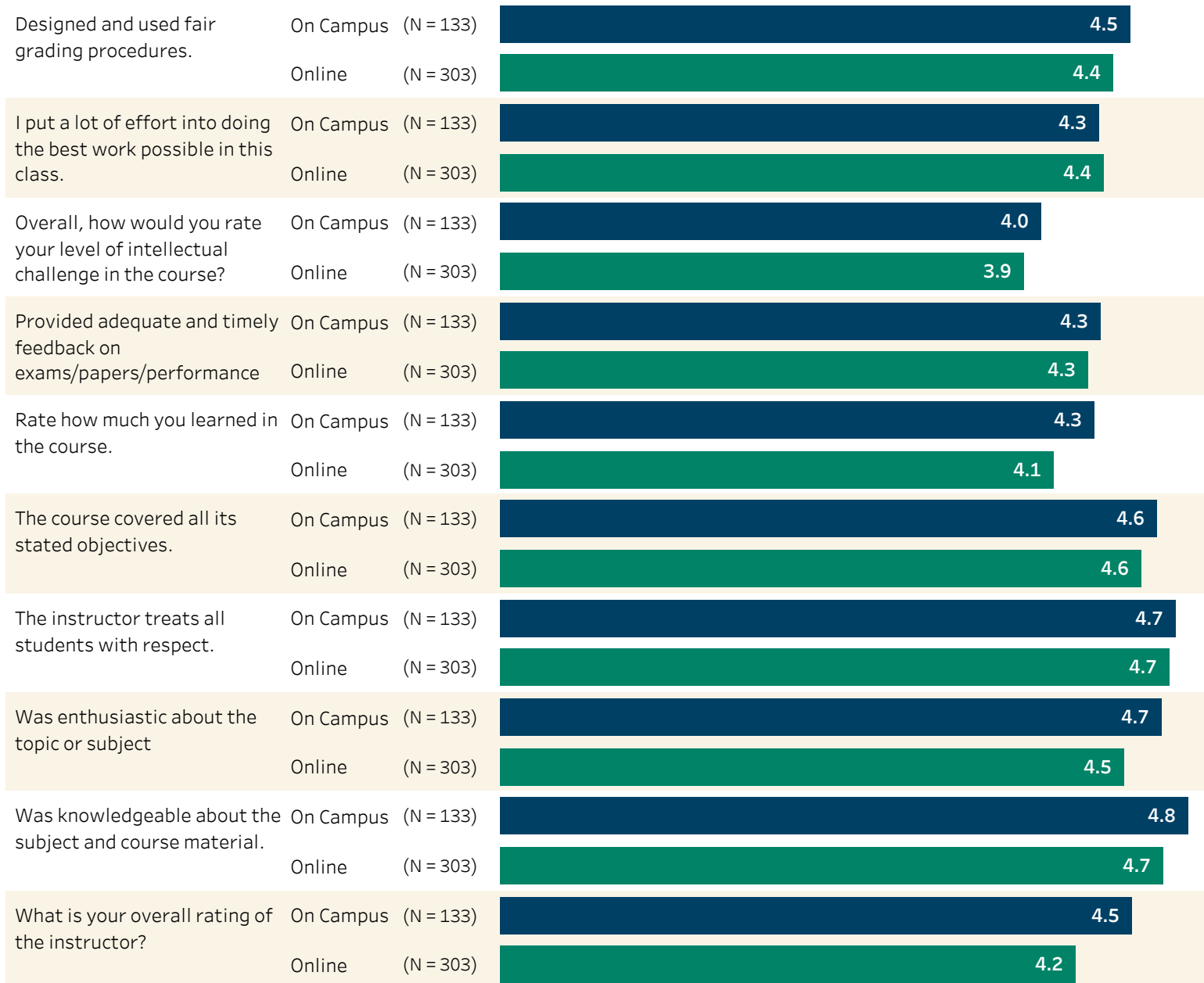


# Student Feedback Results: Spring 2015-Summer 2017

## Not online vs. online courses, GWSB questions vs. standard questions



## EMSE Fall 2017 Student Feedback Results by Course Campus

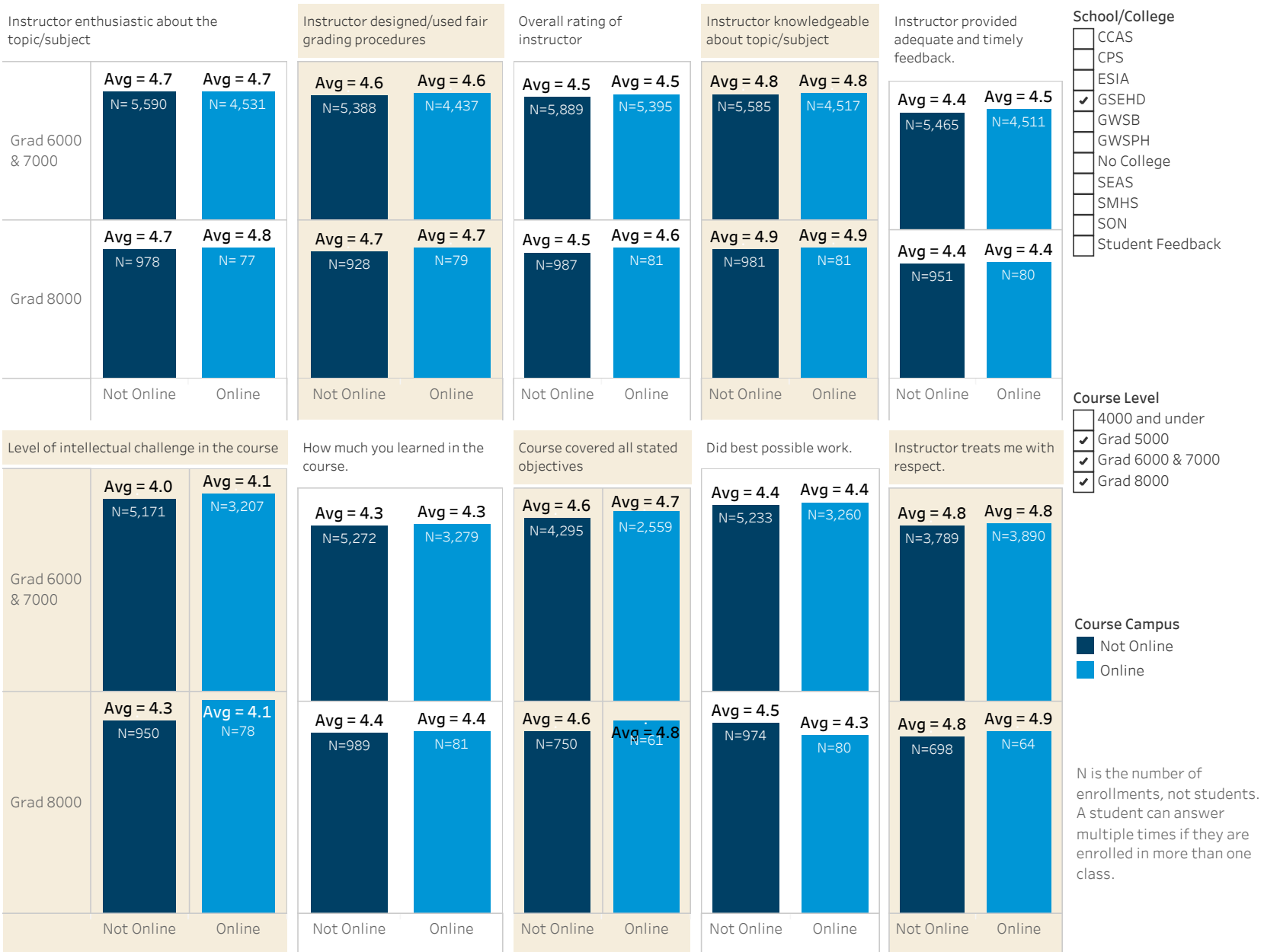


# Student Feedback by Course Delivery Method

## Spring 2015 - Spring 2017



Office of Survey Research and Analysis



- School/College**
- CCAS
  - CPS
  - ESIA
  - GSEHD
  - GWSB
  - GWSPH
  - No College
  - SEAS
  - SMHS
  - SON
  - Student Feedback

- Course Level**
- 4000 and under
  - Grad 5000
  - Grad 6000 & 7000
  - Grad 8000

- Course Campus**
- Not Online
  - Online

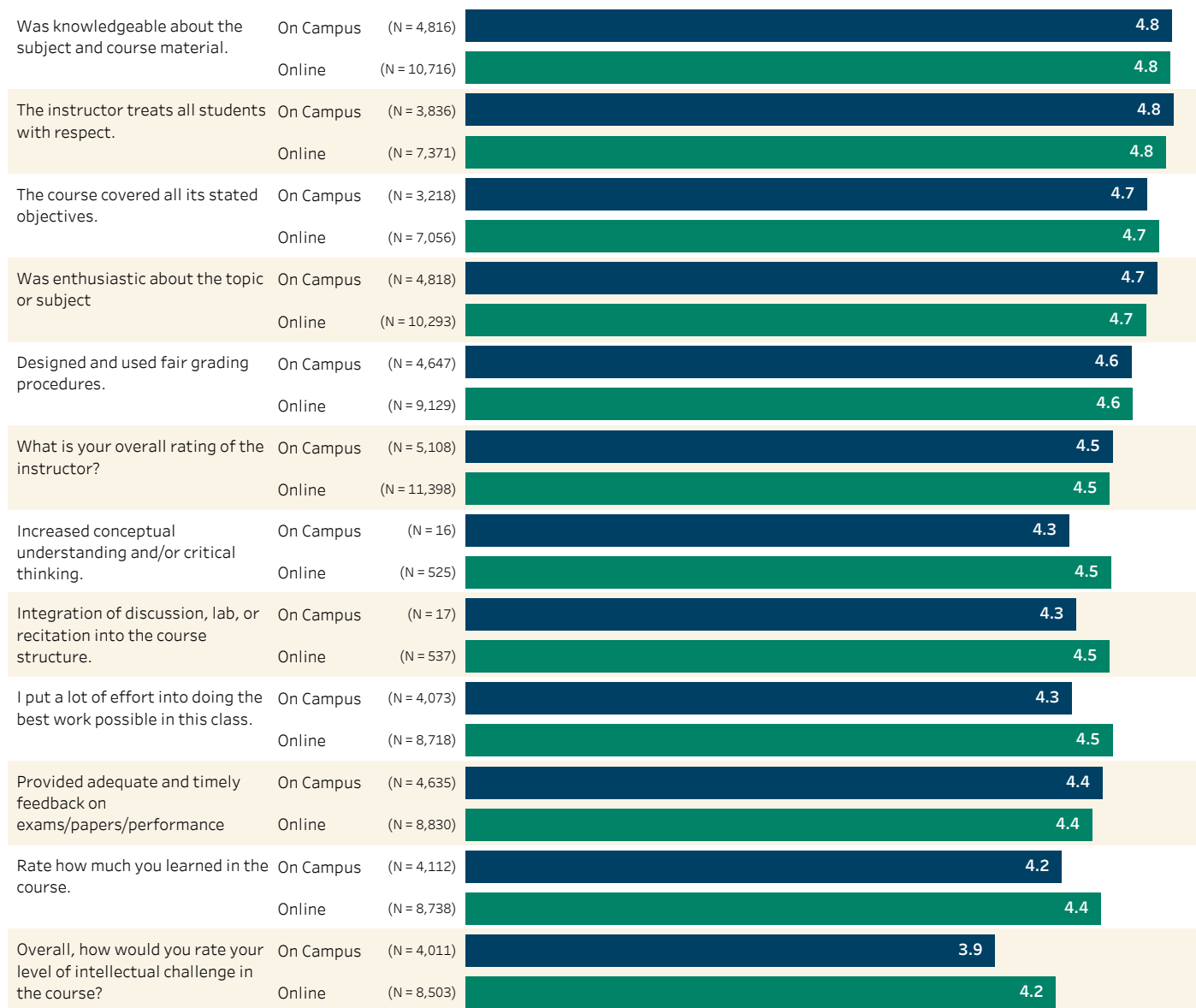
N is the number of enrollments, not students. A student can answer multiple times if they are enrolled in more than one class.

# PUBH Online vs. On Campus Feedback Results

Fall 2015 - Fall 2017 | Only courses offered both on campus and online are included

Overall Select a course

## 5-point scale questions



## 10-point scale questions



## **Appendix 2**

Quality Matters Higher Education Rubric,  
Fifth Edition



# Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full annotated QM Rubric visit [www.qualitymatters.org](http://www.qualitymatters.org) or email [info@qualitymatters.org](mailto:info@qualitymatters.org)

## Standards

## Points

<b>Course Overview Introduction</b>	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
<b>Learning Objectives (Competencies)</b>	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
<b>Assessment and Measurement</b>	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
<b>Instructional Materials</b>	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
<b>Course Activities and Learner Interaction</b>	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
<b>Course Technology</b>	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
<b>Learner Support</b>	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
<b>Accessibility and Usability*</b>	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

\* Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

## **Appendix 3**

Syllabus Template suggested updates



## **APPENDIX 3.**

### **SUGGESTED ITEMS TO ADD TO SYLLABUS TEMPLATE**

#### **Suggested items to add to template:**

- 1) Instructions on how to get started and where to find various course components
- 2) Minimum technology requirements for participation in the course
- 3) Link to student support (e.g., technical requirements and support, student services, obtaining a GWorld card, state contact information) <https://online.gwu.edu/student-support>
- 4) Information about the accessibility of all technologies required in the course
- 5) Instructor contact information (for ALL types of courses)
- 6) Requirements for accessing and participating in the course (e.g., requisite skills for using technology tools and software apps; computer equipment requirements such as webcam, microphone, software)

### [Recommended Syllabus Template](#)

[Modeled after CCAS syllabus template]

#### **Syllabus Requirements**

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In accordance with the regulations laid out in the GW Faculty Handbook, updated April 2015, Section 2.7.3.4, the syllabus for all proposed courses should include the following:

1. Bulletin course descriptions
2. Course prerequisites, if any.
3. Learning outcomes that state descriptions of behaviors or skills that students will be able to demonstrate at the end of the class or unit, (see: [assessment.gwu.edu/course-assessment](http://assessment.gwu.edu/course-assessment)).
4. Average minimum amount of out-of-class or independent learning expected per week, (see [provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf](http://provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf)).
5. Required textbooks, materials and recommended readings.
6. Week-by-week schedule of topics to be presented.
7. Description of assignments and other course assessments that delineate how student performance will be evaluated.
8. Statement on University policy on observance of religious holidays (see text, below).
9. Statement regarding accommodations for student with disabilities (see text, below).
10. Reference to the GW Academic Integrity Code (see suggested text, below).
11. Reference to the Security and Safety Policy (see suggested text, below).

For the GW Faculty Handbook see:

[https://provost.gwu.edu/sites/provost.gwu.edu/files/downloads/Resources/Faculty\\_Handbook-Approved\\_20150410.pdf](https://provost.gwu.edu/sites/provost.gwu.edu/files/downloads/Resources/Faculty_Handbook-Approved_20150410.pdf)

## **Recommended Syllabus Template**

---

### **Course and Contact Information:**

Course: [department, course title, number, section]

Semester: [semester, year]

Meeting time: [day, time: from-to]

Location: [building, room]

### **Instructor:**

Name:

Campus Address:

Phone:

E-mail: [Please use GW address]

Office hours:

**Bulletin course description:**

[The course description should be brief (1-2 sentences), written in the present tense, and include only the primary themes/topics to be covered. Please avoid using jargon. Approved courses can use the GW Bulletin description.]

**Course prerequisites, if any:**

[List all prerequisite courses using departmental code and course number. Also list specific skills, knowledge, credits completed, and the like, if appropriate.]

**Learning outcomes that state descriptions of behaviors or skills that students will be able to demonstrate at the end of the class or unit:**

[Please ensure that the learning outcomes are appropriate to the level at which the course is designed. Avoid verbs like “understand” or “know;” instead, use verbs such as analyze, synthesize, apply, and evaluate.]

“As a result of completing this course, students will be able to:

- 1.
- 2.
3. [etc.]”

[Note: For guidance on writing learning outcomes, see: [assessment.gwu.edu/course-assessment](http://assessment.gwu.edu/course-assessment)]

**Required textbooks, materials, and recommended readings:**

[List all required textbooks, workbooks, websites, etc.

List all recommended or supplemental course learning materials

Clearly identify which materials are required, recommended, or supplemental]

Author	Title	Edition

**Average minimum amount of out-of-class or independent learning expected per week:**

[In a 15-week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week. A 3-credit course should include 2.5 hours of direct instruction and a minimum of 5 hours of independent learning, totaling a minimum of 7.5 hours per week. More information about GW’s credit hour policy can be found at: [provost.gwu.edu/policies-forms](http://provost.gwu.edu/policies-forms) (webpage); or [provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf](http://provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf) (form).]

**Week-by-week schedule of topics to be presented:**

Date	Topic(s) and readings	Assignment(s) Due
[The following statement should be included at the end of the class schedule]:		
NOTE: In accordance with university policy, the final exam will be given during the final exam period and not the last week of the semester. For details and complete policy, see: <a href="http://provost.gwu.edu/administration-final-examinations-during-examination-period">provost.gwu.edu/administration-final-examinations-during-examination-period</a>		

**Assignments**

[A detailed breakdown of course assignments and due dates by lesson module. Including assignment descriptions, method of assessment/evaluation, and point value is recommended.]

Assignment	Description	Total Points
	Total Possible Points	

**Grading**

List what will be counted and percentages. [For example:

- midterm exam ( \_\_%)
- paper ( \_\_%)
- final exam ( \_\_%)
- class participation/attendance ( \_\_%)

**University policies:**

**University policy on observance of religious holidays**

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see:  
[students.gwu.edu/accommodations-religious-holidays](http://students.gwu.edu/accommodations-religious-holidays).

## **Academic integrity code**

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For details and complete code, see: [studentconduct.gwu.edu/code-academic-integrity](http://studentconduct.gwu.edu/code-academic-integrity)

## **Safety and security**

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

## **Support for students outside the classroom**

### **Disability Support Services (DSS)**

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information see: [disabilitysupport.gwu.edu/](http://disabilitysupport.gwu.edu/)

### **Mental Health Services 202-994-5300**

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see: [counselingcenter.gwu.edu/](http://counselingcenter.gwu.edu/)

## **Appendix 4**

Academic Program Review revised guidelines  
(Redlined with online inclusion)

## Academic Program Reviews

### Guidelines for Conducting a Self-Study

[Revised January 2014, online program revisions December 2017]

<http://academicplanning.gwu.edu/academic-program-reviews>]

The self-study is the vital initial element of the Academic Program Review (APR) process. It is intended to give departments and programs (“units” below) an opportunity to conduct a critical evaluation of their current status and activities, across all programs, certificates, and courses offered by the unit, **regardless of modality or location of offering**. These guidelines were developed in order to establish a consistent framework for providing necessary information across the university. This will facilitate planning not only at the unit level, but at the school and university-wide levels as well.

*The first two sections (I) **Analysis of Strengths and Areas for Improvement** and (II) **Five-Year Strategic Plan** are by far the most important.* They provide the analytic information that will inform external and internal review teams, deans, and the Office of the Provost regarding those issues the unit considers of greatest importance or concern and how it intends to address them. But (perhaps counter-intuitively) these first two sections are actually completed at the *end* of the self-study process as their content is based on information generated in sections III-VII that follow. Sections I and II also allow for an assessment of how well the unit contributes to the goals of *2021 Vision: The Strategic Plan for the Third Century of the George Washington University*.

GW has leased a data management software tool, TaskStream, to collect, manage, and store much of the information required in the self-study and for yearly program and general education assessments. Questions regarding these guidelines may be directed to the appropriate dean’s office or to the Associate Provost for Academic Planning and Assessment, Cheryl Beil, at 4-6712, or [cbeil@gwu.edu](mailto:cbeil@gwu.edu). Questions regarding TaskStream, including information on how to access your individual work areas, should be directed to Alex Feldman, at 4-0933, or [alexmf@gwu.edu](mailto:alexmf@gwu.edu). (More information about TaskStream can be found at <http://academicplanning.gwu.edu/taskstream>.)

How units conduct their self-study is left largely to the discretion of deans and unit faculty. In preparing their final self-study report, however, all units should follow these guidelines, using the main headings provided below. Upon completion, the self-study report should be submitted, via TaskStream, to both your dean and to the Office of the Associate Provost for Academic Planning and Assessment.

#### **Self- Study Main Sections**

- I. Analysis of Strengths and Areas for Improvement
- II. Five-Year Strategic Plan
- III. Mission Statement
- IV. Faculty
- V. Curriculum and Assessment
- VI. Enrollment Trends
- VII. Scholarly/Creative Productivity
- VIII. Supporting Materials:
  - Facilities
  - University and school service
  - Other pertinent information

# Guidelines for Conducting an APR Self-Study

## I. ANALYSIS OF STRENGTHS AND AREAS FOR IMPROVEMENT

This section, one of the two most important in the unit's self-study, should include highlights of the evaluation of all goals for student learning, faculty scholarly/creative productivity, and service to the discipline, the University and the community as applicable. *Discuss specific strengths, immediate and future opportunities and challenges, and areas for potential improvement.* The evaluation should consider any trends in the data and factors that may account for those trends. Most important, it should be honest.

## II. FIVE-YEAR STRATEGIC PLAN

This other very important section should lay out the unit's plans for the next five years for developing its strengths, meeting challenges and opportunities, and addressing the areas identified for improvement. It should include a **prioritized** list of issues/problems to be addressed. These plans should correspond to the university's strategic initiatives whenever possible. (A copy of the strategic plan and related goals may be found at: <https://provost.gwu.edu/strategic-plan>.) For **each** issue/problem identified for improvement, please provide the following:

- Specific goals and objectives;
- Actions to be taken in order to achieve the stated goals;
- A schedule for implementation of the actions; and
- Measures of effectiveness for each of the actions.

## III. MISSION STATEMENT

Provide the unit's mission statement. The self-study is a good time to reconsider (or develop, if necessary) mission statements.

*Questions to consider for a mission statement:*

- **Unit's purpose:** a statement of purpose and how departmental activities align with its mission.
- **Relationship to your school's mission:** a statement of the unit's contributions to the mission of your school(s). How does the unit contribute to school goals and advance its strategic plan?
- **Relationship to the University's strategic plan:** how does the program contribute to GW's strategic plan?
- **Doctoral Programs:** Provide a well-defined mission and focus.

## IV. FACULTY

### A. Full-Time Faculty Profile

- List all full-time faculty by rank and tenure status, including those on contract. Indicate which of the faculty were hired in the past five years.
- Describe your experience in retaining existing faculty and recruiting new faculty.
- What anticipated faculty changes and hoped-for new hires are projected over the next five years?



- Describe the unit's goal for achieving faculty gender, racial, and ethnic diversity

#### **B. Part-Time Faculty Profile**

- Discuss your unit's reliance on part-time and/or contract (as opposed to tenured or tenure-track) faculty.
- What percentage of your face-to-face and online courses are taught by full-time and part-time faculty each semester (including summers)?
- If part-time faculty are teaching doctoral-level courses, what are their qualifications?

#### **C. Faculty Productivity**

When relevant, attach data from unit annual reports to provide the following data (some of this will be available from unit annual reports, TaskStream, or Literati). A five-year faculty workload report can be found as an attachment in Section IV in TaskStream.

- List publications and creative works for past five years (see also VII).
- List external funding sought and received for past five years.
- List professional activities for past five years.

### **V. CURRICULAR DEVELOPMENT AND ASSESSMENT OF STUDENT LEARNING**

In this section, review all undergraduate majors, master, certificate, and doctoral degree programs for which your unit is responsible. If a program is offered in more than one location or using different modalities, evaluate each location and modality of that program separately, as specifics of the curriculum and indicators of quality may differ across locations and modalities.

#### **A. List of Programs**

First, list ALL programs currently offered by the unit (e.g., undergraduate majors and minors, double majors, interdisciplinary majors and minors; combined bachelor/master degree programs or other dual or joint programs; and master, doctoral, certificate program, and other degree programs). Indicate whether the program is offered predominantly in a face-to-face or online format. For undergraduate offerings, include any special academic programs supported by the unit (e.g., academic/residential programs, summer institutes, study abroad). For doctoral programs, include and define concentrations, and list faculty associated with each.

#### **B. Curriculum Development and Relevance**

*Questions to consider:*

- As your discipline, the external environment, and unit resources have changed during the past five years, how has the unit responded to new challenges and new opportunities?
- What changes, such as offering programs off-campus or online, have been put in place?
- (For online courses) Describe the technical support system available for the creation of online courses. What review process is in place (or used) to determine if the course meets the department's academic standards.
- Does the curriculum reflect best practices in your discipline and adequately prepare students to succeed at the next career or educational step?
- During the past five years, what significant curriculum changes have been planned and implemented to stay abreast of the discipline?
- What changes are planned or underway to support the university's strategic initiatives?

- What changes have occurred in degree requirements, courses offered, internships, or other elements that define the learning expectations and experiences of students in each program?
- What career path expectations does the doctoral program have for its graduates upon earning their degrees?
- How have you used measures such as student surveys, course evaluations, alumni placement, alumni satisfaction, alumni gifts, employer ratings, intern supervisor ratings, and student research and conference presentations to review and inform the curriculum?

(Three years of survey data from the undergraduate and graduate student graduation surveys can be found in TaskStream in Appendix D.)

### C. Assessment of Student Learning

Assessment of student learning is an essential tool for advancing GW's commitment to achieve academic excellence in teaching and to provide outstanding learning experiences for its students. How well students have mastered the knowledge, analytic skills, and tools set forth in each degree program's learning outcomes serves as the key measure of how successfully the degree program contributes to these overall university goals. Moreover, a large component of GW's reaccreditation by Middle States is based on implementation of a "comprehensive, organized, and sustained process for the assessment of student learning outcomes, including evidence that assessment results are used for improvement<sup>1</sup>."

#### Assess student learning

Units should use their past five years of annual assessments of student learning as the foundation for this section. Separate assessments should be included for those programs offered in a face-to-face setting and those offered online.

- Provide a list of each degree program's major learning goals or outcomes. Note any changes in learning outcomes that have been made over the past five years.
- Summarize and review how well students have achieved the learning goals, outcomes, objectives and/or competencies defined by each degree program on its own or in accordance with its professional accreditation group and any changes made in response to each year's findings. (The number of learning outcomes may range from as few as three to as many as 12-15 depending on accrediting agency requirements.) **Is student achievement (measured by the assessment of learning outcomes) consistent across modalities?**
- Reflect on the past five years' annual reviews of student learning and the changes made in the curriculum and teaching to evaluate how well your program is achieving its mission and providing quality academic programs and opportunities for its students. **Are there consistently high-quality learning experiences across courses and across modalities?**
- Cite the three most important changes made in each degree program in response to the annual assessments.
- What is your overall evaluation of the improvements of the past five years in each degree program?
- What is currently the most important aspect of each program where the students could be doing better, and how is the faculty planning to improve student learning?

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<sup>1</sup> From GW's 2008 Statement of Accreditation by Middle States Commission on Higher Education.

Yearly assessment reports for each degree program should be included in Appendix A.

#### **D. Map the curriculum**

Individual courses and curricula should be developed within the context of the unit's goals and should reflect a coherent plan of study. Curriculum mapping provides an efficient means to display the relationship between student learning and the curriculum. Its value is that it enables the faculty to display visually where central information, concepts, or skills are introduced, developed, and mastered. A curriculum map must be developed for each major and degree program. Separate curriculum maps should be included for online and face-to-face programs if they are different. If the unit has not already produced curriculum map(s), it is strongly encouraged that there is broad unit involvement in the development of the map, especially from those faculty teaching key courses in the program. That way, faculty member can better understand how their course(s) contribute to the overall learning outcomes for the program. (Use the curriculum mapping feature in TaskStream, Section V.D., or online to map the curriculum for each program. For examples of completed curriculum maps, see:

[http://assessment.gwu.edu/curriculum-mapping.](http://assessment.gwu.edu/curriculum-mapping))

*Questions to consider:*

- Is there coherence in the sequencing and increasing complexity of courses?
- Are the linkages between and among program components evident?
- Do students have sufficient learning opportunities to develop and achieve program outcomes?

#### **E. Instructor Development**

As faculty are the heart of any institution (serving as teachers, mentors, and scholars, shaping the curriculum, and creating a climate for learning), the self-study needs to explore how they contribute to the learning process.

#### **Full- and Part-Time Faculty**

*Questions to consider:*

- Given the variety of people responsible for student instruction and learning, how has the unit worked with regular active status (and possible limited service) faculty and part-time faculty to encourage high quality teaching?
- How do each of these different groups gain knowledge and understanding of the programmatic and course learning outcomes pertinent to their teaching?
- **Regardless of course modality, are faculty given adequate time to prepare course materials and to become sufficiently familiar with any technologies involved in instruction prior to the delivery of the course?**
- How are data from student surveys and course evaluations used to help teaching staff improve their effectiveness in supporting student learning? What processes are in place, either formally or informally, to address substandard teaching from active status, limited service, and part-time faculty?
- How do course evaluations, departmental syllabus review, class observation, or other techniques enable the program to monitor consistency, not uniformity, across sections?
- How do course evaluations for those teaching face-to-face courses compare with those teaching online courses?
- How do course evaluations for face-to-face courses compare with those offered online?

- (For doctoral programs) Are faculty resources adequate for carrying out the doctoral program at a level of high quality? Is the ratio of doctoral students to faculty adequate to provide quality advising and mentoring?

Include a copy of the department's course evaluation form in appendix B.

#### **F. GTAs (if applicable)**

*Questions to consider:*

- How does your unit prepare GTAs to be effective instructors in face-to-face and/or online courses? Describe the criteria used to determine a GTA's readiness to perform specific instructional activities. Describe the training and supervision/feedback provided for GTAs, including any workshops or tutorials provided specifically for GTAs.
- Describe the methods (e.g., separate course evaluations, observation by faculty) used by your unit to evaluate the performance of your GTAs and to give them feedback.
- Describe the methods used to assess the reliability of grading (particularly more subjective grading such as grading of essay questions or papers) done by GTAs. Include examples of unit rubrics used for grading essay questions or papers.

#### **G. Placement of Undergraduate and Master's Students**

Using data from the undergraduate and graduate student graduation surveys (available from TaskStream in section V.A., or online <https://careerservices.gwu.edu/undergraduate-employment-education-outcomes>), describe the types and levels of positions obtained by your graduates.

*Questions to consider:*

- How well is the curriculum preparing students for employment?
- Describe the employment market for students who have completed their master's degree.

#### **H. Placement of Doctoral Students (if relevant)**

- Is there a viable employment market for new Ph.D.s in the discipline? What has been the placement of graduates in the program, including the mix between academic institutions, government, industry, and independent employment? Include placement data for graduates over the past five years.
- For those pursuing an academic path, provide samples of the institutions, academic titles, and types of positions graduates attain.

### **VI. ENROLLMENT TRENDS**

#### **A. Enrollment**

The following data will be provided and can be found in TaskStream, Section VI:

- Five year undergraduate and graduate course enrollments
- Five year trend of number of majors and minors as of fall census

Other information that will be needed may be found in the chair's annual report or in DataMart:

- Five year certificate program enrollments
- Graduate programs five-year admissions information and time to degree

#### **B. Trends**

Describe, separately, any increases or decreases that are apparent in your five-year enrollment figures for undergraduate and graduate programs, separating out growth in face-to-face and online courses. Note factors (e.g., addition or deletion of courses, faculty sabbatical leaves or retirements, changing demand for the program, preference for particular modality) that may account for variations in the enrollments. Units offering programs in both online and face-to-face modalities should discuss trends for each modality.

- Is the unit comfortable with what the data say about enrollments?
- What plans are underway to address enrollment growth or decline?
- What is the average time-to-degree for doctoral students?
- What is the retention rate for masters' and doctoral students over the past five years? If programs are offered in different modalities, compute retention rates separately.
- Describe any changes in the overall quality of master's or doctoral students by modality. To what do you attribute these changes?
- If there are declines in the quality of master's or doctoral students, what has the unit done or what plans are underway to address this issue?

## **VII. SCHOLARLY AND/OR CREATIVE PRODUCTIVITY**

As the university serves as a center for intellectual inquiry, including both research, and creative endeavors, describe how your unit is advancing knowledge in your discipline and contributing to improving local/national/global conditions.

### **A. Scholarly and/or Creative Activities**

*Questions to consider:*

- Discuss the overall range and development of the active status faculty's primary scholarly and/or creative activities (refer to IV-B). Is the unit becoming more focused or diverse in its interests?
- Describe any collaborations among faculty within the unit, with other GW departments or schools, and with individuals or groups outside GW.
- Does the unit have any existing affiliations with organizations outside GW such as research/creative entities or governmental agencies?
- Are there additional agencies or entities with which the unit might develop collaborative partnerships?

### **B. Research Foci and Strengths**

*Questions to consider:*

- What are the unit's primary research strengths? How do they support the unit's mission and the university's strategic plan? How do they correspond to current trends in the field or discipline?
- What cross-disciplinary research is either underway or being considered?
- Is any applied, translational, and policy research underway or being considered?

### **C. Research and Graduate Education**

*Questions to consider:*

- How is faculty research integrated into the graduate curriculum?
- Which faculty direct graduate student research, and in what disciplinary areas? (Provide a copy of any unit guidelines for faculty directing graduate student research.)

- Cite examples of outstanding graduate student research (especially publications)—and why they are important.
- List doctoral dissertations and their faculty advisors for the past five years in Appendix C (if applicable).

#### **D. Research and Undergraduate Education**

*Questions to consider:*

- How has faculty research been integrated into your *undergraduate* curriculum?
- Which faculty are directing undergraduate student research and in what subject areas? Cite examples of outstanding undergraduate research.
- Have your undergraduates been involved in school, university-wide, or external initiatives to support undergraduate research (e.g., Gamow, Luther Rice, NSF's REU program). If so, in what subject areas?

#### **E. National (Ph.D.) Rankings** (if applicable)

*Questions to consider:*

- Cite any external evidence that describes or ranks the quality of the unit's doctoral program(s) with respect to national standards of excellence in your discipline. Evidence that is as objective as possible, and not totally subjective, should be noted (e.g., NRC data, other rankings, citation index data).
- Describe aspects of the unit's Ph.D. program that may not be available at competing institutions. What makes your program stand out?

### **VIII. SUPPORTING DATA AND ANALYSIS**

#### **A. Staff**

Provide the number and levels (e.g., executive aide, senior secretary) of all clerical staff assigned to the unit.

#### **B. Facilities**

- *Space:* Assess unit facilities in relation to programmatic goals, considering the amount, types, and overall adequacy of space.
- *Equipment:* Describe specialized equipment used by the unit for instructional and/or research purposes.

#### **C. University and School Service**

Provide a summary listing of full-time faculty service to (1) the university (e.g., Faculty Senate, IRB) and (2) to your school (e.g., freshman advising, teaching initiatives, committees) over the past three years.

#### **D. Other Pertinent Information**

Include any additional information that you feel may prove useful in conducting the academic program review.

**APPENDICES**

**Appendix A:** Copies of annual academic assessment reports for each of the unit's degree program for the past five years

**Appendix B:** Copy of the unit's course evaluation form(s)

**Appendix C:** (if applicable) List of doctoral dissertations and their faculty advisors for the past five years

**Appendix D:** Undergraduate and graduate student graduation survey data

# Appendix 5

Course evaluation suggested additions



## **APPENDIX 5.**

### **SUGGESTED ADDITIONS TO COURSE EVALUATIONS**

**Suggested questions to add to feedback survey:**

- 1) Rate the quality of technical support for this course.
- 2) Rate the organization of course materials in Blackboard or other course management system)
- 3) Rate the use of multimedia (e.g., videos, audios, Blackboard Collaborate sessions) enhanced my learning in this course.
- 4) Add teaching methods and approaches that are not included in current list that are appropriate for and used in online courses.  
Current question on survey: Which teaching methods and approaches used by the instructor contributed significantly to your learning? (Select all that apply)
  - Lectures (including online lectures)
  - Class discussions (including online discussion boards)
  - In-class clickers or other quick-response methods
  - In-class learning activities (other than discussion)
  - Out-of-class homework, readings
  - Labs
  - Projects or portfolios
  - Teamwork or group activities
  - Student presentations
  - Guest lecturers
  - Fieldwork/field trips
  - Writing
  - Other
- 5) Rate the instructor's adeptness with using the technology required for the course (for all courses regardless of modality)



Faculty Senate

**Faculty Senate Executive Committee Nominating Committee (FSECNC) Slate**

**The FSECNC will convene to nominate the 2018-2019 Faculty Senate Executive Committee.**

CCAS: Harald Griesshammer

ESIA: Ed McCord

GSEHD: Natalie Milman

GWSB: Ernie Englander

GWSPH: Karen McDonnell

LAW: Art Wilmarth

SEAS: Charles Garris

SMHS: Ellen Costello

SON: Joyce Pulcini

## **Report of the Executive Committee**

February 9, 2018

Sylvia A. Marotta-Walters, Chair

### **ACTIONS OF THE EXECUTIVE COMMITTEE**

**Resolutions on Guidelines for Implementing Academic Freedom.** A revision of last spring's resolution 17/4 will be coming to the senate in the next month or so, in the form of a revised guideline. This resolution builds on last year's resolution by incorporating existing university policies that might have bearing on exercising and defending academic freedom. A review of these policies, including the *Threats and Acts of Violence Policy*, ensures that the language in all relevant university level policies is congruent with the proposed resolution. The new resolution also makes explicit the faculty's role in reviewing and recommending any future proposed changes in guidelines that ensure academic freedom at the university. These changes are all congruent with the revised *Faculty Code*. The proposed resolution has been approved by the Professional Ethics and Academic Freedom Senate Committee (PEAF). Once the new resolution is reviewed and approved by the Faculty Senate Executive Committee, it will be brought to the floor of the senate.

**Review of Language GW Sexual Harassment Policy, Section on Relationships.** Since my last report to you on this topic at the January senate meeting, the PEAFF committee has reviewed existing policies from other universities and discussed a synthesis of those policies that will provide clarity to the language used to describe prohibited and allowed relationships among faculty, staff, and students. Discussions have been face-to-face in committee as well as electronically. Other universities range from bans of all relationships which are potentially exploitative to amorphous language about relationships that is difficult to interpret. Our current policy falls in the latter category and needs to be clarified. Most other universities' policies fall in the middle of these two extremes and appear to be context dependent, such as those in rural, isolated areas where the boundaries between professional and personal lives are more closely interconnected. Concurrent with the senate review of the relationship section of the policy, which most closely impacts faculty, the administration is conducting a review of the entire policy with the help of a consultant. A senate resolution on the relationship section will be forthcoming before the end of the spring semester.

**The Research Enterprise at GW.** The president has articulated five strategic initiatives that will bring the university closer to its aspirations to become a global comprehensive research university. The strategic initiative on research has essential implications for faculty at the university, most of whom have research as a major responsibility of their appointments as faculty. The Senate Committee on Research, working collaboratively with the Office of the Provost,

crafted a series of assessments of the research culture at the university in January, in response to concerns that were raised by humanities faculty in December that research that is truly comprehensive must include the arts and humanities in addition to the sciences. This week the president outlined the creation of an internal task force of GW faculty to review the entire research ecosystem at the university. In conversations with the president and the provost, the faculty senate will now have an integral role in the composition of this internal review working group. The details of this have to be worked out, but the initial assessment process will take place during spring and early summer of 2018. The Senate Research Committee will continue to work closely with the Office of the Provost throughout the unfolding of the strategic initiative on research.

**On-Line Programs at GW.** The Provost's report on online education at GW is scheduled for today's meeting. A joint Senate/Administration effort to distill best practices for the design and delivery of online courses and programs will be forthcoming in the form of a resolution by late spring. One of the issues that surfaced in discussions with the Education Policy Committee of the Senate and with the senate executive committee on this issue is the question of intellectual property, and especially the section on existing university policies about copyrights. This policy has not been reviewed in some time and almost certainly will need revision in light of the increasing value of online programming in the teaching and learning initiatives at GW.

**Salary Equity.** The Appointment, Salary, and Promotion Policy Senate Committee (ASPP) requested that the university re-constitute the joint committee on exploring potential outliers in salary across the university. This effort used to be an every five year analysis. ASPP is requesting that the process make use of new and more efficient ways of analyzing statistical outliers, and also have the process recur more frequently than every five years. The last salary equity review was approximately in 2013 and was never actually concluded. The Provost has agreed to begin the process.

**Review of School Rules and Regulations (By-Laws).** Two schools have not had their review by the joint working group of Faculty Senate and Central Administration. These are the Graduate School of Education and Human Development, which is ready for scheduling, and the School of Business where the faculty is still deliberating on the final document. Among those schools that have already been reviewed, it has come to the FSEC's attention that issues such as voting on personnel matters, and what constitutes a quorum for decision-making, have surfaced. Additional reviews may be necessary in those cases where changes from the reviewed documents are substantive enough to warrant a second review.

