

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

REGULAR FACULTY ASSEMBLY
October 24, 2017
Jack Morton Auditorium

CALL TO ORDER

President LeBlanc called the Assembly to order at 4:08pm.

APPROVAL OF THE MINUTES

The minutes of the regular Faculty Assembly held on October 25, 2016, were approved as distributed.

INTRODUCTION OF NEW FACULTY

New faculty members from the Columbian College of Arts and Sciences (CCAS), the School of Medicine and Health Sciences (SMHS), the Law School, the School of Engineering and Applied Sciences (SEAS), the Graduate School of Education and Human Development (GSEHD), the School of Business (GWSB), the Elliott School of International Affairs (ESIA), the Milken Institute School of Public Health (GWSPH), the College of Professional Studies (CPS), and the School of Nursing (SON) introduced themselves and were welcomed by the Assembly.

REMARKS BY THOMAS LEBLANC, UNIVERSITY PRESIDENT

President LeBlanc opened his remarks by introducing himself as a new faculty member with an appointment in the School of Engineering and Applied Science. He noted that the state of the university is quite good: GW is a distinguished institution considered a top university in the country. It is financially strong with \$1.8b in endowment (much of which is unrestricted), tremendous facilities in an optimal location, and students who love being at the university. With that said, however, President LeBlanc noted that GW will continue to aspire and move forward.

President LeBlanc presented the aspirational statement that has been crafted out of his numerous meetings with university constituents:

“Framed by our nation’s capital, inspired by our namesake’s vision, we, the George Washington University community, aspire to preeminence as a comprehensive global research university.”

He then discussed each element of the statement. First, Washington, DC, has always been a fundamental part of GW. Next, in establishing the university, he noted that George Washington didn’t imagine a trade school; rather, he imagined a university that would compete with the European universities that drew premier American students. The president noted that GW must aspire at every level: students arrive with aspirations, as do faculty and alumni. The preeminence to which GW aspires can be measured in many ways, and the target will continue to move. In some areas, GW is already quite preeminent; other areas have opportunities for further work.

President LeBlanc noted that “comprehensive” doesn’t mean GW can do everything. Decisions must be made about what is important to do. Recent decisions to build the Science & Engineering Hall and to acquire the Corcoran reflect GW’s decision to be comprehensive from the arts to science and engineering.

GW already has a global student body and faculty but needs to be sure it is providing a global education. The university needs to think about how to measure global success; the president clarified that branch campuses around the world do not work to accomplish this. GW needs to examine what it is doing to ensure students receive a global education. For example, how many languages do students have access to if they want to study a given language? How many places do students study abroad? Are there cohort opportunities? Are there opportunities to apply foreign language study while abroad, as opposed to studying in English-speaking countries? President LeBlanc noted that the university must be conscious of the fact that it is striving for preeminence on a global scale, not simply compared to other DC universities.

President LeBlanc affirmed his commitment to research as part of the DNA of GW. GW’s history has demonstrated an increasing emphasis on role of research; GW needs to commit to this as part of the fundamental nature of the institution. Research costs GW money, but it is worth it; research will be the divider on which institutions survive, and the role of knowledge creation will continue to expand and become more important.

The president next spoke about the five areas of focus that have come up repeatedly from the GW community. These will not be his only areas of focus, but they have emerged as top areas of concern on campus:

1. Undergraduate student experience.

Students have, to a person, indicated to President LeBlanc how strongly they feel about GW and their time here; however, they also have a long list of stories about negative aspects surrounding the undergraduate student experience. GW faculty, administration, and staff do not live the student experience the way current undergraduates do. Without forums that collect this experience, decision-making made in isolation can be detrimental to students. This extends to all areas of student life, from the housing and food experience to academic programs. GW appears to students to be a very bureaucratic and transactional institution. Given the role of undergraduate tuition in GW’s resource base and undergraduate teaching as a primary mission, the university must be offering a first-rate undergraduate experience.

2. Research.

The university implemented the Office of the Vice President for Research under President Knapp and now needs to determine better ways to use the infrastructure to support research at the university.

3. Development.

GW has just successfully completed a \$1 billion campaign. This is an extremely impressive accomplishment and places us in a small group of only 35 similar institutions; the institution now needs to consider the lessons learned from this campaign and how to structure its development organization to maximize involvement in the future.

4. Partnership between the GW Hospital and United Healthcare, Medical Faculty Associates (MFA), and the School of Medicine and Health Sciences (SMHS).

This three-way partnership evolved out of a single entity two decades ago. The structure of this partnership was designed to last fifty years and includes an 80/20 equity distribution

with the management company and the university respectively. However, health care has changed dramatically, and changes over the past twenty years mean that the structure of this partnership is currently such that GW cannot achieve preeminence in medicine or with the faculty practice plan without exploring ways to adjust to the new realities of health care delivery systems.

5. Institutional Culture.

President LeBlanc noted that he received a large number of questions about institutional culture during the search and transition processes. One reason for this is that he led an effort on institutional culture at the University of Miami and has a great deal of experience in this area. A second reason is that there is a pervasive sense on campus that GW's collective culture isn't as strong as its individuals. The GW culture is too risk-averse across the board, from top-level strategic decisions all the way down to individual responses to transactions. Related to this is the culture of responding to requests in the negative due to stated concerns about money. While funding is important, not every decision should be about dollars. A culture of saying the university has no money is not accurate or helpful. Finally, despite reports to the contrary, GW does have a service-oriented culture when viewed at the individual level; however, the institution has become accustomed to an inefficient, outdated system of services at the collective level, and it is here that improvements can and should be made.

The President then took questions from the Assembly. Professor Brinkerhoff (ESIA) asked a question about institutional culture that arises from her experience teaching organizational behavior. She noted that there is a body of research about why rule-oriented cultures where everyone says no have developed. In short, there is a phenomenon of powerlessness that leads to rule enforcement as way of combating this powerlessness. Individuals need a better sense of how their work connects to the institutional mission, and she asked how faculty can help staff see this connection.

President LeBlanc responded that staff frequently feel lost in GW's bureaucracy and become mired in bad feedback loops. Some have previously attempted original or independent thought in their work and received negative feedback for it. It is important that employees can each see their role in building a preeminent university. He noted that academic medical centers take their employee culture very seriously. If patients are treated poorly, they do not return to that hospital or clinical center; therefore, medical centers have very seriously considered their culture of patient service and safety. He noted that GW Hospital staff screensavers all display the hospital's mission statement and that the values of the hospital organization are displayed on public-facing walls, including individual recognition of employees making a difference in patient service and safety. This is a long-haul issue that will not be solved overnight but requires serious attention.

Another faculty member inquired about the status of GW's 10-year strategic plan. President LeBlanc noted that he will be looking at the plan closely in the coming months. He plans to translate the aspirational statement presented earlier into concrete measurements and obtain baseline measurements for GW's performance in these areas, measuring progress from that point. He noted that there are many areas that can provide some quantitative measures related to the university's goals. For example, GW could measure how many of its faculty are members of the National Academy as an indicator of where GW stands on a preeminence measure. The university can measure how much federal funding it attracts (emphasizing that research isn't limited to science and engineering but rather scholarship in all its forms). The current plan needs to be reviewed to see

which aspects are measurable, how far along GW is on those aspects, and whether those directions are appropriate to continue.

A faculty member from the Physics department asked that the president consider adding “diverse and inclusive” to the university’s aspirational statement. He noted that diversity means different things in different disciplines but that GW can and should do a better job of achieving this across the board. President LeBlanc responded that preeminence requires diversity—GW can’t get where it is trying to go without diversity. He noted that he sees diversity and inclusion as a prerequisite to preeminence. This extends beyond representation to other areas (for example, issues of salary inequities). To achieve this, GW and its departments must practice shared responsibility as well as shared governance.

REMARKS BY FORREST MALTZMAN, PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Provost Maltzman referenced the attached slides during his remarks. He opened this comments by noting that he is bullish on GW, in part due to its new president but also because this is a heyday of urban education & American higher education. People want to come to GW and educate students as well as perform research. GW is excelling, and its future is very bright.

The Provost spoke about GW’s cumulative fiscal performance emerging from the “GW recession.” From FY13-FY16, cumulatively, the university spent more than it brought in. FY17 was a strong reversal of this trend, and five-year plans show a steadily stronger fiscal picture moving ahead.

The Provost next addressed changing enrollment at GW. Undergraduate credit hours are up 3.5% in 2017 over 2016; this partly-planned growth increased the size of the first-year class. The Provost noted a substantial increase in online enrollment in 2017. He noted that online students are overwhelmingly masters students and older and that GW is creating opportunities for students who wouldn’t otherwise have the ability to work toward a degree. On-campus graduate enrollment is down a bit; this is intentional as the university strives to stay under the enrollment cap.

Several initiatives are underway in the Provost’s office this year, including a focus on the student experience. Student satisfaction with their experience at GW isn’t where it should be, leading some students to transfer out or not to contribute to GW as alumni. Generally speaking, students see GW as a very transactional institution, and this perception crosses every division at GW (e.g., space reservations, registration holds). There is an academic component to this for students who are registered with one program and trying to bring in interdisciplinary work with another program. The Provost noted his intent to spend time focusing on the various components of student experience and specifically to think about the student experience in the Washington, DC, context. GW must consider what it can do to ensure students have a good experience while living in urban environment.

The Provost commented that silos at GW are a challenge and that, when considering what is good for a department, the university must also consider whether is it also good for students, the school, and the university.

Finally, the Provost noted that the Middle States Commission on Higher Education (MSCHE) reaccreditation process is well underway. The Provost commented that this peer review accreditation

process is far preferable to the government deciding what is or isn't an institution of higher education. Many at GW participated in writing the university's self-study; which is now online and open for comment. GW's site visit will take place March 26-29, 2018, with the Provost at Wake Forest University chairing the site visit team. The site visit team will meet with a wide variety of university groups during its visit.

REPORT OF THE FACULTY SENATE BY PROFESSOR SYVIA MAROTTA-WALTERS,
CHAIR, FACULTY SENATE EXECUTIVE COMMITTEE

Professor Marotta-Walters's report on Faculty Senate activities is attached to these minutes. She began her remarks by welcoming new faculty colleagues on behalf of the Faculty Senate and encouraging them to participate in GW's tradition of shared governance by joining a Senate committee.

Professor Marotta-Walters noted that the 2015 revision to Faculty Code has required a realignment of school rules and bylaws to bring them into conformity with the Code. An intensive process involving the joint efforts of the Faculty Senate, the schools, and the Provost's office is underway to accomplish this. To date, five school reviews are complete, two are scheduled, and three more will ideally be completed by the end of the fall term. This process will ensure that the schools' traditions and practices are in alignment with required rules around practices and procedures at the university level.

Last year, a vote by the Assembly permitted SMHS and SON to have some non-tenured faculty participate in the Faculty Senate. SON will be reviewed next year to see if their tenured faculty numbers have changed enough to return to a tenure requirement for Senate participation.

During the 2016-2017 session, the Senate passed a resolution on how to implement what is written in the university's academic freedom statement. This endeavor is now with the Provost's office and is being refined to ensure faculty and administrative consensus exists on how to make academic freedom happen at GW.

Earlier this month, a preliminary report on online, hybrid, and off-campus programs at GW was presented to the Faculty Senate. There are many talented faculty at GW doing innovative things, and this preliminary report (produced by a joint task force emanating from the Senate's Professional Ethics and Academic Freedom and Educational Policy committees) represents the beginning of a process to distill some best practices as GW faculty continue to innovate in the classroom.

Professor Marotta-Walters encouraged faculty to participate in the upcoming inauguration of GW's 17th president. President LeBlanc noted that the inauguration will be held on Monday, November 13, at 10:00am (with the procession beginning at 9:30am). Classes will not be canceled, but offices are asked to permit non-essential staff to attend. Following the ceremony, a celebration will be held in the Science and Engineering Hall.

The meeting was adjourned at 5:22pm.

FACULTY ASSEMBLY REMARKS

Forrest Maltzman
Provost and Professor of Political Science

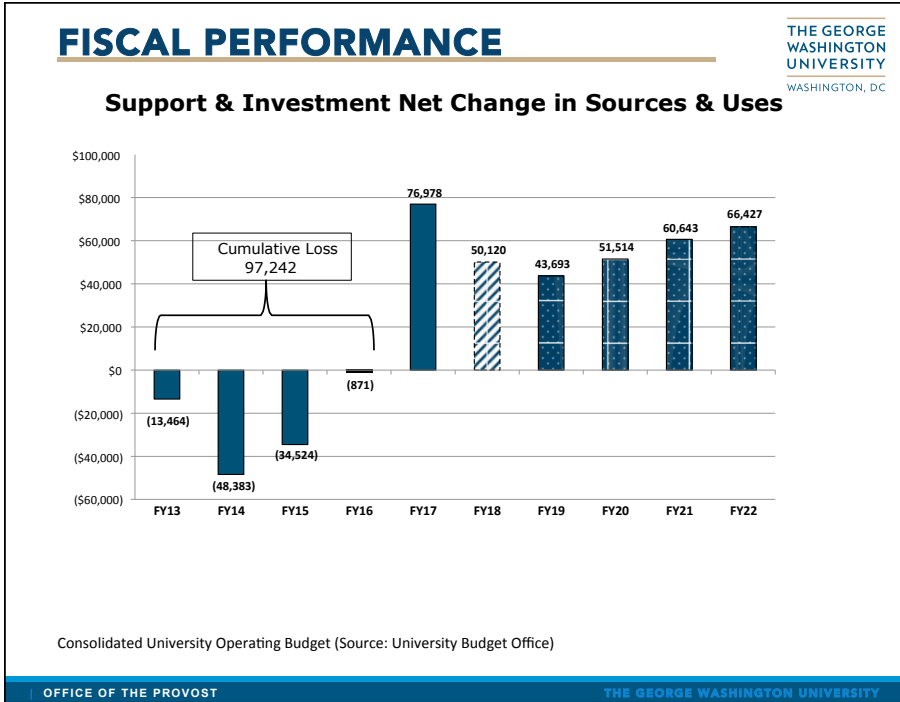
October 24, 2017

TOPICS

- ▶ Fiscal Year Overview
 - ▶ Fiscal Performance
 - ▶ Enrollment

- ▶ Student Experience

- ▶ Middle States



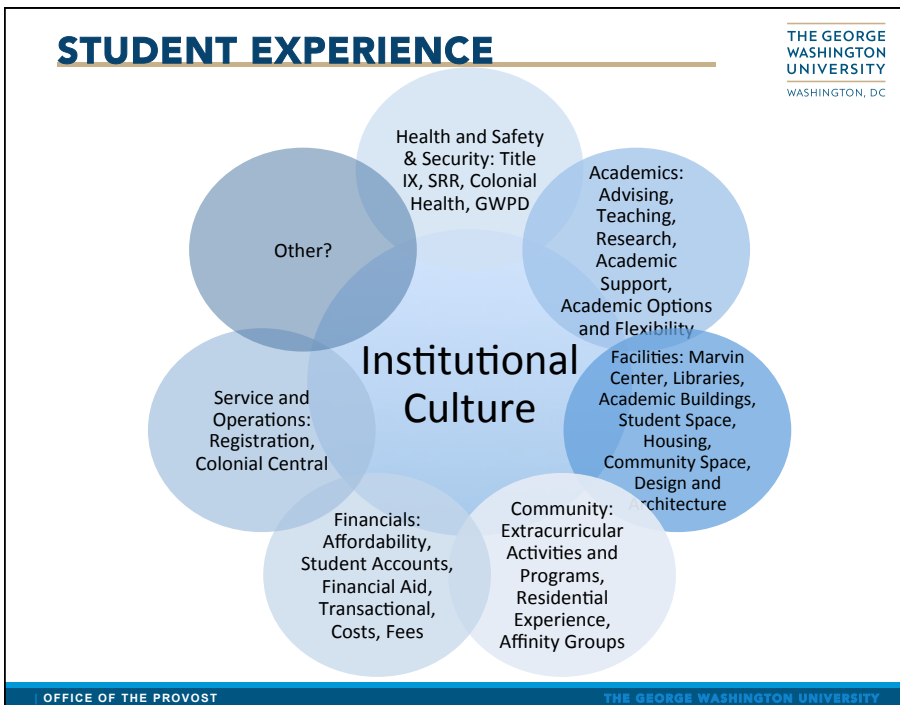
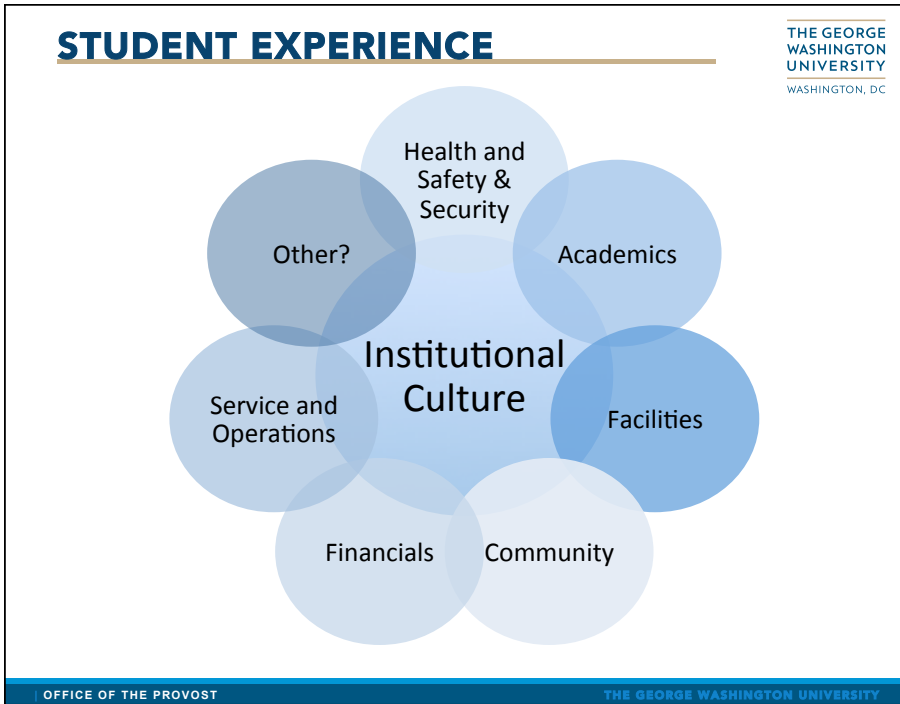
CREDITS (ALL SCHOOLS)

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, DC

	2016*	2017**	% Change
On-Campus (Undergraduate)	147,671	152,873	3.5%
On-Campus (Graduate)	93,193	88,641	-4.9%
Off-Campus and Just Off-Campus®	25,276	28,788	13.9%
Online®	29,180	30,970	6.1%
Total Number of Credits®	295,320	301,272	2%

*On Campus as of Fall 2016 Census; Off Campus and Online as of Fall 2016 End of Term Census
 **As of September 8, 2017 (Preliminary)
 ®Includes undergraduate students enrolled in off-campus and online courses (mainly CPS, SON, and SMHS)
 Source: Institutional Research and Planning

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STUDENT EXPERIENCE

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, DC

Health and Safety & Security
Academics
Institutional Culture
Facilities
Community
Financials
Service and Operations
Other?

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SILOS ARE REALLY BAD

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, DC

PHYSICS
HUMANITIES
BIOLOGY

"I understand they're going to connect them. The Provost ordered it."

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MIDDLE STATES

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Self Study for MSCHE

The university is accredited by the [Middle States Commission on Higher Education](#) (MSCHE), a voluntary membership association of colleges and universities located in the mid-Atlantic region. Institutions in MSCHE's jurisdiction undergo reaccreditation every 10 years. As part of the reaccreditation process, GW is currently completing its self-study.

[Learn more about the university's self-study](#)

- ▶ Read and Comment on the Draft Report at <https://provost.gwu.edu/self-study-2017-18>
- ▶ Attend a town hall
 - ▶ Foggy Bottom: October 30 at 4pm (Marvin Center 301)
 - ▶ VSTC: November 2 at 12 pm (Exploration Hall 121)
- ▶ Help with the site visit in March 2018
- ▶ Thank the 110 people who served on the working groups (but especially Paul Duff and Cheryl Beil)

Report of the Faculty Senate to the Annual Faculty Assembly

Sylvia A. Marotta-Walters, Chair, Faculty Senate Executive Committee

October 24, 2017

On behalf of the Faculty Senate, I am delighted to welcome new faculty to the assembly and to the university. Consider this your invitation to become a part of the Faculty Senate, through volunteering to work on its various committees, as it is in the committees that the bulk of the Senate work is done on behalf of faculty, and in fulfillment of the shared governance mission of the university. Shared governance has a long history at George Washington, with the Senate having begun its work sometime in the 1930s.

I am going to deviate from the practice of reporting on Senate activities since the last assembly in October of 2016, and instead focus on a few highlights of activities during the 2016/2017 academic year, activities that were undertaken on behalf of the faculty. All senate activities can be found on our new Faculty Senate Website, including agendas, minutes, and resolutions passed. It has been our tradition to present resolutions to the Board of Trustees and/or to the Administration at the end of each academic year. With the extensive revisions of the *Faculty Code* that were approved in Fall 2015 by the Board of Trustees, many of the Senate resolutions were about the process of revising the code and of implementing the procedures that were also revised. The Code itself represents the ratification of more than two years of senate resolutions. Beginning this fall, the Senate Executive Committee will be directing resolutions to the appropriate party, whether it be directly to the Board or to the Administration, as soon as they're passed. In this way we will be able to implement any actions that flow from the resolutions in a timely manner.

School ByLaws/Rules

One of the most intensive efforts of the Faculty Senate has been focused on aligning each school's rules with the requirements of the *2015 Faculty Code*. A subcommittee was formed by the Provost's office so that the alignment could be accomplished as a joint effort. As of today, five schools have completed their rules or bylaws, two are scheduled, and three are in the process of being written and adopted. From my perspective, the value of this process is that each school is finding ways to be sure the new code is implemented while maintaining the traditions of each school in areas such as tenure and promotion, or in selection and retention of deans. In terms of lessons learned, it can only be helpful to faculty going up for personnel decisions to be clear about school expectations and conformity of those expectations to the requirement for excellence in research, teaching, and service.

A year ago, this assembly voted to allow specialized faculty to serve two schools as Senators. The two schools were the School of Medicine and Health Sciences, and the School of Nursing. The School of Medicine and Health Sciences uses a different model for tenure than the rest of the university, which was unnecessarily restricting those who could serve. The School of Nursing was granted a three-year provision to allow the school to grow their tenured faculty and relieve some of the burden on those few faculty who were tenured in the school. The Senate will need to study how the process has worked for the School of Nursing and whether the provision needs to be extended or whether it has served its purpose. In any event, it is this assembly which will have to ratify either an extension or a sunset of the resolution.

Academic Freedom

In the spring of 2014, the Faculty Senate passed resolution 14/2, which defined academic freedom in the Code. One major component of resolution 14/2 was to acknowledge the changing academic environment in which academic freedom is exercised. In the spring of 2017, the Faculty Senate passed resolution 17/4 which provides guidelines for implementing the definition that was adopted in 2014. As faculty, we are responsible for our scholarly inquiry, for the ways we choose to express the results of our inquiries, and for establishing a culture where those freedoms are respected. The five guidelines that help each of us to fulfill our responsibilities have been presented to the Board of Trustees, both to the Committee on Academic Affairs and to the entire Board. The Board was very positive about the content. Currently, the guidelines are being reviewed jointly by the Office of the Provost and by the Professional Ethics and Academic Freedom Committee of the Senate, which was the committee that was involved in drafting resolution 17/4. The focus of this last review is to make sure that existing university policies align with the guidelines and that issues that don't align are jointly endorsed by the Provost's office and the senate.

Joint Task Force on Online Programs

At the October 13, 2017 Senate meeting, the chair of the Joint Task Force on Online Programs, Professor Kurt Darr, presented the report of the joint efforts of both the Educational Policy and Professional Ethics and Academic Freedom (PEAF) senate committees to provide a broad picture of programs across the university that use online delivery methods. Such an activity had never been undertaken at the university though online programs have been an essential part of many programs across the university. Some of these online programs have received national and international recognition. Robust discussions have been held in each of the committees who worked on the report, and on the floor of the senate a week ago. I urge you all to read the report thoroughly when it is posted on the senate website in a few days. The relevant senate committees will continue to build on this initial report, now working more directly with the Office of the Provost, with the eventual goal of developing a set of best practices that can be recommended to faculty who use online delivery systems in their programs. Those faculty present here today who would like to be a part of this effort are encouraged to contact the chairs of the two committees who will be happy to have new committee members.

The 2017-2018 academic year has begun with its usual flurry of meetings, classes, and especially with the pending inauguration of our new president, Thomas Leblanc. I will look forward to celebrating with all of you November 12 and 13, as we install the 17th president of the George Washington University. I hope that each of you will consider working with one of the Senate committees and that you will use your Senate Executive Committee representative to let us know the issues and concerns you have as you go about the practice of research, teaching, and service to the university.