GW | Faculty Senate

MINUTES OF THE REGULAR FACULTY SENATE MEETING
HELD ON MARCH 1, 2019
AT 1957 E STREET NW/STATE ROOM

Present: President LeBlanc, Provost Maltzman, and Parliamentarian Charnovitz; Deans
             Feuer, Jeffries, and Mehrotra; Executive Committee Chair Marotta-Walters; Registrar
             Amundson; Professors Agnew, Briscoe, Bukrinsky, Cordes, Costello, Dickinson,
             Galston, Griesshammer, Harrington, Hill, Khilji, Lewis, Markus, McDonnell,
             McHugh, Pintz, Price, Roddis, Sarkar, Schumann, Sidawy, Tekleselassie, Tielsch,
             Wilson, Wirtz, Zara, and Zeman.

Absent: Deans Akman, Brigety, Goldman, and Morant; Interim Deans Deering, Riffat, and
             Wahlbeck; Professors Cottrol, Dugan, Esseesy, Gutman, Lipscomb, Mylonas,
             Pelzman, Rehman, Rohrbeck, Schwartz, Wallace, and Yezer.

CALL TO ORDER

The meeting was called to order at 2:13 p.m.

APPROVAL OF THE MINUTES

The minutes of the February 8, 2019, Faculty Senate meeting were approved unanimously without comment.

REPORT: Dean's Report (Michael Feuer, Dean, Graduate School of Education and Human Development)

Speaking from the attached slides, Dean Feuer opened his presentation by noting that the Graduate School of Education and Human Development (GSEHD) engages in work including and well beyond preparing teachers for classroom careers. GSEHD is organized into five departments that engage educators at every level and anywhere that education can and should take place, including traditional classroom environments as well as other types of educational settings (e.g., museums).

In addition, GSEHD houses a number of centers and special projects that speak to a diversity in range and intellectual breadth of the school's work. Dean Feuer highlighted a few of these in his remarks:

- The Center for Advanced Research and Distance Education (CARDE) works in the area of research into the growing field of online education;
- The Center on Education Policy (CEP) is one of the most respected nonpartisan think tanks working on education issues in the United States;

- The Education Consortium for Research and Evaluation (EdCORE) provides the school with the opportunity to engage with the District of Columbia by providing research and evaluation services as well as input into a set of ongoing reforms in the city; and
- GW is one of three universities in the United States to have a UNESCO chair in education, providing GSEHD the opportunity to gain special purchase in the world of global education issues.

GW began offering courses in education in 1904. In 1928, the Teachers College became the School of Education, and in 1977 the School of Education and Human Development. In 1994, the undergraduate program was phased out. GSEHD is now operating at the master's and doctoral levels, placing it in competition with other strong education programs in the country, such as Teachers College at Columbia and the Harvard Graduate School of Education. The school offers the PhD degree in counseling as well as in education, and the EdD degree in multiple fields. Dean Feuer offered a short history of the EdD degree, noting that it came into being at Harvard in the 1920's when the faculty of arts and sciences did not deem education a discipline worthy of a PhD. The EdD became the main doctoral degree for education nationwide, for both those going into practice and research. Harvard recently eliminated the EdD, and now offers the PhD along with another version of a professional practice doctorate.

GSEHD currently enrolls almost 1400 students across its degree programs and departments and is located at the Foggy Bottom Campus as well as at the Virginia Science and Technology Campus, the university's centers in Hampton Roads, Arlington, and Alexandria, and online. Dean Feuer remarked that GSEHD entered the online realm after deep strategic thought about the purposes of online work; he praised the school's faculty, who approached this area in a deeply thoughtful manner.

Dean Feuer spoke about the composition of the GSEHD student body, noting that about 42% of the student body is students of color, including those from overseas. Diversity is a priority at GSEHD, particularly in ensuring that the environment in which the various communities of students live and work benefit from each other and from the programs the school offers. The dean noted that, perhaps unsurprisingly, there are more female than male students at the school. GSEHD is in good company in this sense; Dean Feuer noted that the Harvard Graduate School of Education's incoming class is approximately 75% female and that GSEHD is slightly less extremely tilted in that direction.

After earning their degrees, GSEHD students go on to teach, but also to work in business, government, higher education leadership, and other related fields. Dean Feuer noted that, for the latest episode of his podcast, he interviewed the current president of the Council for the Accreditation of Educator Preparation, Chris Koch, who is also the former Illinois State Superintendent of Education and a GSEHD alumnus. This conversation speaks in part to how the GSEHD student experience helps its graduates as they proceed through their careers.

The school has 74 full-time faculty (45 of whom are tenured or tenure-accruing) and 71 staff (20 of whom are funded by research grants). In recent years, GSEHD has increased the number of its faculty who come from the top doctoral institutions in the world for the field (including Harvard, Northwestern, Stanford, Columbia, and UCLA).

The dean noted that, together with the administration, he carefully reviewed the salary equity data for GSEHD and has, over the past two years, been able to increase the percentage of its faculty members who are at or above the American Association of University Professors (AAUP) 60th percentile. At the beginning of this process, only 35-38% of faculty met this mark; this percentage is now 86%. This has required careful and strategic budget management but is a clear priority for the school.

GSEHD is a small school with a big agenda that runs on a $22 million annual budget. In FY18, the school brought in $6.3 million in research expenditures; 60% of this comes from federal funding. The dean noted that the environment for externally funded research sponsorship in education and the social sciences has become extremely competitive due to a rising supply of well-qualified, exquisitely-trained doctoral-level scientists competing for a relatively flat and sometimes uncertain federal research budget. The result of this is that it has become quite difficult for an early career faculty member to win a first-time grant from the major research-granting institutions. This is in part why GSEHD spends a great deal of time on faculty development, especially for early career faculty, working on developing the best skills possible for preparing grants and understanding which grant opportunities make the most sense to pursue.

Dean Feuer noted that GSEHD aspires to make a difference in a few areas: research, instruction, community engagement, and preparing graduates for the professions of education. The school's guiding assumption is that preparing educators and organizational leaders for diverse professional opportunities is a crucial investment in the nation's future. The dean's slides include two examples of alumni making a difference in the education realm: the Vice President for Student Affairs and Dean of Students at the University of Oklahoma and the principal of Langley Elementary School here in Washington, DC.

GSEHD's strategic priorities in the future include the revival of its work with the District through the EdCORE program. GSEHD is hoping to become one of the nation's research practice partnerships; this is a new trend in education policy and reform to formally connect institutions of research with school districts working on tough problems. Dean Feuer feels the school has a chance to become the hub for this kind of activity with the DC Council having passed a bill that establishes this kind of partnership.

STEM education has become one of GSEHD's flagship priorities. The school is one of approximately forty replication sites of UTeach (founded at the University of Texas at Austin and funded by the Howard Hughes Medical Institute). UTeach engages undergraduates who are majoring in STEM fields to see whether and how they can become interested in the idea of teaching STEM when they graduate. GW has a replication site for this program (known as GWTeach) that enrolls undergraduates in a rich collection of education courses in GSEHD at the master's level. This work allows these students to graduate in four years with essentially license eligibility to teach STEM in middle schools. Along the way, students are engaging with schools all around the DC area and receiving excellent experiential education to supplement their formal classroom instruction.

Another priority in GSEHD is the Network for Global Education Opportunity, which the school developed to bring together researchers and policymakers from different countries who are concerned about the growing income inequality in their countries and its effects on educational opportunities. The school has held joint workshops with colleagues in Chile, the United Kingdom, Azerbaijan, Israel, and Russia, among others.

Dean Feuer closed his remarks by noting that the challenges facing GSEHD include cost and competition, competition for research funding, and space, noting that all of these challenges are tied to resources. He welcomed collaboration and input from the broader university community.

Professor Wirtz asked how the percentage of tenured and tenure-accruing full-time faculty within the school works with the stipulated *Faculty Code* ratio of 75%:25% for tenure-accruing to non-tenure accruing faculty. Dean Feuer noted that the school does employ a large number of adjunct faculty to help meet instructional demands. He responded that he is aware of the *Code*'s requirement and the desire to have a higher proportion of the GSEHD faculty in tenure-accruing lines. He noted that the school is careful about requesting and hiring tenure lines, given the long-term costs and benefits related to tenure. He also expressed that the school receives mixed signals at times about whether it should rely more heavily on contract faculty as opposed to hiring into more tenure lines, given cost considerations. The proportion of tenured and tenure accruing faculty has inched up over the past few years; Professor Wirtz followed up by asking whether the school has a timeline for being in compliance with the *Code*. Dean Feuer responded that GSEHD, while out of compliance, is not grossly so; this remains an ongoing concern in the school that will continue to be addressed in future hiring plans.

REPORT: Annual Report on Core Indicators of Academic Excellence (Forrest Maltzman, Provost)

Speaking from the attached slides, the Provost noted that his goal in presenting these indicators is to be transparent about a range of data presented here today. He noted some new elements in this year's report that are present following the Faculty Senate Executive Committee's (FSEC) request for additional data on headcount issues.

The Provost began by discussing student data. He highlighted the excellent progress made on both the 4- and 6-year graduation rates, while noting that it is still not yet where he would like it to be. As he has noted previously, a school's graduation rate is a testament to everything that school does, from financial aid packaging to classroom instruction to the culture and climate of the university. For a long time, GW's 6-year graduation rate was in the high 70s, and there was a clear mandate to increase this rate. The Provost reported that, for the first time, the 6-year graduation rate has held above 80% for each of the past five years. The 4-year graduation rate—a very good predictor of the 6-year graduation rate—has also been on a steady increase over the past four years and now stands at over 78%. The first-year retention rate is also at a high point (93% in 2017); this metric is a good predictor of the 4-year graduation rate, which is a good indictor of the six-year rate, which is the national benchmark. These measures say a lot about what GW is doing well. There is always more work to be done, but the Provost noted that he feels very good about this progress, as these numbers play a critical role in rankings and the reputation of the university. The Provost acknowledged the improvement on graduation and retention rates was a collective effort that involved faculty, school advisors, those who provide academic support, coaches, and virtually everyone who helps our students. Nevertheless, he wanted to acknowledge the work of the team Laurie Koehler carved out within her unit dedicated to student success. In particular, he wanted to give a shout-out to Lindsay Peck, Oliver Street, and Georgette Edmondson-Wright in the Office for Student Success for helping lead this effort.

There are many predictors of how incoming students will perform at GW. The single best predictor is a student's academic performance in high school. The numbers of students coming to GW with higher high school GPAs has been steadily increasing, and this metric is highly correlated with the higher retention and graduation rates. The Provost highlighted the Educational Policy committee of the Senate, chaired by Professor Wirtz, which has been closely watching the graduation rate data and looking at even deeper data than is being presented here today.

These successes impact how interested students are in coming to GW. High school guidance counselors pay attention to these data as they determine how best to advise their students. Application numbers are high, with over 27,000 applications received for the main Foggy Bottom undergraduate programs for 2019. This is about 2 percentage points higher than last year.

The Provost presented data on the percentage of students with majors or minors in more than one school, noting that students' ability to engage in this type of interdisciplinary academic focus helps bring students to GW. He reported that a consistent question at panels of prospective students relates to how rigid GW is in terms of allowing students to study across its institutional boundaries.

An area of focus for President LeBlanc has been increasing the percentage of GW students majoring in a STEM field. There has been an upward trend in this area, and this is a critical differentiator for GW among the other universities in the District. The Science and Engineering Hall has made a statement about what type of university GW is, and it has attracted students who embrace the STEM fields supported at the university. There is more progress to be made in this area, but the trend is strongly in the right direction.

The Provost presented data on where enrollment is related to the Foggy Bottom enrollment cap. The university continues to run at full capacity, remaining flexible as needed to ensure that the cap is not exceeded.

The Provost turned next to faculty data, reminding the Senate that GW faculty has access to the [internal dashboards on the Institutional Research website](#), where faculty, staff, and students can build and filter charts to look at the available data however they would like. The faculty data presented today include charts drawn directly from this online tool.

The percentage of regular faculty who are tenured or on the tenure track is just over the *Code* requirement at 75.2%. The FSEC asked that the Provost include research and special service faculty in this calculation, which brings this percentage down by about ten percentage points. The growth rate of tenured and tenure track faculty can be reviewed on the dashboards by looking at the snapshots of any two years; these numbers come from annual census data.

The online dashboards also provide data on full-time faculty by gender and ethnicity. There has been steady growth in the number of female faculty; women now make up 46.5% of all GW faculty (regular, research, and special service combined). Underrepresented minority faculty and Asian faculty numbers have also steadily increased as a percentage of total faculty at the university.

The Provost turned next to salary data, presenting a table that compares average base salaries by rank and school to the AAUP 60th percentile mark. He noted that data are not presented for ranks with a count of four or fewer faculty members in order to better preserve anonymity. Professor Tielsch asked whether these data can be compared to other schools of the same type (e.g., medical

schools). The Provost responded that this is not possible as the data from AAUP is only available at the institutional level.

Market basket salary comparisons to the AAUP 80th percentile mark, by rank, show where GW sits compared to its market basket schools. These numbers show that GW is slightly below the 80th percentile at the assistant professor level and above that percentile at the associate and full professor levels. The Provost reminded the Senate that these numbers can change quickly, particularly at the assistant and associate professor levels, as a few senior assistant professors are promoted into the associate rank, resulting in a younger cohort with lower overall salaries.

Professor Costello asked whether these salary numbers exclude administrative stipends and are based on a 9-month contract. The Provost confirmed this, noting that faculty on 12-month contracts are calculated on a 9-month basis for the purposes of comparison to the AAUP data.

The Provost next presented gender pay equity data by school and rank, noting that there are differences that can be hidden within these data (e.g., departmental salary differences).

In highlighting data on the percentage of both students and sections taught by full- and part-time faculty, the Provost noted that, in general, a higher percentage of students rather than sections are taught by full-time faculty.

The Provost next presented student headcount data, illustrating eight years of data showing the total numbers of students broken out into on campus and online totals. Layered over these headcounts are the total staff and faculty numbers for each year. The Provost noted that GW needs to think strategically about the right size of the university. Tremendous growth in the student population (especially online) is not mirrored in the staff and faculty headcount, and, as GW has grown, there is a sense among students that the physical and human capital infrastructures at the university are being taxed. The Provost additionally presented market basket comparisons based on 2017-2018 Integrated Postsecondary Education Data System (IPEDS) data on GW's relative position with regard to FTE employees and faculty per 100 student FTE enrollment.

The Provost closed his presentation by noting areas in which GW needs to continue its efforts, namely compensation issues and the university's growing population and the appropriate numbers of faculty. He also noted that these data show many success stories here, particularly in the graduation and retention rate data. These successes are the result of a lot of collaborative work across the schools, the faculty, and the central administration.

Professor Galston asked at what point during the college career students begin to leave GW, noting that the first-year retention rate is quite a bit higher than the 4- and 6-year graduation rates. She also asked whether GW follows what students do following graduation. The Provost responded to the second question, noting that publicly available dashboard data shows the types of fields and starting compensation levels GW's graduates are achieving following graduation; in addition, career center data indicates that GW students are being hired into good jobs and doing well in their chosen paths after graduation. He referred Professor Galston's first question to Senior Vice Provost for Enrollment and the Student Experience Laurie Koehler.

Senior Vice Provost Koehler responded that approximately 60% of the students who leave GW transfer out to other institutions. Exit survey data indicates that the majority of these students

decided within just two weeks of arriving at GW that they were considering transferring. The reasons they give are largely personal: a lack of a sense of community, feeling disconnected from the university, and academic reasons related to connections with faculty. While there are also always reasons GW can't address (e.g., family reasons, a field of study not offered at GW), the reasons described earlier are areas where GW can make changes in order to better engage these students. She noted that GW sees a more marked loss of students between the second and third year, and this is something her office is working hard to address. Senior Vice Provost Koehler pointed to two surveys administered by her office to gauge how students are feeling about their GW experience. New this year is the Sophomore Temperature Survey, a short, 7-question survey that directly asks whether the student is considering transferring, how they feel they're doing at GW, etc. The Connection Survey is administered following spring break of the first year and helps determine where the university should be dedicating its resources by gauging how students feel about every aspect of their life at GW (classroom experience, residential life, peer interactions, work study placements, use of student services, etc.).

Professor Price requested clarifications on the percentage of students taught by full- and part-time faculty, asking about the trend line on this metric and whether GW is becoming more dependent on adjunct faculty. She also inquired about trends in the diversity of the student body, noting that the perception is that diversity is increasing. The Provost noted that GW is more heavily reliant on part-time faculty than many other universities but that the university has a unique opportunity, due to its location, to bring strong teachers to its students directly from their relevant work in the area.

With regard to student diversity, the Provost responded that the university is not where he would like it to be, but progress has been made. The percentage of Pell Grant students has increased, and the move to a test optional admissions process has helped bring more first generation and underrepresented minority students to GW. Senior Vice Provost Koehler added that GW enrolled its highest percentage of a first-year class identifying as Latinx this year. She added that GW's success at developing the diversity of the student body goes beyond enrollment to the student experience once they are here on campus and applauded Vice Provost for Diversity, Inclusion, and Community Engagement Caroline Laguerre-Brown's work toward ensuring that minority and first-generation students feel engaged and supported at GW.

Professor Khilji noted that the student-to-faculty and student-to-staff ratios haven't improved as student numbers have increased. She asked what, if this is the trend, GW is doing to ensure that students have the best possible experience and that faculty and staff aren't overtaxed by increasing student numbers. Provost Maltzman responded that there has been some growth in faculty over this period. GW has always been and remains fairly heavily reliant on part-time faculty. Particularly as the full-time faculty becomes more research intensive, some full-time faculty may be teaching slightly less than they were ten years ago. Alongside this, many part-time faculty offer unique and special experiences to students by the nature of their main career fields of work. As an institution, GW expends a lot of effort on providing faculty with access to course design services and instructional designers in order to support faculty efforts to engage their students.

Professor Schumann noted that part of this picture is the online course experience, where classes are typically smaller. The Provost concurred, noting that most online courses enroll fewer than thirty students (and many sections fifteen to twenty students); the university's largest courses are face-to-face.

Professor McHugh noted that it is great to see this amount of time dedicated to looking at undergraduate programs. Faculty members often do not spend time in their respective schools focused on undergraduates as the incentive structures within the schools are set up to focus on graduate students rather than undergraduate students. He expressed his concern that the message that faculty engagement is required to improve the undergraduate student experience sits in contrast to the fact that many of the structures currently in place don't support that engagement at the undergraduate level. He also inquired about the extent to which GW has investigated student fit prior to a student arriving at the university. Provost Maltzman responded that the first year is critical, and the university is developing a series of programs that will enhance the first-year experience and help students build community and feel a sense of belonging.

Professor Wilson asked how the staff count breaks down into categories of employee. Provost Maltzman responded that the IPEDS categories include full-time faculty, full-time research faculty, full-time staff, and full-time non-faculty supported by research. He added that using more drilled-down staff categories makes the data less pure than using the staff number as a whole because institutions categorize staff differently. Professor Wilson followed up by asking whether the drop in faculty numbers in the GW School of Business (GWSB) and the Law School is due to a strategic decision to shrink the faculty or other factors. The Provost clarified that the faculty numbers presented represent the number of filled faculty lines at any given moment, so the numbers are not exact due to vacant lines being searched currently. He confirmed, however, that these types of shifts are indeed in response to changing enrollments, whether strategically intended or due to other factors.

Provost Maltzman expressed special thanks to Cheryl Beil and Eric Yang of the Office of Academic Planning and Assessment and Amy Yang of the Office of Institutional Research and Planning for their work on this dataset.

INTRODUCTION OF RESOLUTIONS

None.

GENERAL BUSINESS

    I.   Nominations for election of 2018-2019 Senate standing committee chairs and members
        None.

    II.   Reports of the Standing Committees
        Professor Marotta-Walters reminded the standing committee chairs that annual committee reports are due at the April meeting.

    III.   Report of the Executive Committee: Professor Sylvia Marotta-Walters, Chair
        The full report of the Executive Committee is attached to these minutes. Professor Marotta-Walters highlighted the following items:
            • The FSEC continues to work on *Code* reviews. Last month's passage of resolution 19/4 did not include a formal amendment clarify the ordering of

one section, and a clarifying resolution will be coming forward in April to address this omission.

- The relevant parties are very close to consensus on the grievance process, and a resolution is forthcoming.
- The Institutional Culture initiative is proceeding, and Professor Price will report on this in April.
- The Title IX policy revision is close to being completed.
- There is one grievance in CCAS.
- Please sign up for next year's Senate standing committees; all committees must be chaired by Senators.

IV.   Provost's Remarks:
- The next Senate meeting is when departing Senators are acknowledged. Professor Griesshammer will be traveling during that meeting, and the Provost expressed his appreciation for his work on the Senate over the past several years. He noted that Harald cares deeply about GW and will be missed on the Senate.
- The university sent out the Colonial Group Faculty Survey earlier this week to all faculty members. The survey is administered every four years and is coordinated by Notre Dame, who will return data from the survey to the Colonial Group. He asked that Senators encourage their faculty colleagues to participate in this survey.
- The Office of Financial Aid will change its service model next year, moving from a walk-in to a case management system. Each student will be assigned a case manager for a more relationship-based, rather than transaction-based, interaction around their financial aid experience.

V.   President's Remarks:
- The Norman Rockwell Four Freedoms exhibit opened at the GW Museum last month; the exhibit goes well beyond the four paintings at its center, and he encouraged all to visit.
- There are four dean searches in various stages: the Columbian College of Arts and Sciences (CCAS) and the School of Engineering and Applied Science (SEAS) committees have completed the airport interviews; the School of Medicine and Health Sciences (SMHS) search committee has been appointed and will receive its charge shortly; and the Law School is working on its search committee composition.
- The recent eMerge "pitch night" (held prior to the eMerge conference, the leading technology conference that brings the Americas together) resulted in three GW teams of students and faculty being selected to present their technology enterprise/business projects at the conference in competition for significant funding. This is the first time GW will have a notable presence at eMerge, including how the university can best promote its technology and research as part of this conference. The three projects moving to the conference competition are:

- o KnoNap: a cocktail napkin that, upon saturation, is capable of indicating the presence of select date rape drugs;
  - o Nanochon: a startup that creates 3D-printed knee cartilage implants; and
  - o M-Size Me: a ground-breaking digital obesity management tool designed to help doctors visually explain an obesity diagnosis and to help teens achieve their weight-loss goals.
- The President is continuing lunches with faculty groups; faculty members should contact Vice Provost Chris Bracey to express interest in participating in one of these.
- The Ron Chernow event was postponed due to weather and has been rescheduled to March 27.
- The leadership team has been working on GW's weather policies and how best to manage opening and closing the university in the face of extreme weather. The university's primary concern is the safety of its faculty, staff, and students. Given the wide range of geography and weather in the DC area, it is not always the case that every school system around GW will close. In those cases, employees should not try to commute to campus if there is a concern that this would be unsafe. If all of the surrounding school systems close, GW needs to close as well. If some districts close, GW will make one of four decisions:
  - o Open (business as usual);
  - o Delayed opening;
  - o Weather Flex, a new policy allowing the decision regarding commuting to campus or staying home to reside with the individual department; and
  - o Closed (employees should stay home unless designated essential).

  The university may build in more flexibility on the academic calendar going forward; for example, it may add "flex days" on holidays such as President's Day to make up for earlier closures in order to ease the burden on designated make-up days.

  Professor Dickinson noted that the option to hold class online if the university is closed will require more technological upgrades. Professor Costello asked about the timing of weather closure decisions, noting that decisions made in the evening may be premature if weather is not as severe as forecast. The President responded that decisions are made via multiple calls across the leadership, noting that the challenge goes beyond whether a safe commute is feasible to the reality of the school systems having closed for the day, leaving affected faculty and staff in a difficult position.
- The President reminded the Senate of earlier thought exercises he has spoken about, to be taken in the context of today's Core Indicators data. These thought exercises included: 1) what would we do with $1B of unrestricted gifts? 2) is our location so central to our identity as a university that we would never consider selling our D.C. campus and relocating to the Virginia campus? And 3) what factors should we consider in deciding on the size of the tenured and tenure-track faculty? The first exercise requires that we think about the balance between faculty needs, student financial aid, and capital

needs. The second exercise asks that we think about how we incorporate the advantages inherent in our location into everything we do. The third exercise asks that we think carefully about the role that tenured faculty play in our research and teaching missions, and the relationship between our resources and our aspirations for the faculty.

- The President noted that the GW business model over the past thirty years has been premised on continuous and consistent growth of the student body. The District's enrollment cap and residency requirements place limits on this model. At present, GW's undergraduate population is one of the largest among private universities in the country, and it is worth considering whether this should be changed—and what any changes would mean for the size of the graduate student body. There is no automatic interconnection among the size of the staff, faculty, and student body. Multiple factors, including stagnant family incomes, a smaller endowment base available for financial aid, and an inability to keep increasing the undergraduate student population will require that GW think strategically about how to make the best use of its resources.

- Finally, the President referred back to the STEM major data the Provost presented. He noted it is important to look at STEM major data comparatively. A list of the thirty top institutions sorted by the fraction of students enrolled in STEM majors puts Georgetown at the smallest point; the second smallest is GW. Every other prominent university is at 30% or higher on this metric, while GW stands between 15% and 20%, after recent years of growth in STEM. The President expressed his belief that GW can no longer aspire to preeminence with such a small fraction of the student body studying STEM fields. He also noted that social sciences, humanities, and international relations students need more access to STEM skill sets to be successful in their fields.

BRIEF STATEMENTS AND QUESTIONS

None.

ADJOURNMENT

The meeting was adjourned at 4:05 pm.

Faculty Senate
Michael J. Feuer, Dean
March 1, 2019

Graduate School
of Education
& Human Development
THE GEORGE WASHINGTON UNIVERSITY

"Not Your Grandparents' Teachers College"

MA, Certificate, EdS, EdD, PhD Programs in 5 Departments
- Counseling and Human Development
- Curriculum and Pedagogy
- Educational Leadership
- Human and Organizational Learning
- Special Education and Disability Studies

Centers and Special Projects
- CARDE
- CASJE
- CCSC
- CEP
- EdCORE
- EdFix
- GWTeach
- GWUOHS
- I3P
- Mayberg Center
- n-GEO
- Taylor Archive
- UNESCO

GW GSEHD

GSEHD STUDENTS

Fall 2018 Enrollment: 1,339

Certificate 217

Doctoral 352

Master's and EdS 770

Off Campus 274

On Campus 638

Online 427
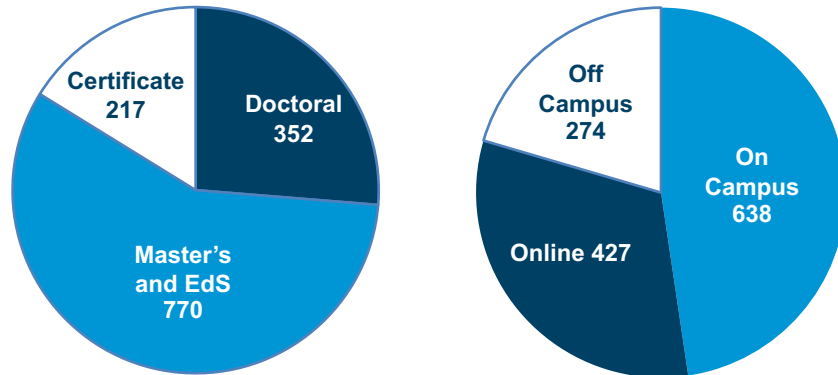
GW GSEHD

WHERE ARE THEY NOW?

COLONIAL WILLIAMSBURG FOUNDATION

Google

DC Public Schools

SMITHSONIAN INSTITUTION

Penn Mutual

US Department of Education

NATIONAL COUNSELING GROUP

CVS Health

American Association of State Colleges & Univ.

CAPE COD COMMUNITY COLLEGE

GW GSEHD

FACULTY AND STAFF

74 Faculty
45 Tenure/Tenure Accruing
29 Non-Tenure Accruing

71 Staff
Including 20 Funded from Research

GW GSEHD

DOLLARS AND CENTS

- FY19 Operating Budget: $22M

- FY 18 Research Expenditures: $6.3M
  60% Federal, 30% Foundation,10% Other

- FY 18 Total Gifts Received: $2.14M

GW GSEHD

ASPIRATION: MAKING A DIFFERENCE

- **Research** on Complex and Persistent Problems
- Linking Research to **Instruction**
- Community **Engagement** and Partnerships
- Preparing Graduates for the **Profession(s)**

Our Guiding Assumption: Preparing educators and organizational leaders for diverse professional opportunities is a crucial investment in the nation's future.

GW GSEHD

EVIDENCE: THE DIFFERENCE WE MAKE

David Surratt, EdD
Higher Education Administration

Vice President for Student Affairs and
Dean of Students, University of Oklahoma

"What I learned at GSEHD allows me to support and educate our future leaders, citizens, and movement builders during their college years…"

GW GSEHD

4

ANOTHER ALUM'S PERSPECTIVE

**Vanessa Drumm-Canepa, MEd and
Post-Master's Certificate**
Elementary Education
Educational Leadership and Administration

Principal, Langley Elementary School in DC

*"GSEHD … developed in me a passion to support
schools and children with the greatest needs."*

GW GSEHD

HELP WANTED:
CHALLENGES WE FACE

- Co$t and Competition
- Re$earch
- $pace

GW GSEHD

THANK YOU

Keep Those Cards and Letters Coming

mjfeuer@gwu.edu
4-6161

GW GSEHD
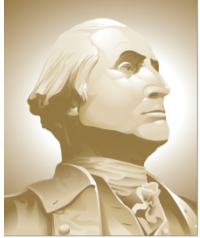
THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Annual Report on Core Indicators

Presentation to the Faculty Senate

Forrest Maltzman
Provost and EVP for Academic Affairs
Professor of Political Science
March 01, 2019

Data as of February 03, 2019

1

Students

Four- and Six-Year Graduation Rates and Projection*
1997-2014 Cohorts
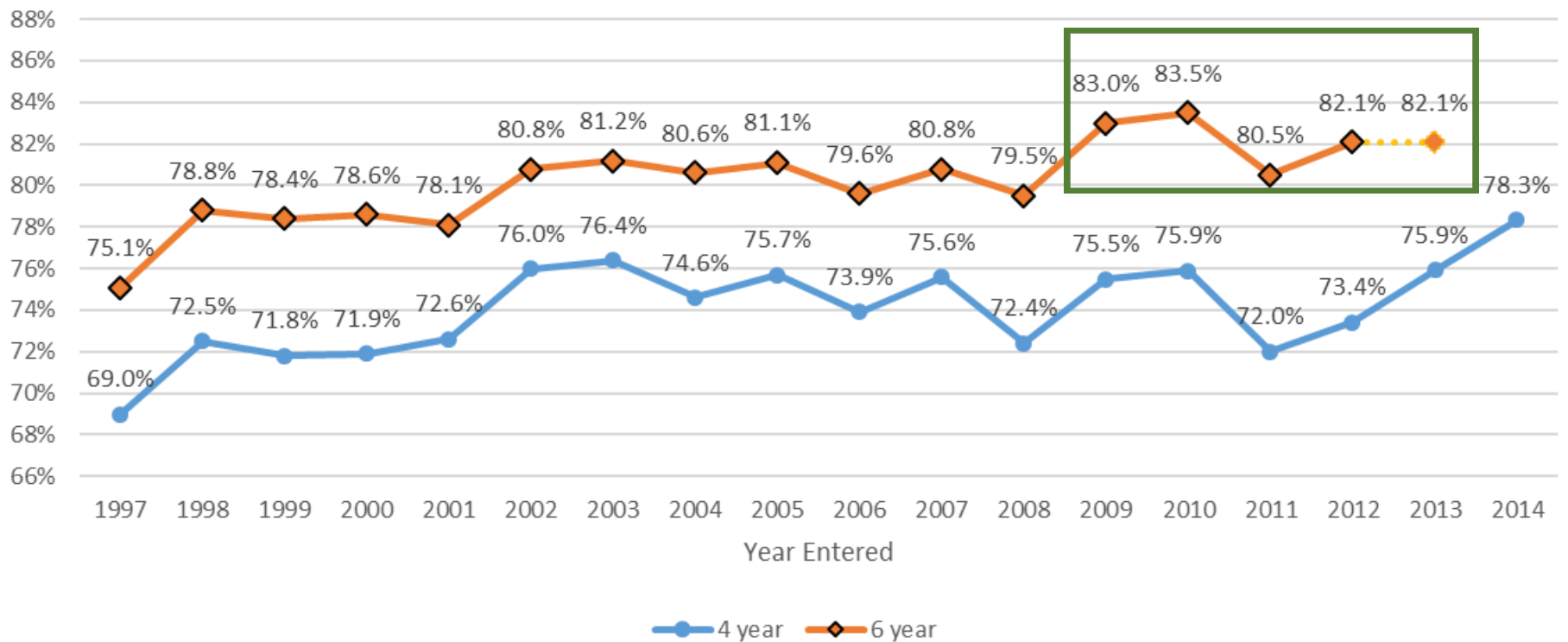
* Six-year graduation rate for cohort 2013 is projected.

3

First Year Retention Rate
2012-2017 Cohort
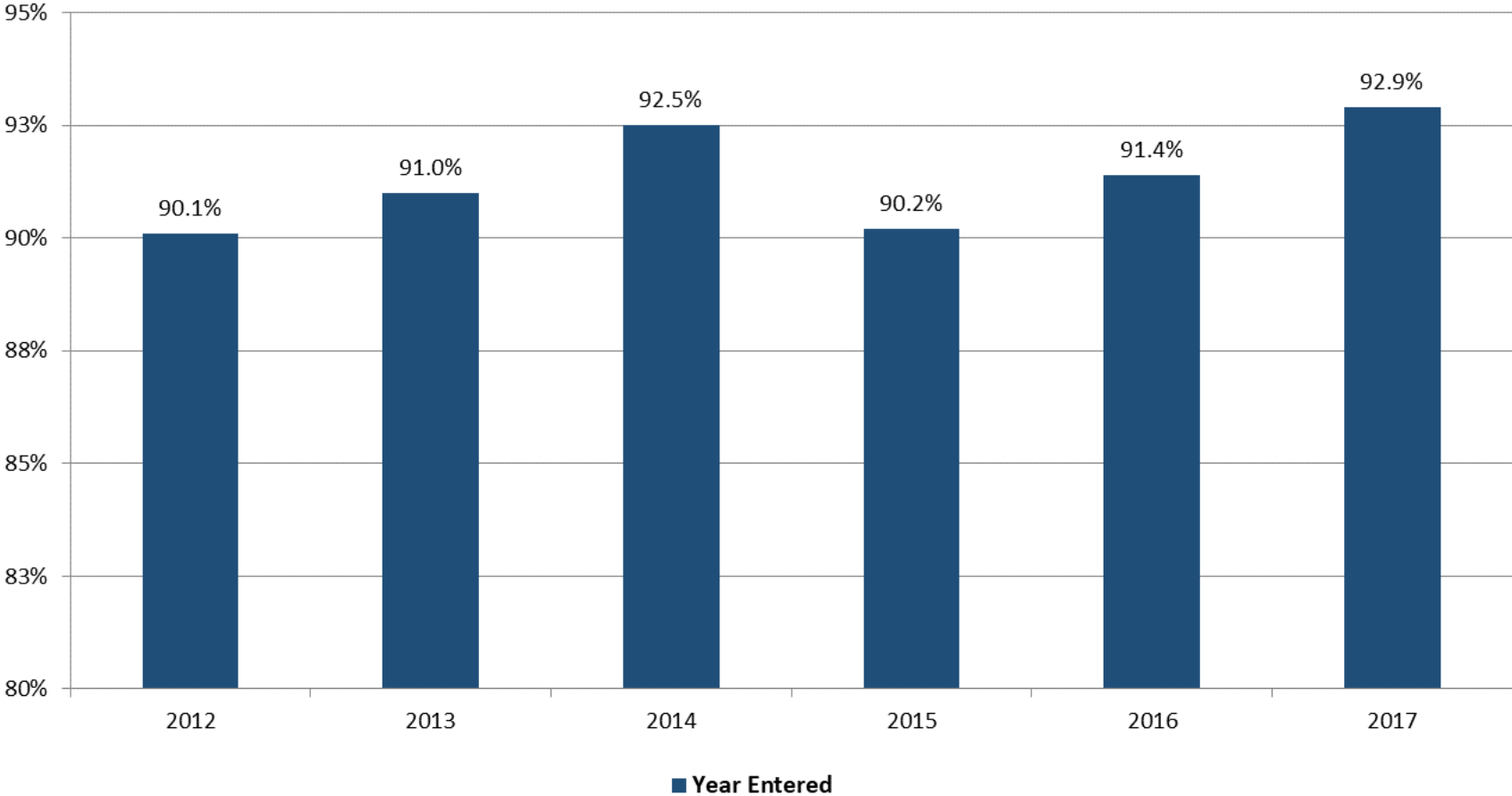
Distribution of High School GPA for Enrolled Students

■ <3.20 Count ■ 3.20-3.39 Count ■ 3.39-3.59 Count ■ 3.59-3.74 Count ■ 3.74-3.89 Count ■ >=3.89 Count

Term	<3.20	3.20-3.39	3.39-3.59	3.59-3.74	3.74-3.89	>=3.89
2018	10%	10%	16%	17%	20%	27%
2017	9%	10%	15%	19%	22%	26%
2016	15%	11%	17%	16%	18%	23%
2015	15%	11%	18%	17%	18%	20%
2014	19%	14%	19%	15%	15%	18%
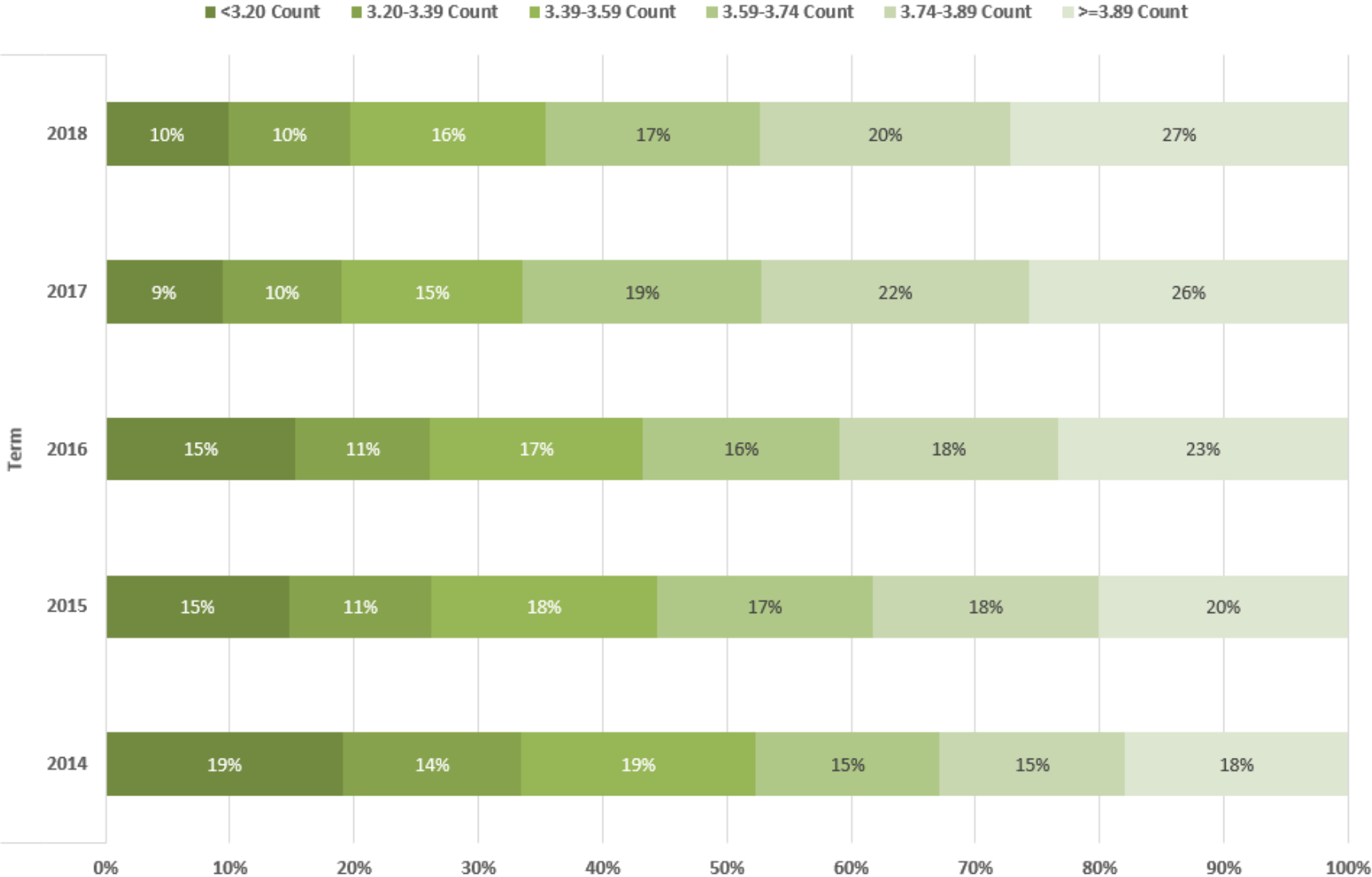
Undergraduate Applications* Count by Academic Year
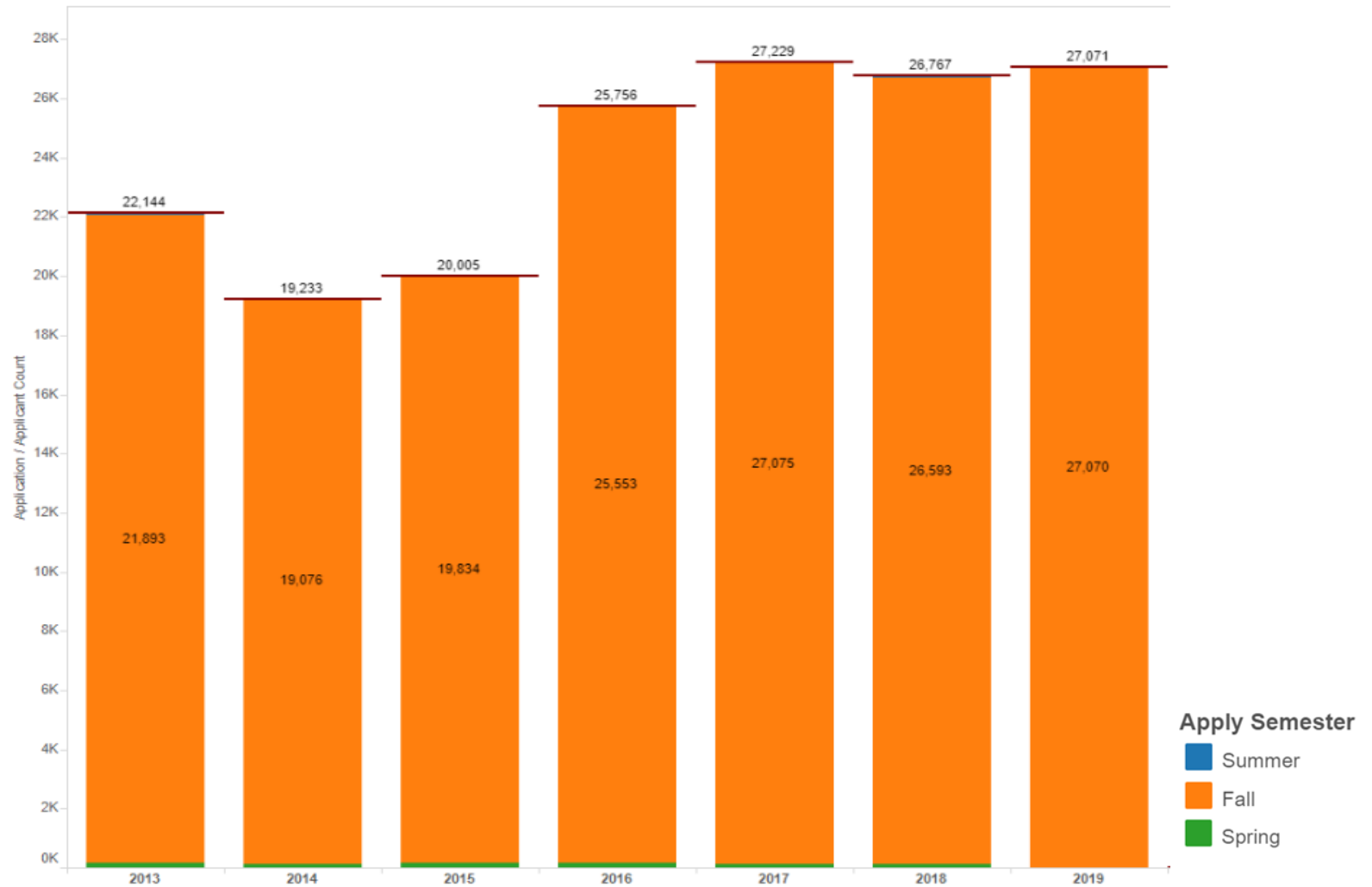
6

Percentage of Students Graduating with Two Majors*

Year	Percentage
2007 (N-346)	13.9%
2008 (N-381)	15.7%
2009 (N-345)	14.3%
2010 (N-300)	13.8%
2011 (N-310)	13.5%
2012 (N-341)	13.9%
2013 (N-364)	14.7%
2014 (N-368)	15.9%
2015 (N-370)	15.2%
2016 (N-434)	16.7%
2017 (N-439)	16.1%
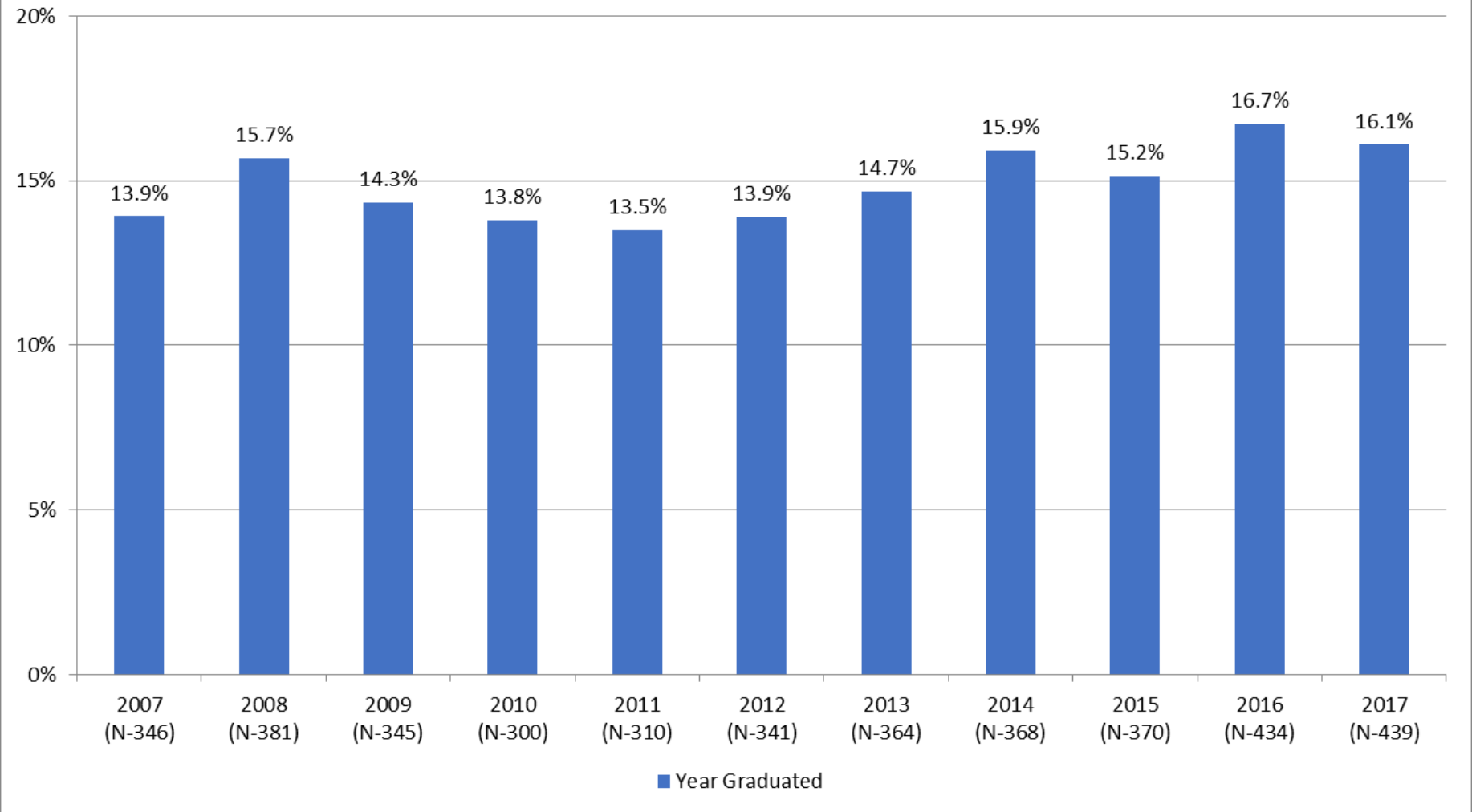
■ Year Graduated

* IPEDS data: Bachelor's degrees conferred. Includes students who graduated in degree-completion programs in SMHS and CPS and the five residential colleges.

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Number of Undergraduate Students In Residential Colleges with Majors or Minors in More than One School

Year		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
2 Majors Across Schools	Count	223	221	193	219	223	238	305	308	369	386	396
	Percent	2.3%	2.3%	2.0%	2.2%	2.3%	2.5%	3.1%	3.1%	3.6%	3.7%	3.7%
1 Major and 1+ Minor across Schools	Count	427	412	406	457	542	585	577	694	865	1,089	1,017
	Percent	4.4%	4.3%	4.2%	4.7%	5.6%	6.2%	5.9%	6.9%	8.4%	10.4%	9.4%
Total Number of Majors and Minors Across Schools	Count	650	633	599	676	765	823	882	1,002	1,234	1,475	1,413
	Percent	6.7%	6.5%	6.2%	6.9%	7.9%	8.7%	9.0%	9.9%	12.0%	14.0%	13.1%
Total Enrollment		9,673	9,692	9,616	9,740	9,711	9,509	9,763	10,075	10,254	10,514	10,797

* Fall census data.

Number and Percentage of All Bachelor's Degree Students* Majoring in a STEM Field
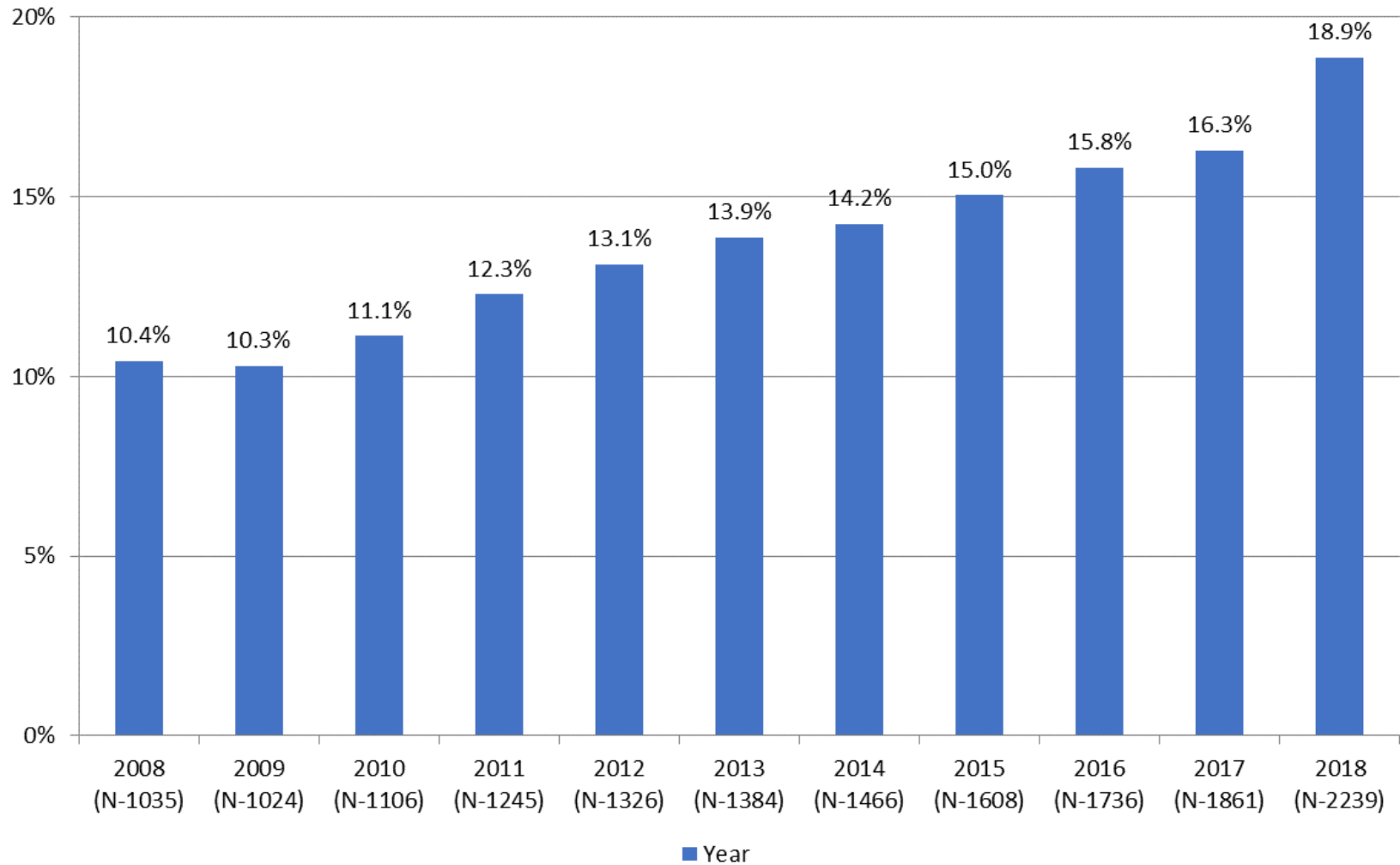
* Fall census data. Includes students enrolled in degree-completion programs in SMHS and CPS and the five residential colleges.

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Number and Percentage of Bachelor's Degree Students in Residential Colleges* Majoring in a STEM Field

Year	Percentage
2008 (N-993)	10.3%
2009 (N-989)	10.2%
2010 (N-1057)	11.0%
2011 (N-1180)	12.1%
2012 (N-1255)	12.9%
2013 (N-1290)	13.6%
2014 (N-1341)	13.7%
2015 (N-1460)	14.5%
2016 (N-1557)	15.2%
2017 (N-1621)	15.4%
2018 (N-1935)	17.9%

■ Year

* Fall census data.

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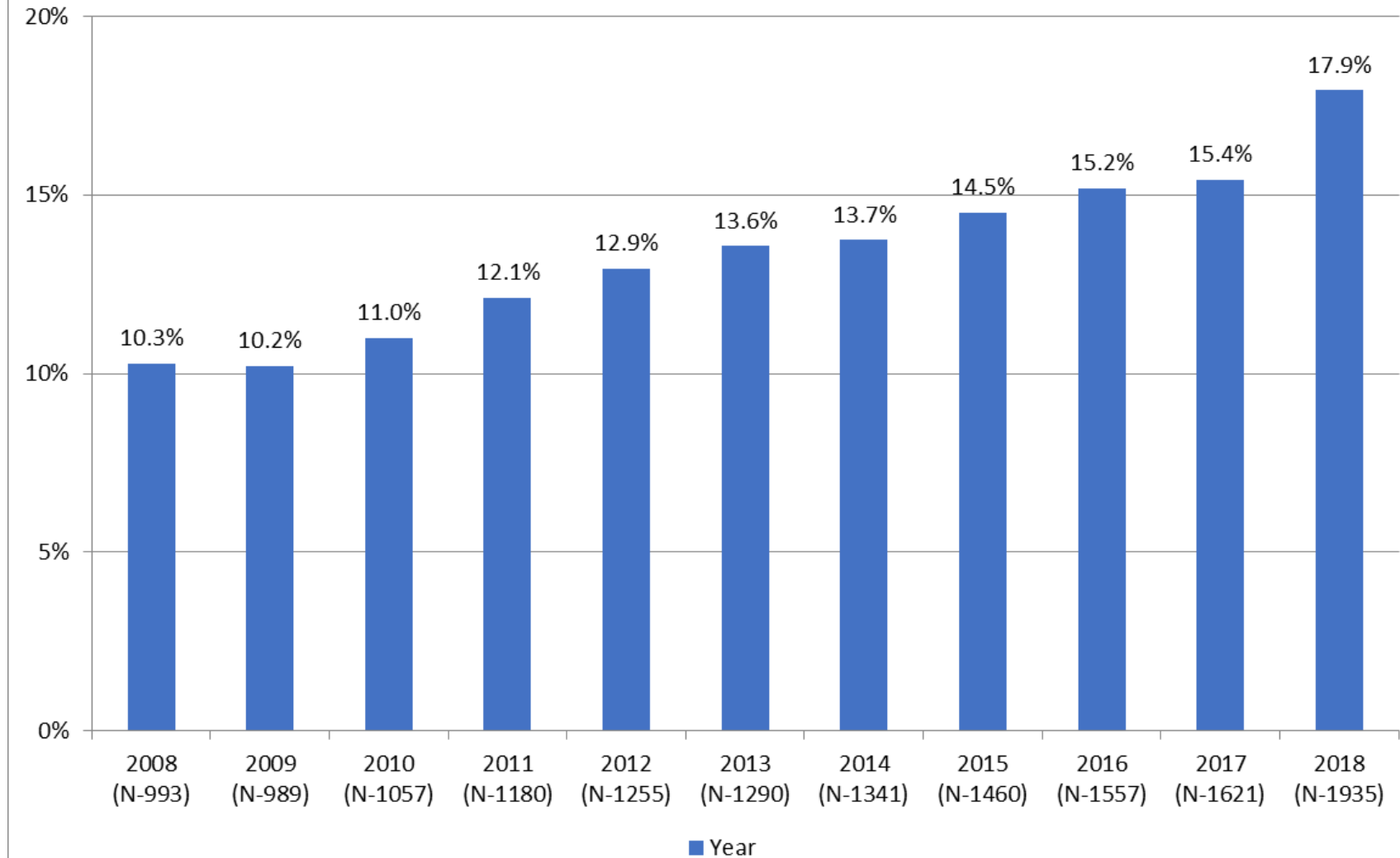
Fall 2018 Foggy Bottom Full-Time Equivalent

	Census Fall 2013	Census Fall 2014	Census Fall 2015	Census Fall 2016	Census Fall 2017	Census Fall 2018
Foggy Bottom/Mount Vernon FTE	17,435	17,191	17,667	17,739	17,698	17,576
Minus						
Study Abroad	494	398	413	296	425	393
Mount Vernon Residents	670	684	689	674	679.2	673
All Courses Mount Vernon	106	98	115	102	93.7	56
Foggy Bottom Faculty & Staff	190	190	153	141	127.8	124
School Without Walls Students	27	22	24	31	29	29
Foggy Bottom FTE	**15,948**	**15,799**	**16,273**	**16,495**	**16,343**	**16,302**
Maximum FTE BZA Order	**16,553**	**16,553**	**16,553**	**16,553**	**16,553**	**16,553**
Utilization	**96.4%**	**95.4%**	**98.3%**	**99.6%**	**98.7%**	**98.48%**

Faculty

GW Office of Institutional Research & Planning

https://irp.gwu.edu/internal-dashboards

HOW TO USE THE DASHBOARDS:

There are five dashboards in this workbook, each presenting a different view of GW faculty over time. Within each dashboard you can customize the presentation. The customization tools are always on the right side of the dashboard. Use the drop down menus to make selections; examples include narrowing results to a specific school, customizing how the data is displayed, or changing which years to compare. Placing your cursor over most charts will initiate a pop-up with more details on percents and/or counts.

DATA DEFINITIONS AND CONSIDERATIONS:

- By default, all dashboards show only Regular Faculty (according to the Faculty Code). Use the "Faculty Type" filter to include additional classifications (e.g., special service, visiting).
- Affiliated MFA faculty **are not** included.
- Deans, Associate Deans, and Assistant Deans **are** included.
- The School of Nursing (SON) formed in 2010; before 2010, SON faculty were part of SMHS.
- All counts are based upon faculty on the HR census as of November 1st of each year.

For more information, please see the GW Data Governance Center.

To access GW Faculty Dashboard: Go to **IRP Website**, click menu "
Internal Dashboard"

Number and Percentage of Regular Active Status Faculty By Tenure Status

Number and Percentage of Regular, Research, and Special Service Faculty By Tenure Status

GW Office of Institutional Research & Planning

Tenured/Tenure Track Status as of Census

Tenure display: **Tenured/Tenure Track Combined**

School: **All** | Gender: **All** | Race: **All**
Faculty Type: **Regular, Research, Special Service** | Rank: **Assistant Professor, Associate Professor, Instructor and 4 more** | Department: **All**
Appointments *(all is both primary and secondary):* **Primary appointments**

Select a tenure display:
Tenured/Tenure Track Combined ▾

Narrow results with filters:

School:
(All) ▾

Gender:
(All) ▾

Race/Ethnicity:
(All) ▾

Faculty Type:
(Multiple values) ▾

Rank:
(All) ▾

Department:
(All) ▾

Include secondary appointments?
(Recommended if filtering by school or department; individuals with secondary appointments will be counted twice)

Primary appointments ▾

Legend:
- ▯ Non Tenure Track
- ▮ Tenured/Tenure Track

Year	Total	Non Tenure Track % (N)	Tenured/Tenure Track % (N)
2009	(1,142)	33.1% (378)	66.9% (764)
2010	(1,161)	30.6% (355)	69.4% (806)
2011	(1,171)	30.0% (351)	70.0% (820)
2012	(1,211)	30.3% (367)	69.7% (844)
2013	(1,245)	28.5% (355)	71.5% (890)
2014	(1,294)	30.5% (395)	69.5% (899)
2015	(1,291)	30.4% (393)	69.6% (898)
2016	(1,308)	31.4% (411)	68.6% (897)
2017	(1,335)	33.0% (441)	67.0% (894)
2018	(1,351)	34.7% (469)	65.3% (882)

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Growth in Number of Tenured and Tenure-Track Faculty

Faculty Growth Rates as of Census

GW Office of Institutional Research & Planning

Comparing **2009 & 2018** by **School**

School: **All** | Tenure Status: **Tenure Track & Tenured** | Gender: **All** | Race/Ethnicity: **All**
Faculty Type: **Regular** | Rank: **Assistant Professor, Associate Professor, Instructor and 4 more** |
Department: **All**
Appointments *(all is both primary and secondary)*: **Primary appointments**

School	Year	Number of Faculty	Change
CCAS	2009	324	
	2018	356	9.9% increase since 2009
CPS	2009	1	
ESIA	2009	43	
	2018	47	9.3% increase since 2009
GSEHD	2009	47	
	2018	45	4.3% decrease since 2009
GWSB	2009	103	
	2018	100	2.9% decrease since 2009
GWSPH	2009	30	
	2018	74	146.7% increase since 2009
LAW	2009	73	
	2018	68	6.8% decrease since 2009
SEAS	2009	73	
	2018	84	15.1% increase since 2009
SMHS	2009	62	
	2018	70	12.9% increase since 2009
SON	2018	30	
UNIV	2009	8	
	2018	8	0.0% change since 2009

Legend: Comparison Year | Decrease | Increase | No Change
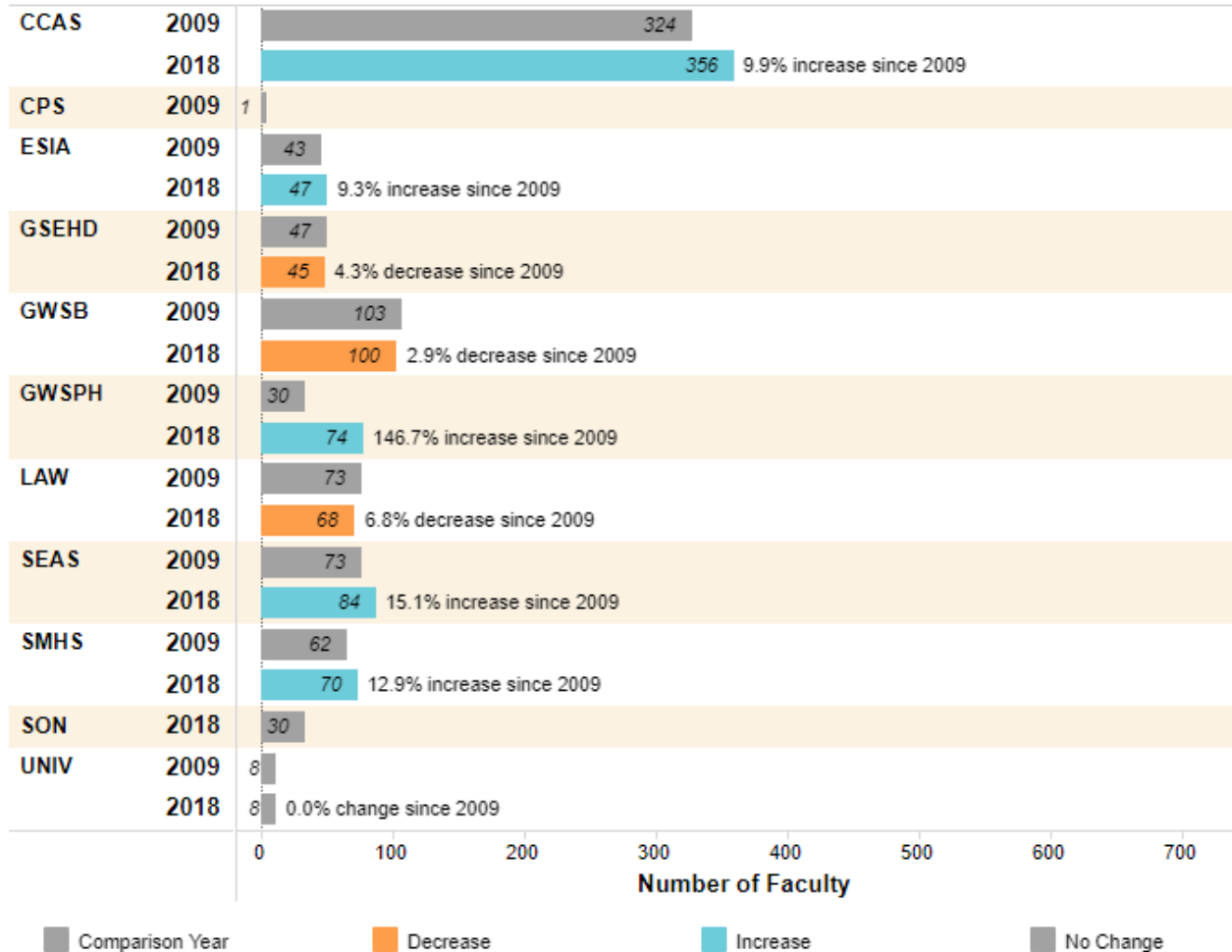
Select a breakdown:
School

Select two years to compare:
(Multiple values)

Narrow results with filters:

School: (All)

Tenure Status: (Multiple values)

Gender: (All)
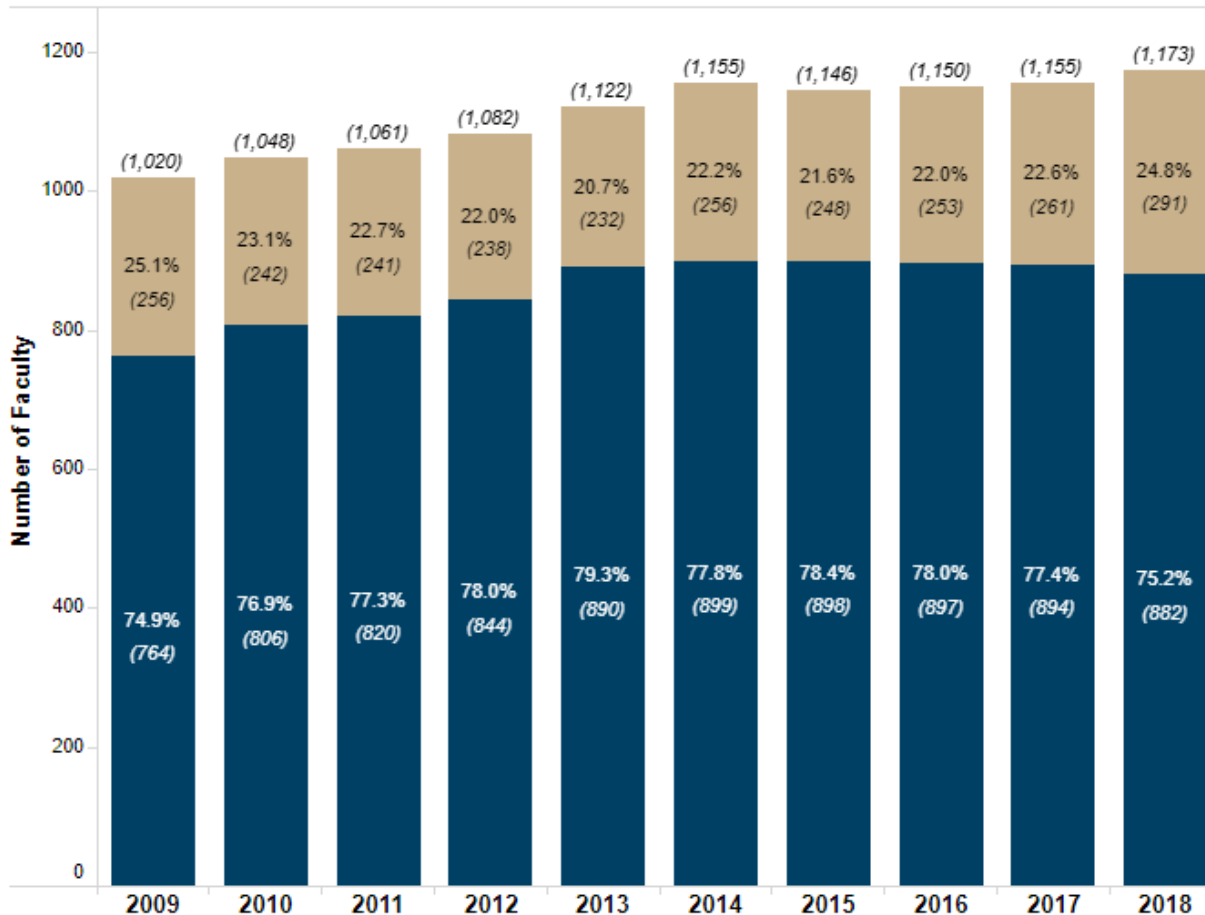
Race/Ethnicity: (All)
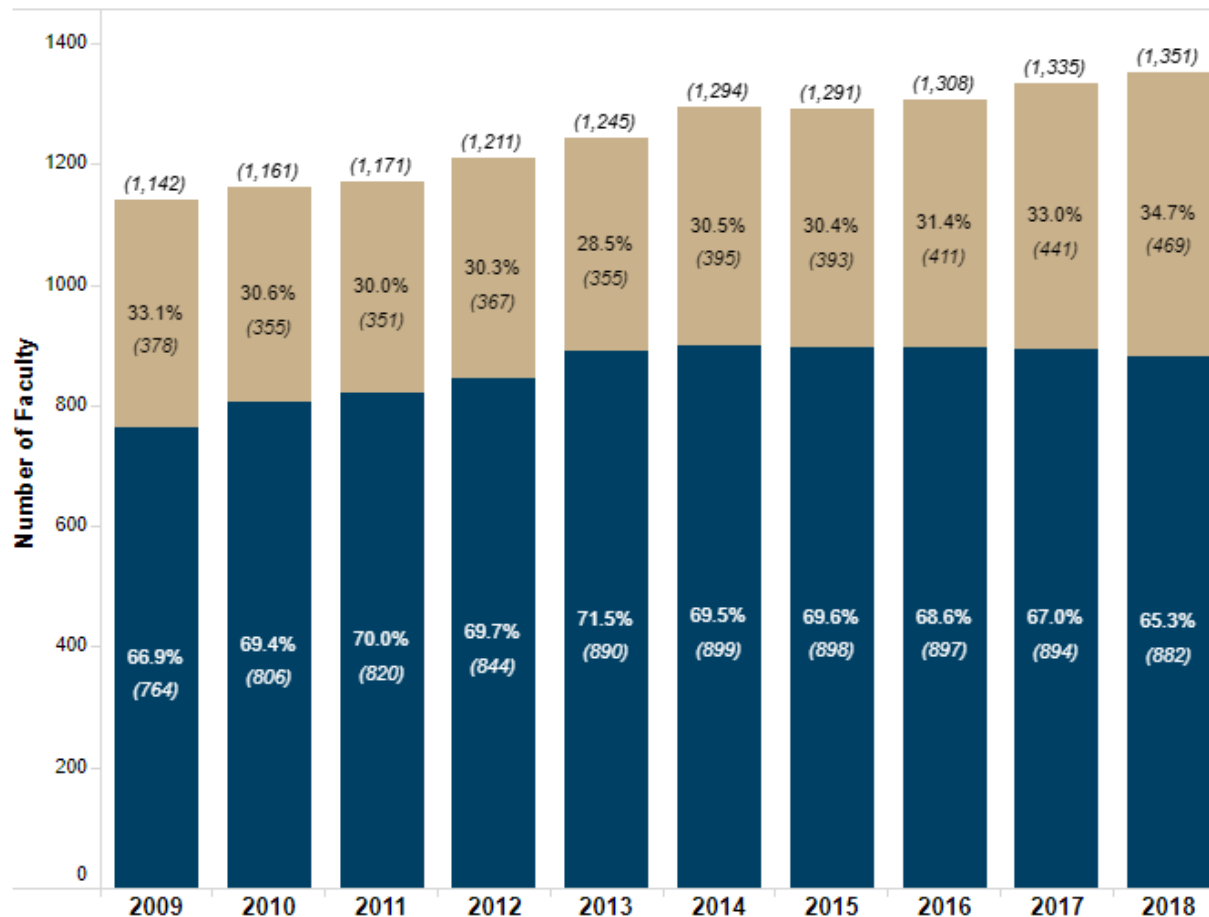
Faculty Type: Regular

Rank: (All)

Department: (All)

Include secondary appointments? (Recommended if filtering by school or department; individuals with secondary appointments will be counted twice)
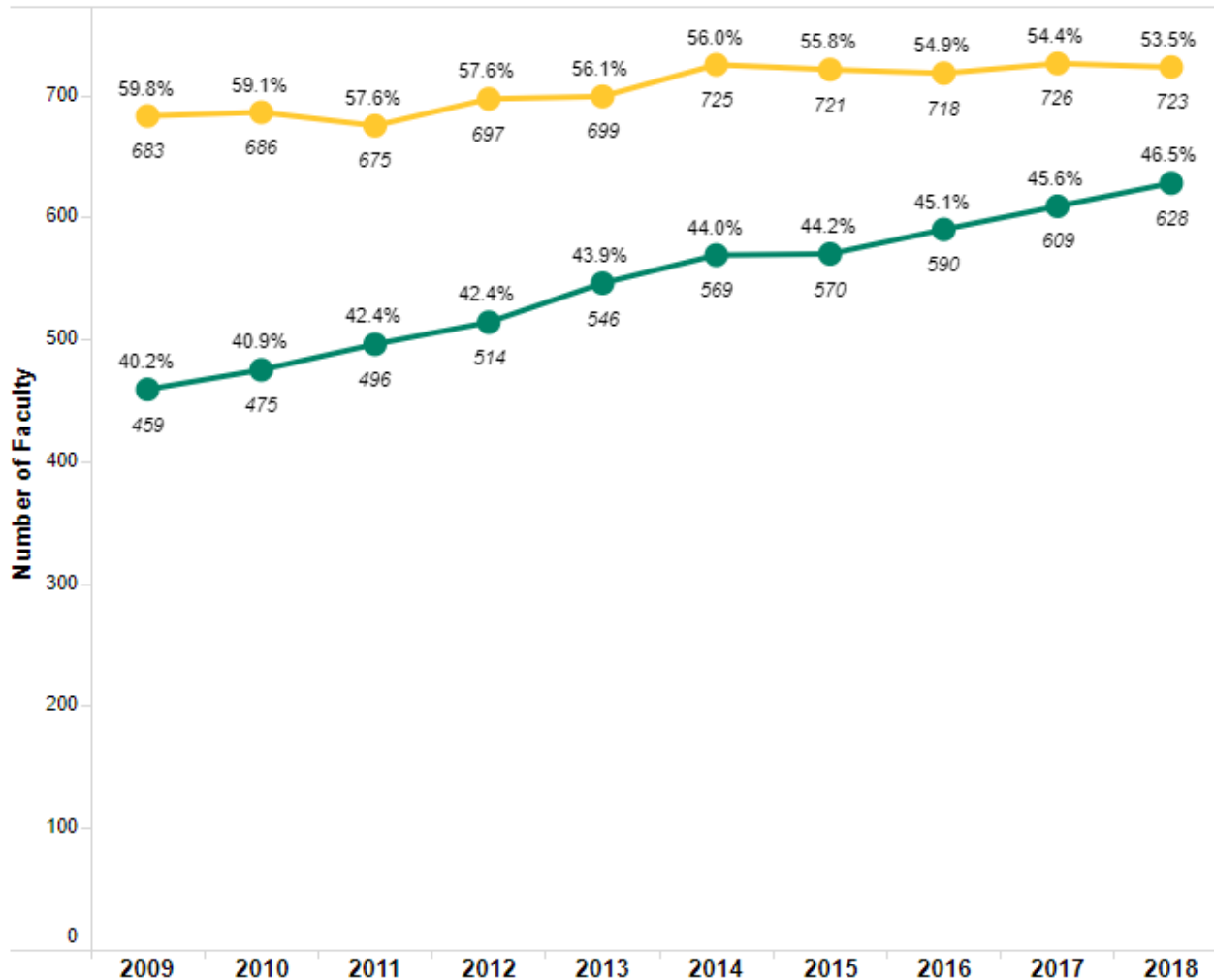
Primary appointments

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Full-Time Faculty By Gender

Full-Time Faculty By Race/Ethnicity

Comparison of Tenure/Tenure-Track vs. Non-Tenure-Track Faculty Salary Averages Compared to AAUP 60th Percentile Averages: AY 2017-18

School	Professors			Associate Professors			Assistant Professors		
	T/TT	NTT	Total	T/TT	NTT	Total	T/TT	NTT	Total
CCAS	$143,313	$154,896	$144,240	$104,397	$91,843	$101,900	$88,720	$77,211	$83,549
ESIA	$181,051	**	$184,004	$110,297	$122,997	$113,472	$96,364	N/A	$96,364
SB	$193,513	N/A	$193,513	$171,838	N/A	$171,838	$176,258	N/A	$176,258
SEAS	$185,369	**	$183,766	$132,544	**	$134,472	$112,605	N/A	$112,605
GSEHD	$142,136	**	$133,224	$101,111	$109,800	$104,098	$88,910	$80,435	$84,857
LAW	$244,716	**	$239,872	$176,811	**	$170,400	N/A	N/A	N/A
CPS	N/A	N/A	N/A	N/A	$101,721	$101,721	N/A	$95,617	$95,617
GWSPH	$204,807	$182,788	$198,201	$134,940	$127,127	$133,137	$100,756	**	$100,454
SON	**	N/A	**	$104,894	**	$103,894	$95,087	$87,927	$92,223
GW AAUP Salary Average	**$177,405**	**$163,986**	**$176,233**	**$120,425**	**$103,781**	**$117,049**	**$105,224**	**$80,988**	**$96,219**
AAUP 60%			**$144,891**			**$101,609**			**$88,800**

** Cells are blank where N<5

Yellow to green color scheme represents how average GW faculty compare to the relevant AAUP 60th percentile.

Comparison Between GW and Market Basket Professor Salary Averages Compared to AAUP 80th Percentile Averages*

GW Market Basket Institution	Professors										
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	%Change
New York University	$170,700	$171,700	$175,900	$182,400	$187,618	$195,700	$196,900	$205,588	$209,700	$214,500	2.3%
Georgetown University	$155,900	$155,500	$158,900	$167,100	$173,592	$177,900	$178,200	$188,250	$195,800	$203,400	3.9%
Boston University	$135,700	$140,600	$143,900	$151,700	$157,044	$161,600	$165,500	$171,686	$177,400	$183,600	3.5%
University of Southern California	$145,000	$145,800	$151,000	$155,900	$160,517	$164,600	$166,800	$170,567	$175,800	$181,600	3.3%
Northeastern University					$153,200	$157,600	$165,400	$169,202	$175,300	$179,900	2.6%
George Washington University	**$134,700**	**$142,900**	**$146,400**	**$152,000**	**$156,018**	**$161,400**	**$163,500**	**$168,799**	**$174,600**	**$179,400**	**2.7%**
University of Rochester					$138,600	$143,500	$150,300	$152,648	$159,000	$166,700	4.8%
University of Miami	$132,800	$132,500	$137,000	$140,800	$144,778	$151,100	$156,000	$160,210	$165,000	$164,200	-0.5%
Tufts University	$128,000	$127,200	$130,700	$134,900	$138,390	$143,200	$145,800	$150,660	$152,500	$154,400	1.2%
University of Pittsburgh						$140,200	$144,200		$149,400	$153,000	2.4%
Wake Forest University						$140,300	$144,100	$145,600	$149,300	$151,700	1.6%
Tulane University	$125,900	$128,000	$134,200	$140,200	$140,190	$147,100	$145,300	$145,389	$152,300	$149,700	-1.7%
Syracuse University					$122,800		$127,700	$130,959	$134,700	$129,900	-3.6%
Mean (excludes GW)	**$142,000**	**$143,043**	**$147,371**	**$153,286**	**$151,673**	**$156,618**	**$157,183**	**$162,796**	**$166,350**	**$169,383**	**1.8%**
AAUP 80th percentile	**$132,969**	**$134,671**	**$137,637**	**$140,726**	**$143,125**	**$146,405**	**$152,123**	**$156,140**	**$155,359**	**$165,639**	**6.6%**

* Sorted by 2017-18 overall averages

Comparison Between GW and Market Basket Associate Professor Salary Averages Compared to AAUP 80th Percentile Averages*

GW Market Basket Institution	Associate Professor										
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	%Change
Georgetown University	$101,000	$100,700	$104,100	$109,000	$109,355	$111,300	$114,200	$118,953	$125,200	$130,000	3.8%
New York University	$103,700	$101,500	$103,800	$106,000	$107,656	$112,100	$114,700	$120,222	$122,800	$124,900	1.7%
Boston University	$91,200	$95,500	$99,800	$105,000	$106,896	$110,200	$113,600	$117,126	$120,000	$124,800	4.0%
Northeastern University					$108,000	$111,800	$114,700	$117,725	$121,800	$124,100	1.9%
George Washington University	**$97,000**	**$98,600**	**$100,200**	**$103,100**	**$106,102**	**$109,400**	**$109,900**	**$114,557**	**$115,000**	**$117,000**	**1.7%**
University of Southern California	$95,800	$98,600	$103,300	$105,300	$107,766	$110,000	$104,700	$107,158	$109,900	$113,800	3.5%
University of Rochester					$100,900	$101,700	$103,400	$105,522	$109,300	$112,200	2.7%
University of Miami	$86,200	$86,900	$90,000	$92,000	$94,764	$99,400	$102,500	$105,535	$108,300	$110,600	2.1%
Tufts University	$95,300	$95,300	$96,000	$97,500	$101,152	$102,300	$104,500	$104,816	$107,200	$109,500	2.1%
Wake Forest University						$95,500	$96,500	$98,700	$98,500	$101,900	3.5%
University of Pittsburgh						$93,000	$96,400		$99,900	$101,100	1.2%
Syracuse University					$87,700		$94,600	$95,683	$97,700	$97,400	-0.3%
Tulane University	$83,400	$84,000	$85,300	$86,600	$88,736	$92,000	$90,800	$90,876	$92,100	$92,500	0.4%
Mean (excludes GW)	**$93,800**	**$94,643**	**$97,471**	**$100,200**	**$101,293**	**$103,573**	**$104,217**	**$107,483**	**$109,392**	**$111,900**	**2.3%**
AAUP 80th percentile	**$93,074**	**$94,414**	**$96,232**	**$98,023**	**$101,072**	**$101,658**	**$103,801**	**$106,347**	**$107,719**	**$113,023**	**4.9%**

* Sorted by 2017-18 overall averages

Comparison Between GW and Market Basket Assistant Professor Salary Averages Compared to AAUP 80th Percentile Averages*

GW Market Basket Institution	Assistant Professors										
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	%Change
Georgetown University	$80,500	$83,600	$88,900	$94,400	$96,014	$101,200	$103,300	$112,865	$115,700	$115,600	-0.1%
New York University	$93,500	$92,700	$95,600	$99,700	$105,299	$110,100	$111,200	$115,037	$117,500	$115,200	-2.0%
Northeastern University					$96,700	$99,100	$102,200	$108,103	$110,700	$112,300	1.4%
University of Rochester					$94,700	$96,000	$98,000	$100,620	$102,400	$106,900	4.4%
Boston University	$76,400	$82,100	$85,100	$87,800	$91,001	$93,200	$96,800	$99,071	$101,100	$105,000	3.9%
University of Miami	$79,500	$79,100	$77,700	$81,100	$83,406	$83,500	$86,900	$95,682	$98,000	$98,200	0.2%
University of Southern California	$86,700	$89,600	$91,500	$93,300	$93,452	$95,600	$92,900	$93,870	$97,400	$97,900	0.5%
George Washington University	**$78,700**	**$81,000**	**$82,100**	**$84,200**	**$86,896**	**$87,500**	**$90,100**	**$90,821**	**$92,700**	**$96,200**	**3.8%**
Tulane University	$65,200	$67,800	$69,300	$71,500	$73,956	$79,800	$83,200	$91,517	$92,500	$93,300	0.9%
Tufts University	$75,800	$75,700	$78,200	$79,000	$82,898	$86,400	$86,500	$88,317	$90,500	$92,200	1.9%
University of Pittsburgh						$77,800	$80,900		$81,500	$85,600	5.0%
Syracuse University					$75,500		76500	$77,599	$79,600	$80,900	1.6%
Wake Forest University						$79,000	$80,900	$81,100	$77,900	$76,200	-2.2%
Mean (excludes GW)	**$79,657**	**$81,514**	**$83,757**	**$86,686**	**$89,293**	**$91,064**	**$91,608**	**$96,707**	**$97,067**	**$98,275**	**1.2%**
AAUP 80th percentile	**$78,886**	**$81,002**	**$81,135**	**$84,236**	**$86,896**	**$87,456**	**$91,183**	**$95,281**	**$95,273**	**$100,020**	**5.0%**

* Sorted by 2017-18 overall averages

Salary Equity Ratio* Between Female and Male Professor Average Salary: AY 2018-19

	Female		Male		Total		Salary
School Name	Count	Average Salary	Count	Average Salary	Count	Average Salary	Equity
GWSB	10	$232,308	29	$196,749	39	$205,867	118.1
CCAS	49	$142,719	105	$146,883	154	$145,558	97.2
ESIA	7	$176,249	25	$178,977	32	$178,380	98.5
SEAS	8	$186,220	35	$195,444	43	$193,728	95.3
GWSPH	11	$192,383	23	$203,615	34	$199,981	94.5
LAW**	13	$268,262	34	$262,317	47	$263,997	102.3
Grand Total***	109	$178,178	264	$184,799	373	$182,859	96.4

* "Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

** Law school statistics exclude clinical and legal writing faculty. If clinical and legal writing faculties were included, the salary equity ratio would be 96.1.

*** Schools with fewer than five faculty for either gender will not be shown in the list, but will be included in the grand total.

Source: American Association of University Professors (AAUP) final reporting file.

Faculty salaries were converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.

Salary Equity Ratio* Between Female and Male Associate Professor Average Salary: AY 2018-19

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	10	$175,705	19	$165,591	29	$169,078	106.1
CCAS	86	$101,734	91	$105,256	177	$103,535	96.7
ESIA	8	$109,000	13	$119,615	21	$115,571	91.1
SEAS	5	$145,492	18	$139,654	23	$140,981	104.2
GSEHD	18	$106,814	13	$103,806	31	$105,552	102.9
GWSPH	30	$134,332	16	$138,619	46	$135,823	96.9
Grand Total**	177	$116,928	178	$120,422	355	$118,670	97.1

* "Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

** Schools with fewer than five faculty for either gender will not be shown in the list, but will be included in the grand total. Law school excludes clinical and legal writing faculty.

Source: American Association of University Professors (AAUP) final reporting file.

Faculty salaries were converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.

Salary Equity Ratio* Between Female and Male Assistant Professor Average Salary: AY 2018-19

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	9	$172,036	16	$179,343	25	$176,713	95.9
CCAS	65	$83,762	69	$88,105	134	$85,998	95.1
SEAS	5	$116,243	11	$113,057	16	$114,053	102.8
GSEHD	17	$86,642	7	$91,662	24	$88,106	94.5
GWSPH	13	$100,394	6	$106,660	19	$102,373	94.1
Grand Total**	135	$94,910	114	$105,114	249	$99,582	90.3

*"Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

** Schools with fewer than five faculty for either gender will not be shown in the list, but will be included in the grand total.

Source: American Association of University Professors (AAUP) final reporting file.

Faculty salaries were converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.

Full- and Part-Time Faculty Teaching* by Campus : Fall 2018

% of Total Students Enrolled in Courses Taught by Full/Part-Time Faculty

	On-Campus	Off-Campus Face to Face	Online	Grand Total
PT Faculty	38.4%	50.0%	49.5%	40.3%
FT Faculty	61.6%	50.0%	50.5%	59.7%

% of Course Sections Taught by Full/Part-Time Faculty

	On-Campus	Off-Campus Face to Face	Online	Grand Total
PT Faculty	43.4%	55.8%	60.4%	46.5%
FT Faculty	56.6%	44.2%	39.6%	53.5%
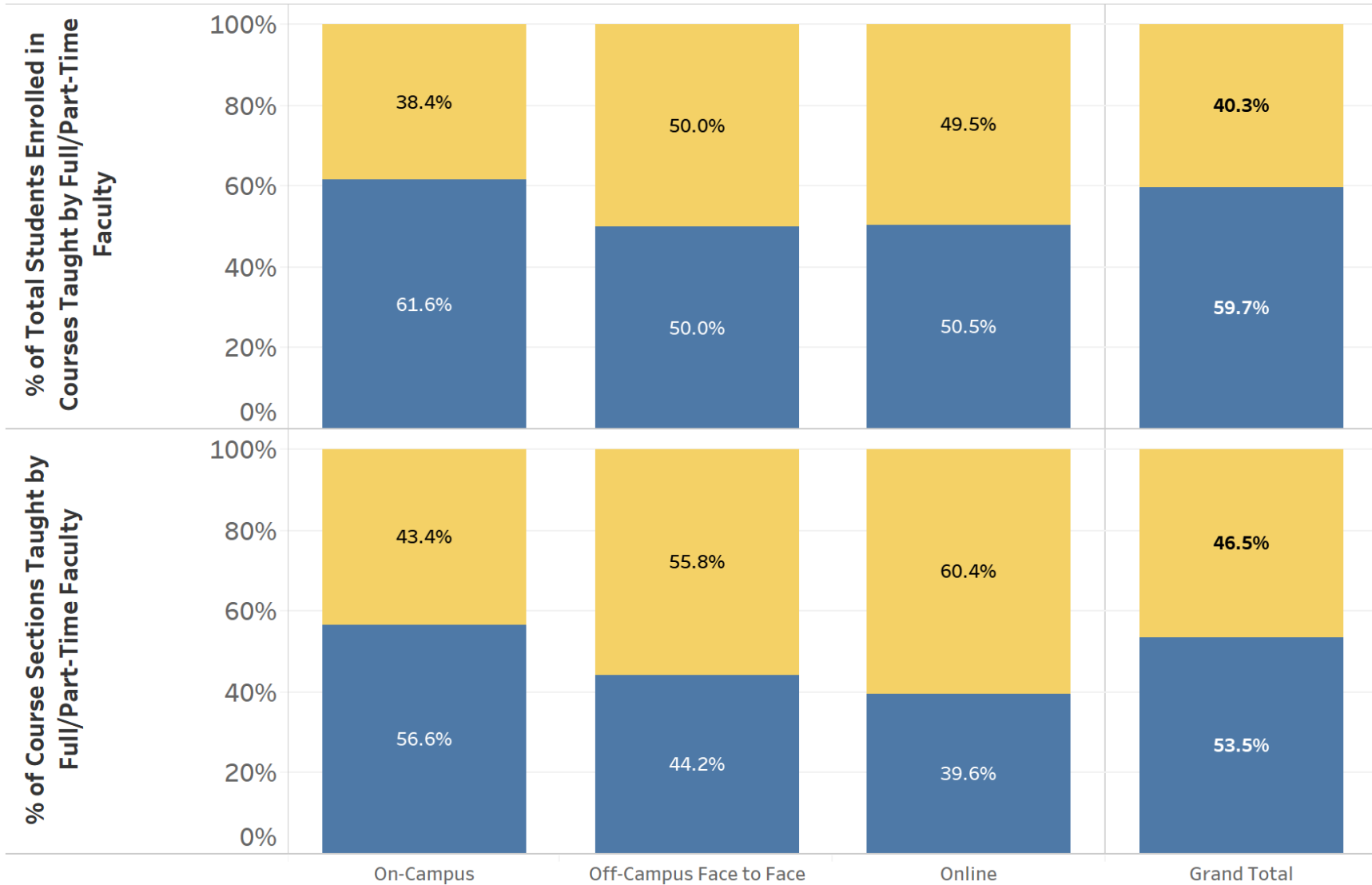
PT Faculty   FT Faculty

*SMHS courses were excluded because Banner does not record full/ part-time status for medical school faculty. If SMHS were included, approximately 59.6% of students enrolled in courses were taught by full-time faculty; 51.7% of course sections were taught by full-time faculty.

Full Time Personnel and Total Student Headcount*

Legend: On Campus | Off Campus/Online | Faculty | Staff

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Staff	3,876	3,789	3,815	3,936	3,997	3,854	3,774	3,812
Off Campus/Online	4,704	5,442	6,040	6,003	6,735	6,858	7,783	8,624
Faculty	1,000	1,025	1,141	1,180	1,182	1,174	1,181	1,188
On Campus	20,432	19,818	19,613	19,264	18,878	19,354	19,376	19,349

* Data based on IPEDS Human Resources Survey and IPEDS Fall Enrollment Survey.   27

Comparison of GW and Market Basket FTE Employees
per 100 FTE Student Enrollment

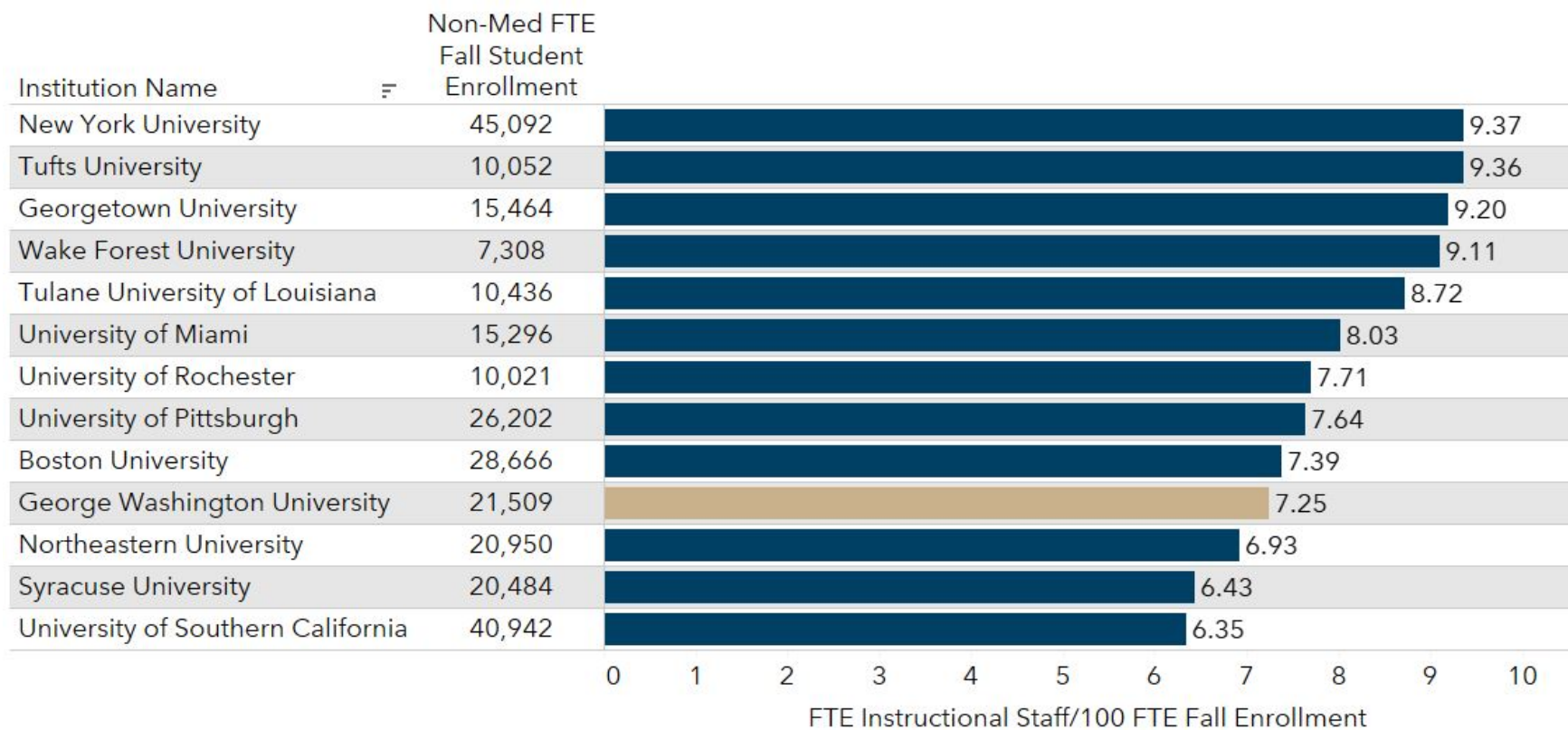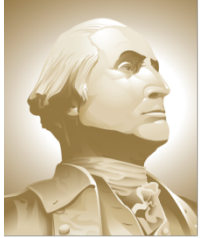| Institution Name	Non-Med FTE Fall Student Enrollment	FTE Employees/100 FTE Fall Enrollment
University of Rochester	10,021	42.10
Tufts University	10,052	39.55
Wake Forest University	7,308	33.26
Tulane University of Louisiana	10,436	30.19
Georgetown University	15,464	29.21
University of Miami	15,296	28.85
University of Pittsburgh	26,202	27.29
University of Southern California	40,942	26.89
Boston University	28,666	25.31
New York University	45,092	24.80
Syracuse University	20,484	23.52
George Washington University	21,509	21.65
Northeastern University	20,950	19.31

Data based on IPEDS 2017-18 data submission.

Comparison of GW and Market Basket FTE Faculty per 100 Student FTE Enrollment

Institution Name	Non-Med FTE Fall Student Enrollment	FTE Instructional Staff/100 FTE Fall Enrollment
New York University	45,092	9.37
Tufts University	10,052	9.36
Georgetown University	15,464	9.20
Wake Forest University	7,308	9.11
Tulane University of Louisiana	10,436	8.72
University of Miami	15,296	8.03
University of Rochester	10,021	7.71
University of Pittsburgh	26,202	7.64
Boston University	28,666	7.39
George Washington University	21,509	7.25
Northeastern University	20,950	6.93
Syracuse University	20,484	6.43
University of Southern California	40,942	6.35

Data based on IPEDS 2017-18 data submission.

Thank You

Report of the Faculty Senate Executive Committee (FSEC)
March 1, 2019
Sylvia A. Marotta-Walters, Chair

Actions of the Executive Committee

Code Review.

Since last month's Senate meeting, the Professional Ethics and Academic Freedom (PEAF) Committee continues to work on the remaining sections of the Code that are in need of revision this spring. The issues center around adding a step to the Faculty Senate Executive Committee's (FSEC) role in reviewing non-concurrences on personnel actions. That additional step would be to remove the current right of a faculty member to a hearing (grievance) on the grounds of arbitrary or capricious actions on behalf of the university, and have the FSEC add a review and conclusion on these grounds to its standard review and recommendation of nonconcurrences. The procedures associated with the additional role for the FSEC are still being defined at the time of this writing, and include ensuring that the Senate's recent passage of a resolution on confidentiality of dossier materials can be preserved. I will continue to update the Senate as these issues arrive at consensus, with the hope of bringing them to the full Senate for a floor vote before the end of the spring semester.

A resolution will come forth next month to re-order the wording of the section of the Code that was passed last month, pertaining to personnel actions for specialized and for regular faculty.

Another issue that PEAF will be clarifying is the schools' ability to establish rules for recusal of faculty from the School Wide Personnel Committee in order to manage potential dual rules or conflicts of interest for candidates from committee members' departments.

Faculty Role on Strategic Initiatives on Culture.

The Culture Leadership Team (CLT) has been meeting frequently over the past month, with a day-long retreat to define the Common Purpose of the initiative, in conjunction with senior administrative leaders. The Common Purpose is an internal message out of which will be defined values and behaviors that the university community will commit to in order to transform the culture from transactional and compliant to one of service for all community members. At next month's Senate meeting, Professor Marie Price will report to the Senate on culture activities to date.

Update on Policy Reviews.

Title IX. PEAF met this past week with VP Caroline Laguerre-Brown to discuss the processes that were put into place last July to administer the university's Title IX obligations. Most of the discussion centered around defining who should be considered a responsible party under the policy. Since the Department of Education (DOE) is still finalizing its regulation no changes will be made to the university's existing policy until the DOE completes its work. DOE received over 100,000 comments during the open period that ended in January 2019, so we expect it will be some months before the final regulation is issued. In the meantime, the administration and PEAF will continue to craft language to improve the existing university policy.

Equal Employment Opportunity Policy. PEAF will be reviewing the proposed revisions at a meeting to be scheduled following the completion of the Title IX reviews.

Faculty Personnel Matters

Grievances: There is one grievance in the Columbian College and it is in the early mediation stage.

Announcements

Please remember to complete the online volunteer forms for next year's senate committees.

Upcoming Agenda Items

The April 12, 2019, Senate Meeting will include a report on the Culture Initiative and a report on the Strategic Directions of the Athletic Department by VP Tanya Vogel. The annual Senate photo will also take place prior to the meeting.

Calendar

The next meeting of the Executive Committee will be on March 22, 2019. Please submit items for consideration no later than Friday, March 15, 2019.