



**MINUTES OF THE REGULAR FACULTY SENATE MEETING
HELD ON NOVEMBER 8, 2019
AT 1957 E STREET NW/STATE ROOM**

- Present:** President LeBlanc, Provost Blake, and Parliamentarian Charnovitz; Deans Feuer, Goldman, and Mehrotra; Interim Dean Christopher Bracey; University Librarian Henry; Executive Committee Chair Marotta-Walters; Registrar Amundson; Professors Briscoe, Costello, Cottrol, Dugan, Gupta, Gutman, Harrington, Johnson, Khilji, Markus, McHugh, Mylonas, Orti, Perry, Pintz, Rao, Roddis, Sarkar, Schumann, Schwartz, Sidawy, Swaine, Tekleselassie, Tielsch, Wagner, Wilson, Wirtz, Yezer, and Zara.
- Absent:** Deans Akman, Brigety, Jeffries, and Lach; Interim Deans Deering and Wahlbeck; Professors Agnew, Brown, Cordes, Eleftherianos, Hill, Lewis, Rain, Rehman, Subiaul, and Vonortas.

CALL TO ORDER

The meeting was called to order at 2:14 p.m. The Provost welcomed Provost Brian Blake to the university and to his first Senate meeting. He invited all to attend the welcome event for Provost Blake that will be held on Tuesday, November 12, from 3:30-5:00pm in the Marvin Center Great Hall. The President also welcomed GW's new Chief People Officer, Dana Bradley, in attendance at today's Senate meeting.

APPROVAL OF THE MINUTES

The minutes of the October 11, 2019, Faculty Senate meeting were approved unanimously without comment.

REPORT: Faculty Salary Equity Project Update (Chris Bracey, Vice Provost for Faculty Affairs)

Speaking from the attached slides, Vice Provost Bracey updated the Senate on the faculty salary equity review process. The slides contain information on the origins, purpose, and principal task of the original Salary Equity Committee, as well as follow-on tasks performed by the administration once salary outliers were identified (e.g., identifying legitimate factors contributing to outlier status and making salary adjustments where warranted). The committee was reconstituted in Spring 2018 and included faculty representatives recommended by the Senate. It also leveraged university

resources in Institutional Research and Faculty Affairs and, once the methodology for the review was established, set the goal of accomplishing reviews in a more compressed time period and with greater efficiency, aligning with the faculty merit cycle. Previously, the review process took multiple years, rendering the salary data too stale to be used effectively.

The committee conducted a review of the literature and of peer institution practices to advise GW's methodology, learning that schools conduct these reviews differently. Some schools conduct detailed, multi-year analyses, while others opt for a process that is more repeatable in a shorter time frame. Ultimately, the committee chose the latter approach after weighing the pros and cons of each, choosing a process that could be repeated annually.

GW's methodology is a two-way interaction between department and rank that controls for time in rank. In addition, the committee runs two statistical models: one including all faculty and one excluding faculty hired with tenure. The rationale for this is that faculty hired with tenure are frequently hired at higher salary levels and will hence pull the regression line up, revealing more individuals with salaries in the outlier status. Outliers are defined as those salaries more than 1 standard deviation outside the regression line. Vice Provost Bracey noted that different schools have used different levels of standard deviations in identifying outlier status over the years; the committee opted on the side of inclusion with the understanding that this would result in more salaries being identified as outliers. However, it was anticipated that follow-on conversations about the identified outliers would result in a finding that a great many of these salaries were in fact appropriate and could be fully explained as the natural consequence of one or more legitimate factors.

The slides include several examples of a sample school analysis, using one cohort of the Columbian College of Arts and Sciences (CCAS). (Vice Provost Bracey noted that CCAS is not considered as a whole but rather with three cohorts: physical sciences, social sciences, and humanities.) Clean decoded data is shared with the dean of the relevant school, including standard deviation info for both the full faculty and hired-with-tenure-excluded models. Vice Provost Bracey pointed out that some faculty are outliers under both models, while others appear as outliers under just one model or the other. Deans receive all outlier information from both models.

The initial review under this model was conducted in November 2018 for four schools, with two more assessed in July 2019. In November 2019, six schools were assessed. Data from the November 2018 assessment were reported out to the Senate Appointment, Salary, and Promotion Policies (ASPP) Committee; that committee included this work in its 2018-2019 annual report. Schools not included in the first review were in the process of conducting their own reviews, and the committee determined that these should be completed as planned. The School of Medicine and Health Sciences (SMHS) and the Medical Faculty Associates (MFA) are not included in this review due to their unique position as relates to clinical faculty. The College of Professional Studies (CPS) has also been excluded due to its small number of faculty.

Next steps in this work will include taking strategic direction from the new Provost. Vice Provost Bracey noted that outliers in one year may repeat as outliers in subsequent years; most are found to be legitimate outliers in the first and subsequent reviews. Overall, the total number of outliers is stable but is not consistently the same people. This may suggest a need for the university to look at how its hiring decisions may be leading to outlier salaries and to determine whether it can be more proactive around preventing outliers at the point of hire.

In addition to this type of strategic question, the faculty committee may be reconvened to continue to assess and advise the process. The methodology may also be revisited, and additional variables (such as gender, underrepresented minority, and leave status) may be considered now that the process has successfully run for two cycles. Finally, the cadence may be revisited; if the process is being done correctly, it may be sufficient to conduct reviews every two years instead of annually.

Professor Wilson asked whether there is an inconsistency between accounting for productivity at all levels and simultaneously excluding those faculty members hired with tenure; he wondered if this might mean all faculty are being compared to those with lower productivity and therefore appearing to be outliers on the higher side. Vice Provost Bracey responded that this observation is correct but that faculty hired with tenure had their productivity assessed at the point of hire and against faculty members at other institutions. This is why the numbers are presented in the context of both models—with tenure-hire “superstars” included and excluded. The regression curve then moves depending on which model is in view.

Professor Yezer observed that Lyterati is not integrated with this process and wondered why information from that system might not be considered as well. He also noted that many faculty members would probably like to see the regression equation in use in order to see where they stand as individuals. Finally, he suggested modeling lateral transfers in a single regression model in the interest of not throwing away collected data. This would entail running a model with people already at GW and allow in the functional form the possibility of other individuals arriving at a later date, resulting in one equation that would be more definitive. Vice Provost Bracey responded that, if there is a better regression to run, this is precisely the kind of thing a reconstituted faculty committee should consider.

Professor Costello asked whether salary data considered under the model includes administrative stipends. Vice Provost Bracey responded that, as the compensation scale for stipends varies by school and department, these are excluded; the analysis run is on the adjusted nine-month base salary.

Professor Mylonas thanked Vice Provost Bracey for his work on this area. He then noted that, given that faculty retention should be a top priority, and that “superstar” faculty wouldn’t consider joining a department they didn’t view as strong, the logic of adjusting salaries based on a statistical model that excludes “superstar” faculty may undermine GW’s ability to retain its existing strong faculty. Vice Provost Bracey responded that this is why the committee decided to run both models; the analysis on both models is presented to the deans so that they may consider points such as this when determining how to proceed.

Professor Dugan strongly encouraged Vice Provost Bracey to consider including gender and parental leave data, in particular with a view to how these variables affect those in the associate professor rank. Vice Provost Bracey responded that the equity analysis was initially done in a simplified way simply in order to complete an initial analysis. With this first run working well, the goal is indeed to take a deeper dive into data involving other demographic variables.

Professor Gupta spoke in his capacity as the current chair and longtime member of the ASPP Committee, noting that salary equity has been an issue on the committee’s table for years. Prior to Vice Provost Bracey’s involvement, the committee worked with 2013 data, analyzed it for four years, and ultimately found it was too stale by 2017 to be useful in making practical adjustments. He noted

that he was initially skeptical of the quick pace of the current project but applauds the work that has led to the current, efficient process.

Professor Perry noted that thirty salary adjustments represent approximately 1% of faculty salaries at the university, and she urged the administration to keep in mind the balance between the amount of work required to identify inequities and the number of inequities discovered. Vice Provost Bracey responded that the goal of the analysis is to yield something of value and that this is an area about which many faculty care a great deal. He noted that the effort is worth it if the process is indeed getting it right—specifically, if a regression is developed that can be repeated efficiently. He acknowledged the work of the Office of Institutional Research in this area, noting that this is exactly the type of work they are here to accomplish.

President LeBlanc noted that this is hard and important work and thanked Vice Provost Bracey on behalf of the administration for his work in this area.

RESOLUTION 20/3: A Resolution on Strengthening the Faculty Role in Strategic Planning (Sylvia Marotta-Walters, Chair, Faculty Senate Executive Committee)

Prior to presenting the current resolution, Professor Marotta-Walters began by framing the discussion. First, each of the three pillars of shared governance (faculty, trustees, and administrators) has carefully defined roles to play in shared governance, and the events of the past weeks have been a good example of this, with all three pillars having the best intentions for the university on their minds. She affirmed the positive nature of the fact that 260 faculty attended last month's Faculty Assembly to express their viewpoints on the faculty role in strategic planning.

Current technology and the move to a more paperless mode of communication has meant that older structures are no longer in place to allow the various entities at the university to have the same kind of back and forth exchange they used to engage in when paper delivery of Senate documents was the norm. It is incumbent on the faculty to do more groundwork to avoid being caught off-guard when decisions are made that are perceived to have omitted faculty input. Because the petitioners, with their well-intentioned goal of participating in strategic planning, did so in isolation from existing Senate structures that represent the faculty piece of shared governance, it became difficult for the Faculty Senate Executive Committee (FSEC) to follow the accepted petition. The dates in the petition must be responded to, as this is required by the governing documents of the university; however, those dates don't fit with how the Senate conducts its business.

The FSEC met on October 25, three days after the Faculty Assembly, and drafted an urgent resolution to ensure that every point in the Assembly petition was addressed in a timely fashion. This resolution added a fifth committee—ASPP—to the four committees mentioned in the petition when resolving charges to those committees related to the petition. This addition made sense in that the Senate committee working most closely with faculty policies should be involved in the discussions around strategic planning, particularly as one pillar of the plan centers on a world-class faculty. The FSEC fully intends to comply with the requirements set forth in the petition. With the dates in the petition laid out as they are, the FSEC needed to establish structures to manage its regular operations in light of these dates. One such process adjustment involves the fact that the Senate does not normally hear oral reports from Senate committees on the floor during its meetings. Committees do their work and submit any resolutions to the FSEC (this is why the FSEC chair

notes the date of the next FSEC meeting and the one-week advance notice required for committee resolutions or new FSEC business). The FSEC then reviews submitted committee resolutions, working with the committees to finalize those resolutions before bringing them to the full Senate for debate and vote. The urgent FSEC resolution (Attachment 1 to the current resolution) was therefore drafted to charge the relevant Senate committees in response to the Assembly petition. Today's Senate Resolution 20/3 is designed to try to set the stage for the back and forth that will need to happen among the four strategic planning committees, the overarching Strategic Planning Task Force (SPTF), and the five Senate committees.

In the interim, between the time that a resolution was posted with the Senate agenda (at the required point of one week prior to the Senate meeting), there was a change in the Board of Trustees' perspective on the timeline for strategic planning. They are now delaying the vote, allowing the faculty more time to provide good input into the process. Due to this change, Senate Resolution 20/3 was amended just prior to today's meeting. Professor Marotta-Walters requested unanimous consent to substitute the revised Resolution 20/3 for the one posted with today's agenda. There was no objection, and unanimous consent was given.

Professor Marotta-Walters continued by noting that the next task was to create a draft timeline that institutionalizes what had already been planned prior to the Assembly petition. Specifically, the President and the Board agreed to have some Senate input, but the way this would occur was not defined. The Assembly petition succeeded in moving the process to a place where dates could be set for the ten relevant committees to report to each other, to the Trustees, and to the Senate. Most of this reporting activity is slated to take place between now and the February 6-7, 2020, Board meetings and the February 14, 2020, Senate meeting. Professor Marotta-Walters submitted this timeline to both the President and the Board Chair on Wednesday, November 6, and she asked President LeBlanc to give the administration's perspective on what has transpired in this regard.

President LeBlanc assured the Senate that he has heard the faculty's concerns and remains committed to conducting a strategic planning process that is inclusive and allows opportunities to hear from the university community. He noted that the administration continues to work closely with the Board of Trustees, the Faculty Senate leadership, the faculty-led strategic planning committees, and the SPTF (chaired by Trustee Christine Barth) to ensure maximum faculty input. Since the timeline conversations have begun, the President has been in conversations with the Chair of the Board of Trustees, the Chair of the SPTF, the Chair of the FSEC, as well as the chairs and vice chairs of the strategic planning committees, and a determination has been made that the strategic planning timeline can be refined somewhat while still meeting the overall objective of a completed strategic plan by the end of the year. The original concern is that this process seems rushed—a concern the President assured the Senate he has heard and understood—in significant part because the Board would be asked to approve something before the faculty had had a chance to look at it. The revised timeline moves final approval of the strategic plan to the Board of Trustees' retreat at the end of June. This means that the Board will not be asked to approve anything at their February or May meetings. Feedback from the Senate meetings between now and May as well as feedback from the trustees following their February and May meetings, will therefore all inform the Board's final decision in June. The administration would have five weeks following the May Board meetings to work with the SPTF to refine a document that encapsulates the work of the four planning committees and also brings into the picture any input from the campus master planning effort and other resource efforts.

The President noted that, in February, each strategic planning committee will prepare a short draft report that will include (consistent with their charge), principles, metrics, and a proposed set of recommendations to that point, as well as their initial thoughts on resources and obstacles. These reports will be shared with the Senate, the campus community, and the Board and will be made available for widespread review with the opportunity to offer feedback. These initial ideas and recommendations will enable the administration to look for opportunities to align the work of the four planning committees through communication with the chairs of those committees and the SPTF. It is expected that, in May, the administration will present to both the Faculty Senate and the Board of Trustees the work of the strategic planning committees that represents their near-final recommendations based on feedback received to that point. Feedback on this work will be gathered from both entities, and the administration will then have five weeks to integrate the reports into a single master planning document and to ensure that the Board understands all the components of the document and its relation to campus planning and facilities issues prior to the Board's June retreat, at which point the Board will hopefully approve the final plan. This refined and more detailed timeline will be posted for the community soon.

The President noted that he believes the administration has materially responded to timing concerns, particularly around the short time between now and February. The extra five weeks between the May Board meeting and the June retreat allow the reports presented in February to be less final and subject to much more input. He noted that even the May reports won't be final, given the timing of the Senate and Board meetings and the need for meaningful time for feedback following both groups' respective meeting dates.

The President concluded by reiterating the administration has worked very closely with the chairs of the Board, the FSEC, and the SPTF, and has discussed this revision to the timeline with the leadership of the strategic planning committees. This timeline adjustment is, the administration believes, responsive to concerns about both timing and faculty input (particularly Faculty Senate input). How this relates to the specific Faculty Senate committees and how they integrate with the Senate is the discussion of the resolution, which is left to the FSEC Chair. He thanked everyone who has worked very hard on the substance of this but also on responses to concerns about the schedule.

Professor Marotta-Walters turned to the amended resolution. She summarized the Whereas and Resolving clauses in the attached resolution. She noted that, related to Resolving Clause (RC) 2, the FSEC discussed point 5 in the Assembly petition at length. She noted that this work is a shared process, and there are individuals who are serving in both administrative and faculty roles on the various committees involved in this discussion. These individuals would logically not be doing so in the absence of information, and this point adds an unnecessary step by requiring that the Assembly convene in order to relay information between the involved committees. In addition, Professor Marotta-Walters noted that writing by committee with a full Assembly would not be helpful.

She noted that RC3 is realized in the detailed (and still draft) timeline, which outlines the points by which ongoing and reciprocal communications will take place. Without reviewing the full detailed timeline, she noted that the first date by which any meaningful information can be provided is in December; this will be a report on the inputs to the planning process and not draft recommendations or other outputs.

The floor was opened for questions about the resolution.

Professor Schwartz noted that RC2 states that the Senate “does not support the suggestion in Point #5 of the Petition” but that the Petition’s Point #5 does not read as a suggestion but rather as a directive. Given that the Assembly “has the power to instruct the Senate to take action with respect to any matter of concern to the Assembly,” he suggested that the meaning of “instruct” is diluted by RC2. Professor Marotta-Walters indicated she would support a substitute word choice. She noted that, with the wording of the petition, there is an overriding preamble for each of the first five points that instructs the relevant Senate committees to review and report; this instruction is being followed to the letter. She confirmed that every point in the petition will be responded to in the form required by the petition. Professor Gupta suggested replacing the word “suggestion” with “direction;” Professor Marotta-Walters indicated she would accept this. After consultation with the Parliamentarian, the President noted that a motion for this amendment may be made following the question period.

Professor Orti spoke on behalf of the petitioners and began with statements of fact, indicating that the FSEC Chair had made some inaccurate statements in an email to the Senate membership on Thursday, November 7. First, he noted that the process the Chair describes pertains to the Senate and its committees only and not to Faculty Assembly petitions, which do not need to proceed through FSEC review prior to being offered. The Faculty Organization Plan gives the faculty the right to directly petition the Assembly without using the Senate or its conduits as a gatekeeper for that petition. The FSEC and President received the petition on October 6, and the Assembly agenda was posted on October 10. In the interim, the petitioners were not approached to discuss any aspects of the petition. The petitioners did reach out through the usual channels to inquire as to whether the petition was legitimate and if changes were warranted. Finally, the petition was amendable as it came to the Assembly; if concerns about timing and feasibility existed, they could have been raised during the Assembly. No such issues were raised. In view of these facts, Professor Orti asked Professor Marotta-Walters to provide clarification on these issues.

Professor Marotta-Walters responded that the slightly less than four days between the receipt of the petition and the Assembly agenda’s posting were spent in discussions around how best to respond to the petition, given its legitimacy. She noted that she did not seek to exercise any influence on the content of the petition but rather worked on how and where the petition would be placed on the Assembly agenda. At that point, there were other issues in play, including negotiations with the Board chair. She noted that the time frame available for conversations around this issue while also working to fulfill a faculty role is limited. As far as the Assembly itself and the actions taken there, she recalled the Assembly had voted to consider the petition as a whole. She noted that questioning any piece of the petition would have put her in the position of opposing that position (to take the petition as a whole), which she did not. She therefore chose not to respond other than to vote her preferences. Had she done so, it would have meant going against the vote to consider the petition as a whole.

Professor Wirtz noted that one issue driving the action of the Assembly is a major concern over the planned 20% cut in undergraduate enrollment; this concern was then amplified by the proposed timetable. The revised timetable reduces some pressure on this, but he wondered, given the admissions cycle, whether enough information will be available in January to, if necessary, retrench and revisit the enrollment reduction plan. He noted that, in his view, this is the critical issue. He’s very glad to see the additional time and feels the university can make many key decisions under the revised timetable; however, admissions cycle decisions can’t wait until June. He asked the President

whether the enrollment reduction plan might be placed on hold for a year in order to obtain enough information through the Educational Policy & Technology Committee and other university entities to understand the full implications of the plan. At that point and with this full set of information, the plan can be endorsed or not.

The President responded that the university is indeed currently working hard on early decision applicants, and the admissions cycle is well underway. He noted that the enrollment reduction plan calls for a 20% reduction in the on-campus, residential undergraduate population to be full achieved five years from now. This goal will be achieved by reducing the size of the freshman class every year for four to five years. Even implementing a full intention on the plan as it exists right now, this would represent a 20% reduction in the freshman class. This means that the university is stepping into a much smaller financial commitment in the first year than it would in year five. Because of the way this has been modeled, the university would likely not even model a 5% cut next year in order to achieve a 20% cut in five years' time. He noted that generally, as a strategy, the Board has endorsed the 20% reduction for a starting point for the strategic plan. He reiterated his earlier statements that the university reserves the right to be rational. Many things happen during the admissions cycle year over year, and the university will see a different world in years three, four, and five of this plan than it does now. If it turns out that the goals and intentions of the plan are not being realized, then the Board, administration, and Senate could all pause the plan to rethink its direction. The Board has not spoken to the specifics of how this reduction will be achieved or to the specifics of how it will happen each year; these and other parameters have been left to the planning committee to consider and make recommendations consistent with the plan.

Professor Wagner raised a point of information, asking "Is it true that the bylaws of the Faculty Senate state in Section 4 (Committee Action on Resolutions), A: 'A resolution introduced at a meeting shall be assigned by the chairman of the Executive Committee to an appropriate standing committee or to the special committee created by motion for the purpose; and resolutions may also be originated by committees without prior introduction in a Senate meeting, and such resolutions need only be reported by the committee to become the business of the Senate?'" Parliamentarian Charnovitz responded that this is accurate but that the practice of the Senate over his dozen years of work with the group has been that, in line with the role of the FSEC in the bylaws, the resolutions of committees go to the FSEC for discussion and possible feedback to the committee of origin. If there is a deadlock between the originating committee and the FSEC (in his recollection, this had happened once in his experience), the committee under the rule read by Professor Wagner would have the right to insist, notwithstanding the FSEC's disagreement, that its resolution go on the agenda at the next Senate meeting. He noted that there hasn't been an instance in his experience in which a resolution written on a Tuesday was put on that Friday's meeting without prior review by the FSEC.

Professor Orti raised a point of information, asking, "Is it true that the bylaws of the Faculty Senate state in Appendix 2, Section 7 (Debate): 'The entry of a resolution upon the agenda as reported by a committee puts that business before the Senate for debate, and no second or other motion is required. A spokesman for the position of the committee, ordinarily the chairman, shall have the privilege of opening and closing debate on the merits?'" Parliamentarian Charnovitz responded that this is accurate, but noted that the agenda that goes out to the Senate is set a week prior to the Senate meeting. If a committee reports an item after that agenda has gone out, it is, in his view, too late for it to be considered on the agenda because the agenda has already been published.

Professor Wagner raised a point of information, asking whether any committees have reported resolutions for today's meeting. Professor Charnovitz responded that he believed there are committee resolutions on the materials table in the Senate meeting room. Professor Marotta-Walters added that the way that Senate leadership has made sure that everyone has access to these, even though they can't be voted on yet, is by providing hard copies to those in attendance. She noted that she has asked the chairs of the five committees to deviate from the Senate's normal practice and allow them to briefly highlight the contents of the new documents; this allows the new committee resolutions to inform the discussion of Senate Resolution 20/3.

Professor Orti raised a point of order, asking that, given that these resolutions have been presented and are germane to the present discussion of Resolution 20/3, the agenda be revised to include these resolutions posted out of the committees. Professor Marotta-Walters responded that the agenda already reflects a plan to include them; this is represented in the agenda item referencing updates from the five committees.

Professor Yezer pointed out that, alongside the planned enrollment reduction, GW is raising the four-year cost of attendance by 7.5% (as opposed to 3%). He stated that if the President is correct—and Professor Yezer is incorrect—and no one notices the 7.5% increase, then the fiscal implications of this change are not huge. Professor Wirtz responded that he does not think the financial integrity around this plan is the issue, as GW can always find ways to bring in money. He noted that a major concern is the quality of students the university is able to enroll and the effect on diversity; raising prices has a huge impact in these areas. The concern is around these points and has nothing to do with money. The critical question is how GW can make an enrollment cut and still enroll the quality of student it desires and ensure that it is maintaining diversity. Professor Yezer responded that he is on the side that feels giving up the guaranteed tuition plan will have additional consequences. He noted, though, that there is a hypothesis that moving away from this plan won't make any difference, which may be correct.

Professor Mylonas noted that the issue around the present resolution seems to be that voting as a Senate on this resolution including Resolving Clause (RC) 2 as is may be interpreted as the Senate going against the will of the Assembly.

Professor Dugan noted that, at the October Senate meeting, she heard the Board chair commit to greater transparency of the committee reports to the general faculty. In that spirit, dropping point #5 of the Assembly petition eliminates any promise of reporting and doesn't ensure the Chair's promise of sharing information with the general faculty. She indicated that she would like a written commitment, with dates, to share reports with the faculty as a whole. Professor Marotta-Walters responded that, in the current draft revised timeline, December 20 is when the FSEC will decide on the date for a special Faculty Assembly meeting for this purpose. She reiterated that the date in the petition is not optimal as not enough information will be available by that point.

Professor Johnson asked if the President might share what he wants the Senate to decide in order to expedite his efforts to proceed with his plans. He noted that he would like some guidance from the President on how to vote on this issue. President LeBlanc responded that he welcomes a broad, inclusive, and consultative process. He has asked the strategic planning committee chairs to prepare their reports for broad dissemination in the GW community, noting that if a report is available for the Faculty Senate or for the trustees to see, it can be available for the entire faculty to see. From his point of view, the slight separation in the February and May meeting dates for the Senate and the

Board should be treated as if they are meeting at the same time for the purpose of having a single report ready for both groups to review. He noted that the Senate can choose any date it would like, and they will receive what the committees have at that point. In working with Professor Marotta-Walters, he expects that the detailed timeline under development will integrate the various timetables of the planning committees, the trustees, the Senate, the FSEC, and the SPTF such that all parties know what will be produced when. He anticipated that, roughly speaking, first drafts from all the planning committees are expected in early February (and will be shared with the trustees, the Senate, and the full university community). Near-complete recommendations and reports from the planning committees are anticipated in May (and will be shared with the Senate and the trustees at their respective May meetings). These reports will form the bedrock of the full strategic planning document, which the administration will then have five weeks to edit prior to the Board's June retreat. He noted that the trustees have laid out two constraints: 1) a plan by the end of this year; and 2) the trustees are the fiduciaries of the university with the long-term responsibility for the fiscal quality and direction of the university and believe it is critical at this time to have a smaller on-campus, residential student body and a greater share of students studying STEM. Everything else is in planning process, including all the critical issues around world-class faculty, graduate education, and the research initiative—as well as determining what it means to have great undergraduate education at GW under the parameters the Board has established. He noted that the administration has tried to give the committees enough guidance and focus that it is reasonable for them to make their recommendations within these timelines. As such, the administration is meeting regularly with the committee chairs and has asked that they conduct as much outreach as possible as they collect information. He noted that the committees are in deep “gathering mode” but will share what they have when they have it; nothing they are doing is privileged and confidential.

Professor Marotta-Walters corrected her earlier statement, noting that it is the January 17 special meeting of the FSEC at which the FSEC will set a special Faculty Assembly date and determine whether additional Faculty Senate meetings are required.

Professor Mylonas suggested that, given the change in the timeline of the Board's vote on the strategic plan, perhaps those on the Senate who were signatories on the Assembly petition can speak to the wording of the petition point #5. He wondered if the petitioners think that this point still stands as written, given the revised timeline. He suggested that, symbolically, the Senate should not return the message to the Assembly that they voted to accept something that doesn't make sense. Rather, he proposed that the Senate explain why it would be adjusting this point in its response to the petition; specifically, that the Senate feels the timing issues raised in the petition point #5 are a less urgent concern in the face of the process timeline having been revised and the FSEC's intent to set a special Assembly date.

Professor Orti responded that point #5 in the petition does not suggest interrupting the process. He reviewed the point and noted that these committees' findings are likely in the committee reports brought to the Senate table today. Professor Marotta-Walters noted that the instruction to the Senate in the petition states that the committees should “report their findings to the Faculty” and that these findings should be reported “for approval and/or amendment before these reports are sent” to the SPTF or the administration. She stated that these two points are problematic in the way the language is written, noting first that “Faculty” is not defined and could be interpreted to mean the full faculty or the Senate, as the faculty's elected representative body. Second, many Senate members are serving on the committees and will already have the information; it seems unnecessary to stop the process to provide information to many people who already have it. Professor Orti

understood Professor Marotta-Walters's opinion on this matter but noted that the petition requires the committees to address this question. He noted the importance of hearing the committees' reports on this point prior to the Senate voting on the current resolution.

Professor Mylonas suggested that hearing these reports prior to a vote on the resolution would make the Senate consistent with point #5 in the petition. Parliamentarian Charnovitz indicated that short reports from the committees would be acceptable with unanimous consent. There were no objections. Professor Marotta-Walters introduced the reports by noting that she reached out to all the chairs of the strategic planning committees and all of the chairs of the five relevant Senate standing committees to ask them to provide a status update, as there has not been enough time for any kind of formal reporting. Deviating from the Senate's usual practice, the committee chairs who have provided this information will provide brief oral updates. Four of the five Senate committees reporting today supplied materials to the Senate; these reports (two) and committee resolutions (two) are attached to these minutes.

Professor Zara spoke in his capacity as the chair of the Senate Educational Policy & Technology committee. On Wednesday, the committee met and unanimously approved a resolution that has been distributed today. The key points germane to this discussion are that the SPTF should submit its reports to the Senate for approval and amendment prior to its being submitted to the President and the Board of Trustees. He noted that the challenge he sees in the original Assembly petition are the terms "faculty" and "administration;" these lines blur for some faculty members involved in the planning process. The resolution clarifies that this discourse is desired, and the Senate resolution includes this point as well. Professor Wagner added that this resolution addresses item #3 in the petition, which addresses the questions that remain around the data, evidence, and reasoning preceding the decision to implement the enrollment reduction and STEM major increase. At the Assembly, Professor Griesshammer noted that this item is about seeking information to understand the decision process; that is what the Educational Policy & Technology resolution seeks to do as well. She particularly highlighted RC 4 in this resolution, which reads, "that through the above-listed paragraphs of this resolution, the Educational Policy and Technology Committee affirms its position that the strategic planning initiative must not in any way adversely affect the following elements critical to GWU and its student body: diversity; financial aid; the quality of student experience; and the quality of its academics." Professor Marotta-Walters noted that Senate Resolution 20/3 and the revised timeline asks that these data be presented to the Senate by December 13. Professor Wagner noted that the specific questions laid out in the Educational Policy & Technology resolution can be answered in the December 13 report.

Professor Sarkar spoke as the co-chair of the Senate Research Committee (the committee's co-chair is Professor Karen McDonnell). He noted that the committee worked at its regular monthly meeting to address the petition's points. This was done with the assistance of one of the petitioners, Professor Cohen-Cole, and Professor Alan Greenberg, the chair of the strategic planning committee on research. Professor Greenberg stated at this meeting that his committee would not proceed without the input of the Senate Research committee, noting that the phase 1 work on the research ecosystem is critical to any strategic planning in this area. Professor Sarkar noted that the committee resolution before the Senate today was unanimously accepted by the Research committee and stresses the importance of sharing information given to the strategic planning committees with the Senate committees. In addition, the strategic planning committees should share their work and findings with the Senate committees prior to submitting draft reports and plans to the administration and the Board.

Professor Gupta spoke as the chair of the ASPP committee. He noted that ASPP was included in the group of relevant reporting committees by the FSEC following the acceptance of the Assembly petition. He reported that ASPP has not held a formal meeting since receiving this charge but did engage in extensive electronic communication among its members. Before the Senate today is a compilation of the committee's concerns that ASPP members have expressed around the proposed reduction in enrollment as well as the potential elimination of ten doctoral programs. The committee requests open and honest discussions and the sharing of information around these questions. Professor Gupta noted that he recompiled his original table (in the ASPP report) upon receiving additional data from Cheryl Beil. This data shows that, from 2013 through 2018, the undergraduate population increased by 1284, or 13.81%, while the regular faculty size (tenure track and non-tenure track) increased only by 15, or 1.82%. Interestingly, the size of the part-time faculty decreased by 42 over the same period. By the end of the month, the ASPP committee expects to formalize some of this information and perhaps draft a resolution in light of today's discussions.

As the FSEC liaison to the Fiscal Planning & Budgeting Committee, Professor Pintz presented the committee's report in Professor Cordes's absence. The report recalls the Fiscal Planning & Budgeting report Professor Cordes delivered at the September Senate meeting; that report reviewed the fiscal assumptions around the strategic plan. The committee met on October 25 and, in its report to the Senate today, recommended that all information made available to each of the four strategic planning committees be simultaneously made available to the relevant Faculty Senate committees; that requests for information about the strategic plan from the administration from any of the Senate committees mentioned in the petition be granted promptly; and that an online file-sharing system should be established to permit committees to post files for access by the broader faculty. Finally, Professor Cordes held a regular monthly meeting with Executive Vice President and CFO Mark Diaz, who shared some preliminary budget estimates for the implementation of the strategic plan. The committee will invite Executive Vice President Diaz to present estimates at its December meeting and hopes to share these results at the December 13 Faculty Senate meeting. The Fiscal Planning & Budgeting Committee also supports the clause in the Research Committee's resolution regarding sharing all information provided to the strategic planning committees with the Senate committees.

Professor Swaine spoke in his capacity as the chair of the Professional Ethics and Academic Freedom (PEAF) committee. The committee met on Tuesday to discuss the Assembly petition and what the committee understood to be a number of ongoing developments, including other committee resolutions that would be proposed or circulated today. Shared governance is an issue with which PEAFF, among other committees, is concerned, and committee members expressed concern regarding whether shared governance had been fully respected in the adoption of the elements of the strategic plan (item #1 in the Assembly petition); this remains a matter of interest to the committee. Likewise, members of the committee expressed support for resolutions requiring that the strategic planning committees report findings to the faculty as might be contemplated in item #5 of the petition, although there was some discussion and uncertainty concerning what "the faculty" meant in this petition item as well as how this was to be reconciled with changes that would be induced by the updated timeline. Uncertainty around this left the committee without any particular resolution to offer except to signal its interest in the matter and that these proposals remain a matter of interest to the committee as a way of supporting shared governance. Some of the items that were referred by the Assembly and thus by the FSEC to PEAFF did not initially appear to fall within PEAFF's jurisdiction. These items were referred simultaneously to other committees and

to the Senate as a whole, so they do not necessarily depend on PEAFF input. If it develops that they do involve matters that fall under PEAFF's responsibility, such as matters of academic freedom or professional conduct, the committee would naturally assume a bigger role.

Professor Zara spoke again, this time in his capacity as the vice chair of the strategic planning committee on high-quality undergraduate education. He suggested that, in general, requests for data and information should be clear; he noted that all the committees likely do not need or want all the data from all the committees. Professor Zara stated that, as someone who is involved in both sides of this process, there is no disconnect between what the strategic planning committee is talking about with regard to what it thinks high-quality undergraduate education is and what the Faculty Senate and the Assembly thinks it is; this is a positive and makes it much easier for him to operate in both areas of the process. He noted that the high-quality undergraduate education strategic planning committee (chaired by Professor Gayle Wald) is made up of a fantastic group of people from across campus engaging with undergraduate work. The committee has been divided into four subcommittees that are doing extensive work between committee meetings: Only at GW: STEM; Improving Academic Advising and Student Success; Leveraging Our Location, and Academic Innovation: Facilitating Student Access to Education across Schools and Programs. He noted that there are some issues that have come up that cross the subcommittees; one of these is the access to, diversity and quality of, and the evenness of, academic services. The committee is engaged in discussions around how to make these services more uniform across the university. Professor Zara noted that the committee has held one public community town hall and two student town halls thus far (the latter had an intentionally light faculty presence to encourage students to speak frankly). The committee has met with academic deans and with groups across campus and remains happy to receive input from the community. An email address has been established for feedback, and many interesting issues have already come up.

Professor Yezer noted that the Fiscal Planning & Budget report's attachment includes an item of concern to the general faculty. This involves the interaction between enrollment and the university's fiscal position. He noted that 24% of GW's freshmen are rated as "7"s (based on the admissions rating of applicant academic quality); these students are toward the bottom of the pool and have a 5-year graduation rate of 73%. He noted that this group is not a safe bet for retention and graduation and suggested that there is an issue at the margin of the success rate of GW's students and how that margin interacts with the number of students admitted. President LeBlanc clarified that GW uses a predictive success model in admission decisions, and all students are rated under that model. Students rated as "7"s are indeed less academically qualified. They are also generally wealthier than students rated more highly. He agreed that there is a balance in the optimization of the admissions function, but he also noted that the 73% 5-year graduation rate of these students should be compared to the university average, which now stands in the low 80s. There are two reasons for the lower graduation rate of students rated as "7s. One is that they are of lower academic quality and do not succeed academically at GW. Another reason, however, is that their families have the material means to transfer these students elsewhere as soon as they decide they don't like attending GW. The President noted that Professor Yezer's point is well taken, affirming that there are many factors that come into play in the admissions process. He noted that the university will have to be very clear, perhaps in ways it has not before now, about its admission priorities. The Hatchet reported recently on a smaller incoming freshman class and lauded the diversity of that class. The Board chair spoke to the Senate last month and affirmed that the university will not allow the undergraduate enrollment strategy to negatively impact the diversity of the student body. The reason this statement can be made is that this is a choice the university has made. He noted that this year's smaller class is

slightly smaller to balance out a slightly larger incoming class last year, but the smaller class is indeed more diverse. The applicant pool doesn't change that much year over year, meaning that models can be run on current applicant pools to help inform the next year's enrollment strategies. Other measures should be taken, including growing the applicant pool and increasing the diversity of the applicant pool, but even simply working with data from the existing applicant pool demonstrates that a smaller class can still maintain diversity.

Professor Rao spoke in support of the general themes the President has laid out, including incremental changes in undergraduate enrollment and in STEM majors. At the same time, he expressed a fair amount of unease in voting directly against something the Assembly wanted; specifically, he noted some discomfort in the language of RC2 of the resolution as it sets one faculty body against another. He requested some direction on how to reconcile the desires of the Assembly, which should not be minimized, and the desire to move forward as the administration and Board have decided, noting that opportunities remain to modify this plan over the next few years. President LeBlanc responded that he does not sense big disagreements among the various parties in the room. He agreed that nothing should emerge from today's discussion that should be interpreted as a clash of wills with winners and losers.

Professor Mylonas confirmed his proposal to delete RC2, given that the reports requested have now been delivered, satisfying the Assembly's point #5. The President confirmed that the discussion is still in the Q&A phase but that amendments may be made when this phase closes.

Professor Perry noted that she has been listening carefully to all parties over the past months on the involvement of the faculty in strategic planning and feels that, by all indications, there is full agreement and engagement on the issues raised. By all indications, she hears transparency, a desire to share information, and a mindfulness about the timeline. The only equivocation she noted with regard to RC2 is that perhaps the language choice is not effective. Rather than saying the Senate "does not support" the suggestion, a more accurate statement might be that the Senate believes the strategic planning process needs to move forward on the timeline that has been established, with the engagement as outlined and with the timelines driving the delivery of information, including the reports and data being requested. Based on these observations, she asked what the next step is to move toward a vote on the resolution.

Parliamentarian Charnovitz indicated that the Senate can now begin debate on the specific points in the resolution. Professor Perry moved to close debate; the motion failed to achieve the required two-thirds majority.

Debate proceeded to address each resolving clause in the Resolution:

RC1: No debate or amendments were raised.

RC2: Professor Mylonas moved to strike this resolving clause as it has now been satisfied by the reports made to the Senate today. Professor Orti seconded the motion. The amendment passed by unanimous voice vote.

RC3: No debate or amendments were raised.

RC4: Professor Schumann raised a question on the timeline, noting that many dates have been described in today's discussion, but the Senate has not yet seen a written timeline. Professor Marotta-Walters responded that the timeline is still in draft form, noting that most of the inputs occur prior to the February Senate meeting. The SPTF dates still need to be added to the timeline. Once the revised timeline has been finalized, it will be made public. No amendments were raised.

RC5: Professor Yezer moved to amend the parenthetical so that it reads "including data on enrollment composition and fiscal implications." The motion was seconded. Professor Tielsch asked who the administration is in this clause. Professor Marotta-Walters responded that this information is intended to come from the Office of the Provost. This is an interesting question, however, as there were data presented to the trustees at the June 2019 retreat that would be relevant to this point. President LeBlanc suggested that this should be interpreted generously and that the President and Provost will work closely with the FSEC chair to provide the relevant data. Professor Wagner highlighted the points for consideration raised in the Educational Policy & Technology committee resolution, asking that the administration be sure to address these points when it reports back to the Senate and the broader faculty. The amendment passed by unanimous voice vote.

RC6: Professor Wagner noted that the actions of the FSEC do not heed the Assembly petition's call for a special Assembly. This needs to be reconciled, and one place it needs to be reconciled is in the tenth Whereas clause (by adjusting the number of items referenced in that clause from five to six). She moved to strike RC6; the motion was seconded. Professor Marotta-Walters asked the Parliamentarian whether the urgent action of the FSEC needs to be taken up in a different form. Parliamentarian Charnovitz responded that the FSEC has a right to act in an urgent manner, which it did. There is no requirement that the Senate confirm the actions of the FSEC; the thought was that it would be a nice gesture, but striking this resolving clause would not undo the FSEC's actions. He further noted that the Assembly doesn't have any authority to direct the chair of the FSEC to call a special Assembly. The Faculty Organization Plan (FOP) provides a process for a petition which faculty may use to seek a special Assembly, at which point it would be up to the President or the FSEC Chair to call such a meeting. Professor Wagner noted that there was an attempt to send the petition to the Administration prior to its inclusion on the Assembly agenda; this would have been the moment to note that the language in the petition was incorrect. Parliamentarian Charnovitz responded that he was asked by one of the petition's signatories about this particular point and that, in advance of the Assembly, he gave that person the advice he just stated. The vote on the amendment to strike passed with 14 in favor and 9 opposed.

A motion was made to end debate and vote on the amended resolution; the motion was seconded. The vote passed, achieving the required two-thirds majority, with 22 in favor and 4 opposed.

A vote on the amended resolution passed unanimously.

INTRODUCTION OF RESOLUTIONS

None.

GENERAL BUSINESS

- I. Nominations for election of new members to Senate standing committees
The Senate approved Nicole Cennamo's nomination as a student representative to the Educational Policy & Technology committee.
- II. Reports of the Standing Committees
None.
- 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 noted that a great deal has occurred in the month since the last Senate meeting. The concept of shared governance is an evolving one and is a necessary component of university life. The three pillars of shared governance are the faculty, the administrators, and the trustees; the university's governing documents spell out the rights & responsibilities of each pillar. These are the Board of Trustees bylaws (revised in the summer of 2019), the FOP, and the *Faculty Code*. The FOP delineates a definitive process spelling out the Assembly responsibilities and processes and how the Senate functions in light of the Assembly. In addition, professional associations such as the American Association of University Professors provide guidelines on best practices. Beyond the written guidelines, there are implicit practices and traditions all personnel exercise to manage the flow of information that should exist among the three pillars. In her field of psychology, practitioners talk about the "three-legged stool" and why it is so ubiquitous; the three-legged stool can stabilize on any ground, whether uneven or rugged. She asked that the Senate consider that the university needs all three pillars in order to restore the stability that last month's activities raised in terms of the unease around shared governance. The three pillars provide stability when change is uneven or when particularly difficult changes are afoot. She recalled the President's aspirational statement, formed when he began his tenure at the university, and the fact that he spent significant time speaking with the university community to find out whether they agreed with the statement; this represents the implicit piece of shared governance not laid out in governing documents. She noted that, for at least a decade now, the university has had trustees who reach out for direct contact with faculty. She expected this to continue under new Board chair, and this represents another implicit shared governance practice. She closed by noting that members of all three pillars need each other in order to make the process work. Shared governance is not a given, and it is not static. She urged all to continue the strenuous effort to communicate across all three levels.
- IV. Provost's Remarks
 - Provost Blake thanked all those who have welcomed him to the university, particularly the faculty who have met with him prior to his beginning the position. He also thanked Forrest for his advice over the years he has known him and acknowledged he has big shoes to fill to follow on his many accomplishments here.

- He related some ties to GW, noting that his first date with his wife left from the Marvin Center following a Black MBA meeting there. He has also judged a step show at Lisner twice.
- He noted that he has enjoyed great relationships with the faculty and the Faculty Senate at his past institutions, recognizing that he wouldn't be in this position without the insights provided by other faculty. He believes that the best solutions come from those who receive diverse insights and expressed that he is looking forward to meeting everyone.

V. President's Remarks

- The strategic planning committees continue to meet and conduct outreach; he encouraged all faculty to remain involved and engaged in the process.
- He continues to meet with faculty groups across the university to have discussions, receive feedback, and then incorporate that feedback and course correct where appropriate.
- GW just hosted a very successful diversity summit; he thanked Vice Provost Caroline Laguerre-Brown for her leadership of and work on this program.
- The Potomac Square campus space has now opened. It includes food trucks at lunch and dinner (run by Twenty Tables, which curates the food trucks and donates meals based on purchased meals) as well as seating and lighting. This new communal space represents another step in the effort to make this a welcoming, warm campus.
- He reiterated the invitation to the welcome event for Provost Blake on November 12, from 3:30-5pm in the Marvin Center Great Hall.

BRIEF STATEMENTS AND QUESTIONS

Professor Tielsch expressed that he found the level of advertising for the diversity summit to be disappointing, noting that it was difficult to find in terms of times and locations. The President responded that he would pass this feedback along to the event's organizers.

ADJOURNMENT

The meeting was adjourned at 4:48 pm.

FACULTY SALARY EQUITY REVIEW: PROGRESS REPORT

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

November 8, 2019

- ▶ **Origins:** The Salary Equity Committee was first established and administered by VP for Academic Affairs Don Lehman
- ▶ **Purpose:** Advance the University's objective of ensuring that faculty salary allocations are based upon legitimate factors
- ▶ **Principal Task:** Develop a reliable method of reviewing faculty salaries to initially identify potential salary "outliers"
- ▶ **Follow-on Tasks performed by University Administrators within Academic Affairs/Provost's Office:**
 - ▶ (1) Solicit from Deans any legitimate factors that may have contributed to any disparity or outlier status; and
 - ▶ (2) Work with schools to adjust salaries for faculty members where warranted

SALARY EQUITY COMMITTEE – LEGITIMATE FACTORS

- ▶ Market factors at the time of hire
- ▶ Status or rank at the time of hire (e.g., hiring laterally with tenure)
- ▶ Differences in comparable appointment status (e.g., tenured v. regular non-tenured v. specialized)
- ▶ Retention adjustments to salary
- ▶ Special contractual arrangements
- ▶ Other special circumstances, e.g., hire to fill a unique vacancy
- ▶ Productivity issues
- ▶ Any other legitimate factor that might distinguish a particular faculty member from his/her peers.

SALARY EQUITY COMMITTEE – COMPOSITION AND GOAL

- ▶ Committee Re-composition (Spring 2018). The Committee members were appointed in consultation with the Faculty Senate and include: Prof. Senay Agca (GWSB); Prof. Erin Chapman (CCAS); Prof. Dylan Conger (CCAS/TSPPPA); Prof. Joe Cordes (CCAS/TSPPPA); Prof. Philip Wirtz (GWSB)
- ▶ Leverage University Resources. Dr. Eric Yang (Office of Institutional Research); and Prof. Chris Bracey, (Vice Provost for Faculty Affairs)
- ▶ Time Compression and Improved Efficiency. Initial set of weekly committee meetings to hammer out methodology; administrative task timeline established to roughly coincide with faculty merit cycle.

SALARY EQUITY REVIEW – LITERATURE REVIEW AND PEER INSTITUTION STUDIES

- ▶ Lois Haignere, *Paychecks: A Guide to Conducting Salary-Equity Studies for Higher Education Faculty* (2nd Ed AAUP 2002)
- ▶ Using Market Ratio Factor in Faculty Salary Equity Studies, *The AIR Professional File* (Assoc. for Institutional Research, No. 103, Spring 2007)
- ▶ Celia Allard, *Assessing Faculty Salary Equity, The AIR Professional File* (Assoc. for Institutional Research, No. 20, Fall 1984)
- ▶ Salary Equity Study: Syracuse University (2017)
- ▶ Salary Equity Study: University of California – Berkeley (2015, 2016, and 2017)
- ▶ Salary Equity Study: University of California – San Francisco (2017)
- ▶ Salary Equity Study: University of Central Florida (2017)

SALARY EQUITY REVIEW – METHODOLOGY

- ▶ Statistical Regression Analysis of Actual Salary by School* using January 2018 salary data

- ▶ Two-way interaction
 - ▶ Department
 - ▶ Rank
 - ▶ *Controlled for Time in Rank

- ▶ Two Statistical Models
 - ▶ Full (inclusive of all regular faculty)
 - ▶ Excludes faculty hired with tenure

- ▶ Potential outliers = faculty salaries that are greater than one standard deviation from the regression curve

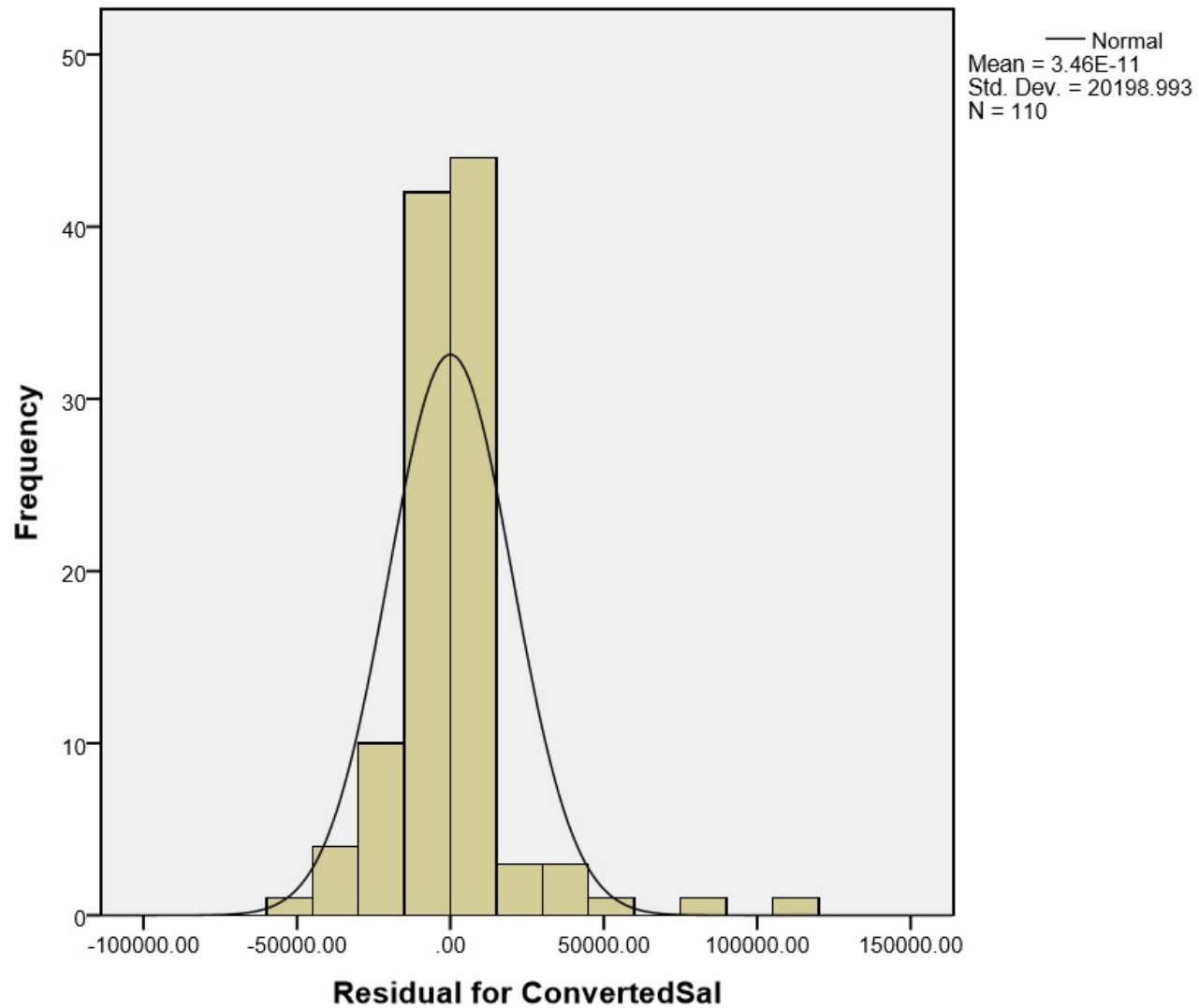
* CCAS divided into three cohorts: Physical Sciences, Social Sciences, Arts & Humanities

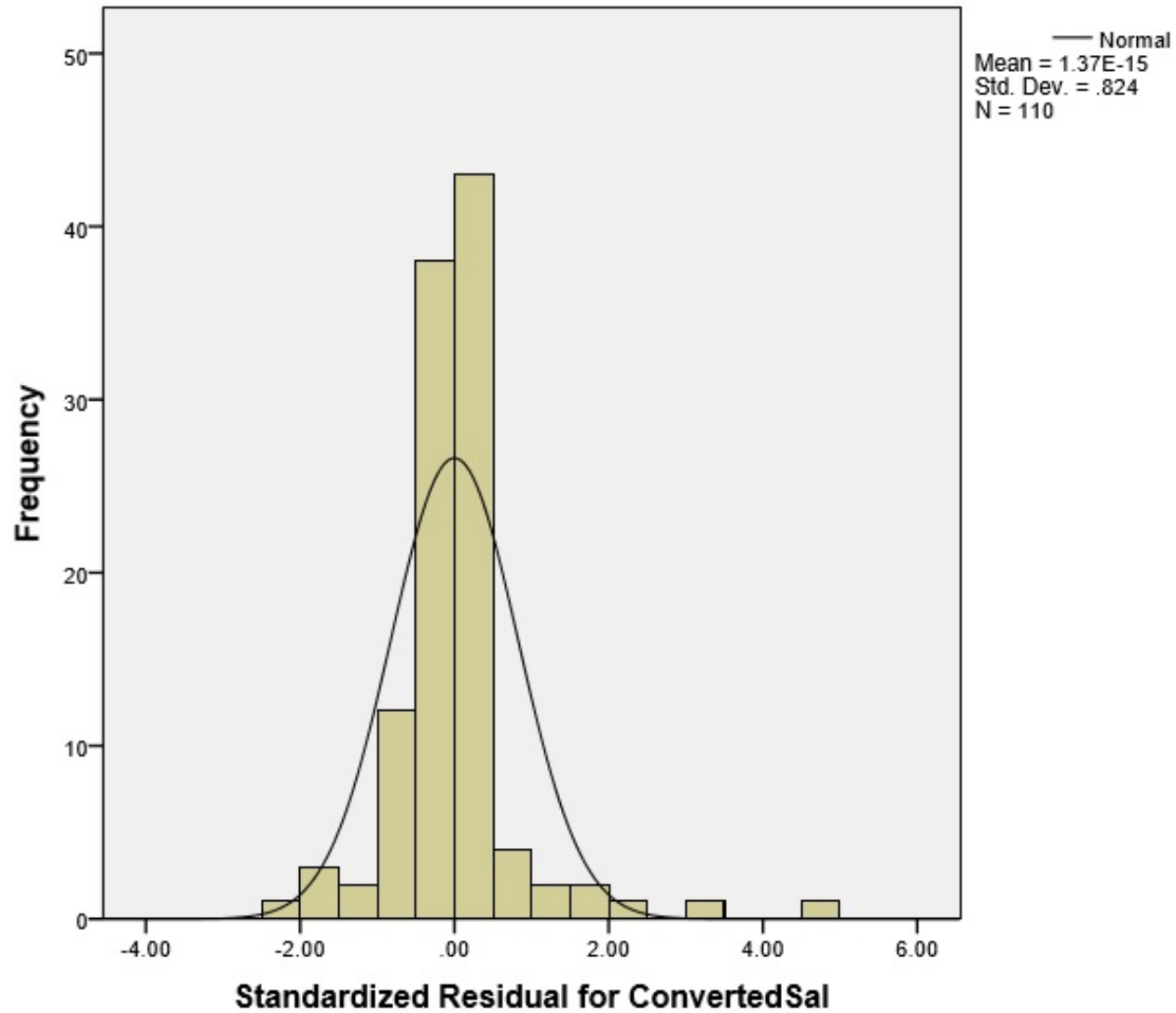
Univariate Analysis of Variance

[DD_CCAS_03]

Between-Subjects Factors

		N
RankClean	Assistant Professor	29
	Associate Professor	36
	Professor	44
	Special Service	1
Department1	BIOLOGICAL SCI	25
	CHEMISTRY	18
	FORENSIC SCIENCE	8
	MATHEMATICS	20
	PHYSICS	20
	STATISTICS	19



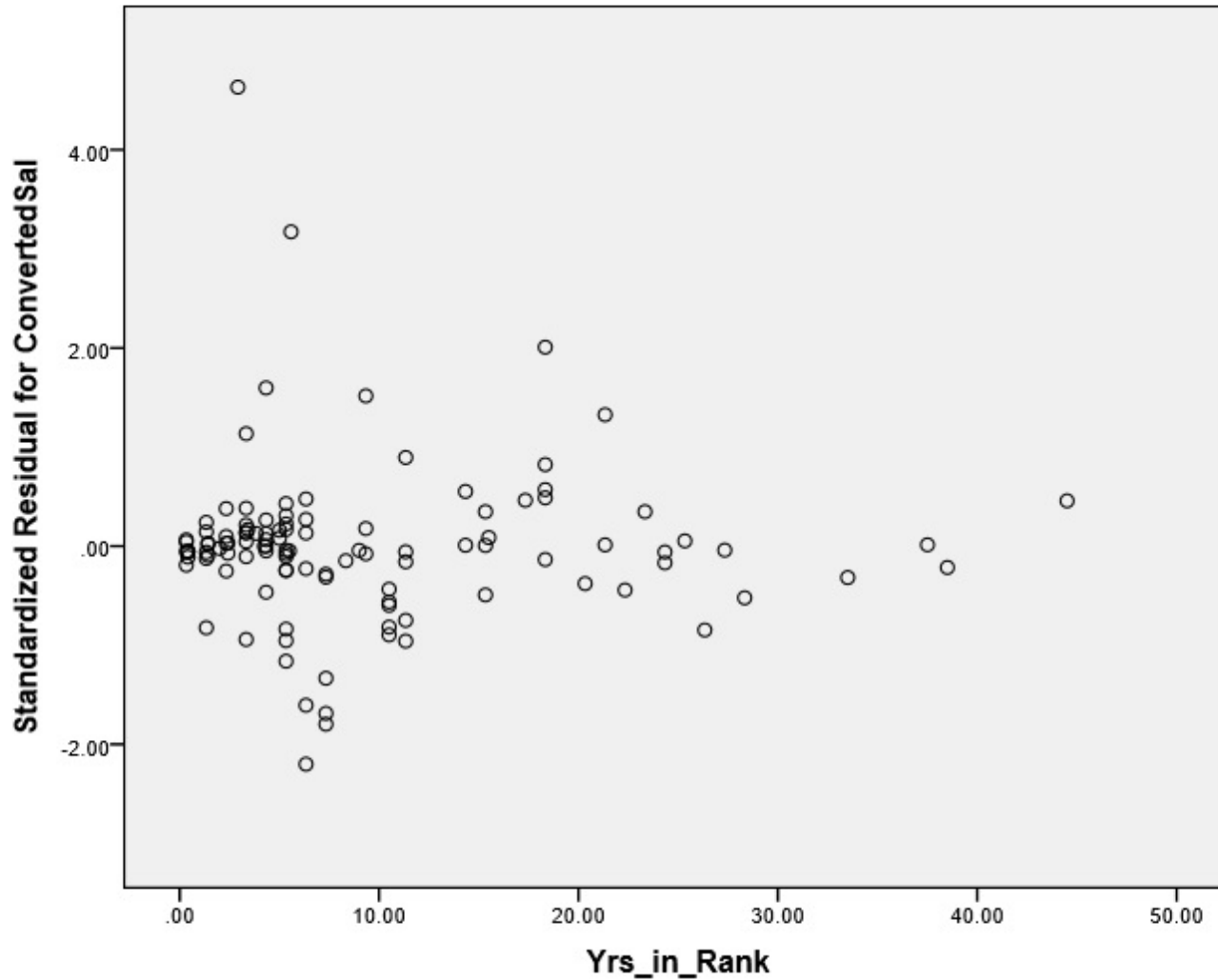


Case Processing Summary

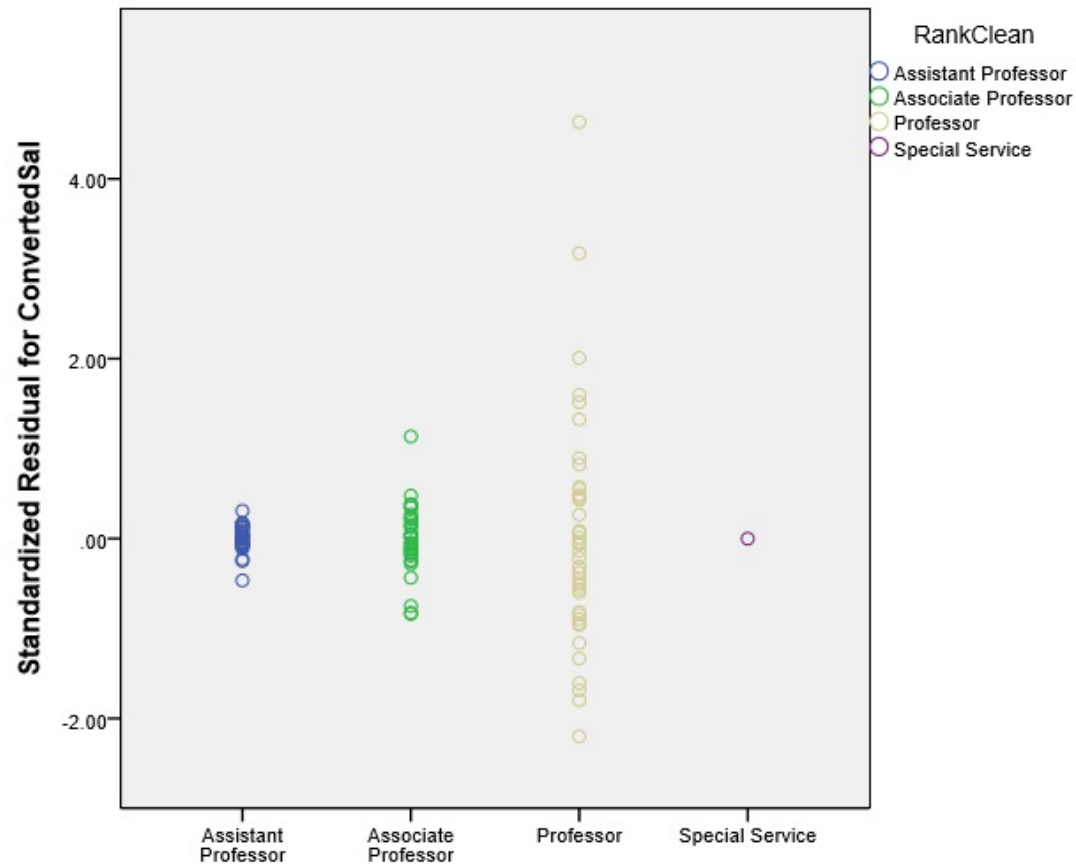
	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Residual for ConvertedSal	110	100.0%	0	0.0%	110	100.0%

Descriptives

		Statistic	Std. Error	
Residual for ConvertedSal	Mean	.0000	1925.89845	
	95% Confidence Interval for Mean	Lower Bound	-3817.0681	
		Upper Bound	3817.0681	
	5% Trimmed Mean	-1087.3444		
	Median	-758.4022		
	Variance	407999333.4		
	Std. Deviation	20198.99338		
	Minimum	-53929.90		
	Maximum	113562.39		
	Range	167492.29		
	Interquartile Range	10283.05		
	Skewness	1.952	.230	
	Kurtosis	10.707	.457	



GGraph



RankClean		ZRE_1_Range				
		2-(-2.5, -2) Count	3-(-2, -1.5) Count	4-(-1.5, -1) Count	5-(-1, -0.5) Count	6-(-0.5, 0) Count
RankClean	Assistant Professor	0	0	0	0	13
	Associate Professor	0	0	0	3	14
	Professor	1	3	2	9	11

SALARY EQUITY REVIEW – A CLEAN “DECODED” EXAMPLE

GWID	Name	Last_Name	School1	Rank/Clean	Department1	Yrs_In_Ran	Salary	Tenured_a	Full Model ZRE_1	Excluded Model ZRE_2	Intended Adjustment	ZRE_1 Value After Adjustment	ZRE_2 Value After Adjustment	Full Model STD	Excluded Model STD
	Alex			Professor	SMALL ANIMAL SPEC	6.33	104059.00	N	-2.20	-2.47		-2.20	-2.47	20199	17532.2
	Barbara			Professor	SMALL ANIMAL SPEC	7.33	109123.00	N	-1.80	-2.01		-1.80	-2.01	20199	17532.2
	Charles			Professor	SMALL ANIMAL SPEC	7.33	111800.00	N	-1.69	-1.89		-1.69	-1.89	20199	17532.2
	Dianne			Professor	COMPARATIVE MEDIC	6.33	137099.00	N	-1.61	-0.71		-1.61	-0.71	20199	17532.2
	Eric			Professor	DIAGNOSTIC AND POI	7.33	87541.00	Y	-1.33	#NULL!		-1.33	#NULL!	20199	17532.2
	Francesca			Professor	INFECTIOUS DISEASES	5.33	107026.00	N	-1.16	-0.29		-1.16	-0.29	20199	17532.2
	Gordon			Professor	SMALL ANIMAL SPEC	11.33	110319.00	N	-0.96	-1.07		-0.96	-1.07	20199	17532.2
	Helen			Professor	LARGE ANIMAL SPEC	5.33	102355.00	N	-0.95	-0.50		-0.95	-0.50	20199	17532.2
	Issac			Professor	INFECTIOUS DISEASES	3.33	110150.00	Y	-0.94	#NULL!		-0.94	#NULL!	20199	17532.2
	Jan			Professor	INFECTIOUS DISEASES	10.50	119329.00	Y	-0.89	#NULL!		-0.89	#NULL!	20199	17532.2
	Kurt			Professor	DIAGNOSTIC AND POI	26.33	98272.54	N	-0.85	-0.87		-0.85	-0.87	20199	17532.2
	Leslie			Associate P	DIAGNOSTIC AND POI	5.33	90848.00	N	-0.84	-0.94		-0.84	-0.94	20199	17532.2
	Mark			Associate P	SMALL ANIMAL SPEC	1.33	80009.00	N	-0.82	-0.92		-0.82	-0.92	20199	17532.2
	Nicole			Professor	INFECTIOUS DISEASES	10.50	121263.00	N	-0.82	-0.23		-0.82	-0.23	20199	17532.2
	Otis			Associate P	DIAGNOSTIC AND POI	11.33	92875.00	N	-0.75	-0.84		-0.75	-0.84	20199	17532.2
	Petra			Professor	INFECTIOUS DISEASES	10.50	126634.00	N	-0.60	0.02		-0.60	0.02	20199	17532.2
	Quincy			Professor	LARGE ANIMAL SPEC	10.50	117015.00	N	-0.56	-0.18		-0.56	-0.18	20199	17532.2
	Regina			Professor	INFECTIOUS DISEASES	28.33	148498.00	N	-0.52	-1.00		-0.52	-1.00	20199	17532.2
	Steve			Professor	DIAGNOSTIC AND POI	15.33	107654.00	N	-0.49	-0.96		-0.49	-0.96	20199	17532.2
	Tanya			Assistant P	INFECTIOUS DISEASES	4.33	70487.00	N	-0.46	-0.52		-0.46	-0.52	20199	17532.2
	Urban			Professor	LARGE ANIMAL SPEC	22.33	131589.00	N	-0.44	-0.31		-0.44	-0.31	20199	17532.2
	Veronica			Associate P	COMPARATIVE MEDIC	10.50	90305.00	N	-0.43	-0.49		-0.43	-0.49	20199	17532.2
	Walter			Professor	LARGE ANIMAL SPEC	20.33	131223.00	N	-0.38	-0.19		-0.38	-0.19	20199	17532.2
	Xavier			Professor	COMPARATIVE MEDIC	33.50	157471.00	N	-0.32	-0.55		-0.32	-0.55	20199	17532.2
	Young			Professor	DIAGNOSTIC AND POI	7.33	112537.00	Y	-0.31	#NULL!		-0.31	#NULL!	20199	17532.2
	Zelda			Associate P	SMALL ANIMAL SPEC	2.33	92385.00	N	-0.28	-0.32		-0.28	-0.32	20199	17532.2
	Angel			Associate P	PHYSIOLOGY	2.33	112543.00	N	-0.25	-0.28		-0.25	-0.28	20199	17532.2
	Benson			Assistant P	COMPARATIVE MEDIC	5.33	76747.00	N	-0.25	-0.28		-0.25	-0.28	20199	17532.2
	Carla			Associate P	INFECTIOUS DISEASES	5.33	94820.00	N	-0.24	-0.27		-0.24	-0.27	20199	17532.2
	David			Assistant P	LARGE ANIMAL SPEC	6.33	89952.00	N	-0.23	-0.25		-0.23	-0.25	20199	17532.2
	Esther			Professor	DIAGNOSTIC AND POI	38.50	117981.00	N	-0.21	0.38		-0.21	0.38	20199	17532.2
	Francis			Associate P	SMALL ANIMAL SPEC	4.33	95699.00	N	-0.19	-0.13		-0.19	-0.13	20199	17532.2
	Gertrude			Associate P	SMALL ANIMAL SPEC	24.33	92606.00	N	-0.17	-0.19		-0.17	-0.19	20199	17532.2
	Hormoz			Associate P	COMPARATIVE MEDIC	11.33	90050.00	N	-0.16	-0.18		-0.16	-0.18	20199	17532.2
	Ingrid			Associate P	PHYSIOLOGY	8.33	108137.00	N	-0.13	-0.13		-0.13	-0.13	20199	17532.2
	Jakub			Professor	DIAGNOSTIC AND POI	18.33	116221.00	N	-0.13	-0.43		-0.13	-0.43	20199	17532.2
	Karen			Associate P	DIAGNOSTIC AND POI	1.33	108441.00	N	-0.13	-0.14		-0.13	-0.14	20199	17532.2
	Leon			Assistant P	LARGE ANIMAL SPEC	0.43	101500.00	N	-0.11	-0.11		-0.11	-0.11	20199	17532.2
	Molly			Associate P	LARGE ANIMAL SPEC	3.33	102787.00	N	-0.11	-0.12		-0.11	-0.12	20199	17532.2
	Nemo			Associate P	COMPARATIVE MEDIC	5.33	92382.00	N	-0.10	-0.12		-0.10	-0.12	20199	17532.2
	Ophelia			Assistant P	SMALL ANIMAL SPEC	1.42	89349.00	N	-0.09	-0.10		-0.09	-0.10	20199	17532.2
	Percy			Associate P	INFECTIOUS DISEASES	9.33	104772.00	N	-0.08	-0.09		-0.08	-0.09	20199	17532.2
	Quinn			Assistant P	SMALL ANIMAL SPEC	5.33	86587.00	N	-0.07	-0.08		-0.07	-0.08	20199	17532.2
	Roger			Assistant P	INFECTIOUS DISEASES	1.42	82824.00	N	-0.07	-0.08		-0.07	-0.08	20199	17532.2
	Selena			Professor	LARGE ANIMAL SPEC	1.33	120289.00	N	-0.06	0.59		-0.06	0.59	20199	17532.2
	Thomas			Assistant P	COMPARATIVE MEDIC	0.42	82000.00	N	-0.06	-0.07		-0.06	-0.07	20199	17532.2
	Ursula			Professor	COMPARATIVE MEDIC	24.33	167519.00	N	-0.06	-0.16		-0.06	-0.16	20199	17532.2
	Vernon			Assistant P	INFECTIOUS DISEASES	11.33	70651.00	N	-0.06	-0.06		-0.06	-0.06	20199	17532.2
	Wendy			Associate P	INFECTIOUS DISEASES	0.33	91919.00	N	-0.05	-0.06		-0.05	-0.06	20199	17532.2
	Xander			Assistant P	DIAGNOSTIC AND POI	0.42	85006.00	N	-0.05	-0.06		-0.05	-0.06	20199	17532.2
	Yasmin			Assistant P	DIAGNOSTIC AND POI	4.33	91971.00	N	-0.05	-0.05		-0.05	-0.05	20199	17532.2
	Zane			Professor	PHYSIOLOGY	5.50	144098.04	N	-0.05	0.00		-0.05	0.00	20199	17532.2
	xxxx			Associate P	LARGE ANIMAL SPEC	9.33	95348.00	N	-0.04	0.00		-0.04	0.00	20199	17532.2
	xxxx			Professor	PHYSIOLOGY	27.33	104566.00	N	-0.04	0.00		-0.04	0.00	20199	17532.2
	xxxx			Assistant P	COMPARATIVE MEDIC	5.33	81838.00	N	-0.04	-0.04		-0.04	-0.04	20199	17532.2
	xxxx			Assistant P	INFECTIOUS DISEASES	2.33	82599.00	N	-0.04	-0.04		-0.04	-0.04	20199	17532.2
	xxxx			Assistant P	PHYSIOLOGY	4.25	100979.00	N	0.00	0.00		0.00	0.00	20199	17532.2
	xxxx			Special Ser	INFECTIOUS DISEASES	4.33	64544.48	N	0.00	0.00		0.00	0.00	20199	17532.2
	xxxx			Assistant P	LARGE ANIMAL SPEC	15.33	82509.00	N	0.00	0.00		0.00	0.00	20199	17532.2
	xxxx			Professor	LARGE ANIMAL SPEC	14.33	134810.00	N	0.01	0.38		0.01	0.38	20199	17532.2
	xxxx			Associate P	LARGE ANIMAL SPEC	21.33	77162.00	N	0.01	0.01		0.01	0.01	20199	17532.2
	xxxx			Associate P	PHYSIOLOGY	37.00	80303.00	N	0.01	0.13		0.01	0.13	20199	17532.2
	xxxx			Assistant P	COMPARATIVE MEDIC	1.42	83752.00	N	0.02	0.02		0.02	0.02	20199	17532.2
	xxxx			Assistant P	SMALL ANIMAL SPEC	2.33	91543.00	N	0.03	0.03		0.03	0.03	20199	17532.2
	xxxx			Assistant P	INFECTIOUS DISEASES	1.42	86700.00	N	0.03	0.03		0.03	0.03	20199	17532.2
	xxxx			Assistant P	COMPARATIVE MEDIC	2.42	83954.00	N	0.03	0.04		0.03	0.04	20199	17532.2
	xxxx			Associate P	SMALL ANIMAL SPEC	0.33	101394.00	N	0.04	0.05		0.04	0.05	20199	17532.2
	xxxx			Associate P	INFECTIOUS DISEASES	3.33	98860.00	N	0.05	0.05		0.05	0.05	20199	17532.2
	xxxx			Associate P	SMALL ANIMAL SPEC	25.33	97878.00	N	0.05	0.06		0.05	0.06	20199	17532.2
	xxxx			Professor	LARGE ANIMAL SPEC	0.33	122377.00	Y	0.06	#NULL!		0.06	#NULL!	20199	17532.2
	xxxx			Assistant P	INFECTIOUS DISEASES	4.33	83470.00	N	0.07	0.07		0.07	0.07	20199	17532.2
	xxxx			Assistant P	INFECTIOUS DISEASES	5.00	82914.00	N	0.08	0.09		0.08	0.09	20199	17532.2
	xxxx			Professor	PHYSIOLOGY	15.50	129211.23	Y	0.09	#NULL!		0.09	#NULL!	20199	17532.2
	xxxx			Assistant P	DIAGNOSTIC AND POI	2.33	92012.00	N	0.10	0.11		0.10	0.11	20199	17532.2
	xxxx			Assistant P	COMPARATIVE MEDIC	4.33	86075.00	N	0.13	0.14		0.13	0.14	20199	17532.2
	xxxx			Assistant P	INFECTIOUS DISEASES	3.83	85729.00	N	0.13	0.14		0.13	0.14	20199	17532.2
	xxxx			Associate P	COMPARATIVE MEDIC	6.33	99349.00	N	0.13	0.15		0.13	0.15	20199	17532.2
	xxxx			Associate P	LARGE ANIMAL SPEC	3.33	108660.00	N	0.13	0.15		0.13	0.15	20199	17532.2
	xxxx			Assistant P	SMALL ANIMAL SPEC	3.33	93411.00	N	0.14	0.15		0.14	0.15	20199	17532.2
	xxxx			Associate P	INFECTIOUS DISEASES	11.33	98280.00	N	0.13	0.16		0.13	0.16	20199	17532.2
	xxxx			Assistant P	LARGE ANIMAL SPEC	5.00	101406.00	N	0.16	0.18		0.16	0.18	20199	17532.2

OFFICE OF THE PROVOST

SALARY EQUITY REVIEW – CLEAN “DECODED” EXAMPLE ZOOM 1

GWID	First_Midd Last_Na	School1	RankClean	Department1	Yrs_in_Ran	Salary	Tenured_a	Full Model ZRE_1	Excluded Model ZRE_2	Intended Adjustment
	Alex	VET MED	Professor	SMALL ANIMAL SPEC	6.33	104059.00	N	-2.20	-2.47	
	Barbara	VET MED	Professor	SMALL ANIMAL SPEC	7.33	109123.00	N	-1.80	-2.01	
	Charles	VET MED	Professor	SMALL ANIMAL SPEC	7.33	111800.00	N	-1.69	-1.89	
	Dianne	VET MED	Professor	COMPARATIVE MEDIC	6.33	137098.00	N	-1.61	-0.71	
	Eric	VET MED	Professor	DIAGNOSTIC AND POF	7.33	87541.00	Y	-1.33	#NULL!	
	Francesca	VET MED	Professor	INFECTIOUS DISEASES	5.33	107026.00	N	-1.16	-0.29	
	Gordon	VET MED	Professor	SMALL ANIMAL SPEC	11.33	110319.00	N	-0.96	-1.07	
	Helen	VET MED	Professor	LARGE ANIMAL SPEC	5.33	102355.00	N	-0.95	-0.50	
	Issac	VET MED	Professor	INFECTIOUS DISEASES	3.33	110150.00	Y	-0.94	#NULL!	
	Joan	VET MED	Professor	INFECTIOUS DISEASES	10.50	119328.00	Y	-0.89	#NULL!	
	Kurt	VET MED	Professor	DIAGNOSTIC AND POF	26.33	98272.54	N	-0.85	-0.87	
	Leslie	VET MED	Associate P	DIAGNOSTIC AND POF	5.33	90848.00	N	-0.84	-0.94	
	Mark	VET MED	Associate P	SMALL ANIMAL SPEC	1.33	80009.00	N	-0.82	-0.92	
	Nicole	VET MED	Professor	INFECTIOUS DISEASES	10.50	121263.00	N	-0.82	-0.23	
	Otis	VET MED	Associate P	DIAGNOSTIC AND POF	11.33	92875.00	N	-0.75	-0.84	
	Petra	VET MED	Professor	INFECTIOUS DISEASES	10.50	126634.00	N	-0.60	0.02	
	Quincy	VET MED	Professor	LARGE ANIMAL SPEC	10.50	117015.00	N	-0.56	-0.18	
	Regina	VET MED	Professor	INFECTIOUS DISEASES	28.33	148498.00	N	-0.52	-1.00	

GWID	First_Midd Last_Na	School1	RankClean	Department1	Yrs_in_Ran	Salary	Tenured_a	Full Model ZRE_1	Excluded Model ZRE_2	Intended Adjustment
xxxx		VET MED	Professor	COMPARATIVE MEDIC	17.33	183256.00	N	0.46	1.09	
xxxx		VET MED	Associate P	SMALL ANIMAL SPEC	6.33	111148.00	N	0.48	0.54	
xxxx		VET MED	Professor	DIAGNOSTIC AND POF	18.33	131486.00	N	0.49	0.27	
xxxx		VET MED	Professor	DIAGNOSTIC AND POF	14.33	133317.00	N	0.55	0.17	
xxxx		VET MED	Professor	DIAGNOSTIC AND POF	18.33	133533.00	N	0.57	0.37	
xxxx		VET MED	Professor	DIAGNOSTIC AND POF	18.33	139706.00	N	0.82	0.65	
xxxx		VET MED	Professor	DIAGNOSTIC AND POF	11.33	141903.00	N	0.90	0.42	
Star		VET MED	Associate P	DIAGNOSTIC AND POF	3.33	139230.00	N	1.14	1.27	
Star		VET MED	Professor	INFECTIOUS DISEASES	21.33	185936.00	N	1.33	1.50	
Star		VET MED	Professor	COMPARATIVE MEDIC	9.33	212394.00	Y	1.52	#NULL!	
Star		VET MED	Professor	LARGE ANIMAL SPEC	4.33	163886.00	Y	1.60	#NULL!	
Superstar		VET MED	Professor	SMALL ANIMAL SPEC	18.33	149182.00	N	2.01	2.25	
SUPERSTAR		VET MED	Professor	INFECTIOUS DISEASES	5.58	213541.00	Y	3.17	#NULL!	
SUPERSTAR!!!		VET MED	Professor	SMALL ANIMAL SPEC	2.92	288077.00	N	4.63	5.19	

SALARY EQUITY REVIEW – UPDATE

- ▶ **Nov. 2018** – CCAS, ESIA, GWSB, SEAS (LAW, GSEHD and CPS excluded)
 - ▶ CCAS – 35 outliers (10 Hum., 17 Soc.; 10 Phys.); 3 adjustments
 - ▶ ESIA – 6 outliers; 2 adjustments
 - ▶ GWSB – 11 outliers; 5 adjustments
 - ▶ SEAS – 8 outliers; no adjustments

- ▶ **July 2019** – SON and SPH (SMHS/MFA excluded)
 - ▶ SON – 6 outliers; 2 adjustments made
 - ▶ SPH – 7 outliers; 1 adjustment made

- ▶ **Nov. 2019** – CCAS, ESIA, LAW, GWSB, GSEHD, SEAS (CPS excluded)
 - ▶ CCAS – 43 outliers (10 Hum., 15 Soc., 18 Phys.); 8 adjustments
 - ▶ ESIA – 6 outliers; 3 adjustments
 - ▶ LAW – 9 outliers; No adjustments
 - ▶ GWSB – 10 outliers; 3 adjustments
 - ▶ GSEHD – 4 outliers; 2 adjustments
 - ▶ SEAS – 7 outliers; 1 adjustment

- ▶ Strategic Direction from New Provost
 - ▶ Better understanding of the reasons for outlier status
 - ▶ Improved mentorship/advocacy of department chairs and deans

- ▶ Reconvene Faculty Committee

- ▶ Additional Considerations
 - ▶ Revisit methodology
 - ▶ Additional variables (ie. suspect classifications, leave status)
 - ▶ Revised review cadence

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(202) 994-0513



A RESOLUTION ON STRENGTHENING THE FACULTY ROLE IN STRATEGIC PLANNING (20/3)

WHEREAS, the *Faculty Code* (Article IX.A) states that "The regular faculty shares with the officers of administration the responsibility for effective operation of the departments and schools and the university as a whole";

WHEREAS, the *Faculty Code* (Article IX.A) states that in the exercise of this responsibility, the regular faculty "also participates in the formulation of policy and planning decisions affecting the quality of education and life at the university";

WHEREAS, the *Faculty Code* (Article IX.B) states that "Faculty bodies charged with responsibilities for particular policy and planning areas are entitled, to the extent feasible, to be informed sufficiently in advance of important decisions within their areas of competence to be able to provide their advice or recommendations to the appropriate university officials";

WHEREAS, the *Faculty Organization Plan* (Article III, §1(4)) designates the Faculty Senate as the "Faculty agency to which the President initially presents information, and which he consults concerning proposed changes in existing policies or promulgation of new policies";

WHEREAS, on September 12, 2019, President Thomas LeBlanc presented the framework for the new strategic planning process which includes four committees (World Class Faculty, High-Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, and High-Impact Research) and a Strategic Planning Task Force to coordinate the work of the four committees;

WHEREAS, at the Senate meeting on October 11, 2019, the Chair of the University Board of Trustees, Ms. Grace E. Speights, stated that she wanted to see the Senate fully engaged in the strategic planning process and that a draft of the new Strategic Plan would be brought to the Senate before it goes to the Board for approval;

WHEREAS, At the Senate meeting on October 11, 2019, President LeBlanc supported the Chair's statement about Senate involvement, and added that the four strategic planning committees could report to the Senate on the progress of their charges;

WHEREAS, the *Faculty Organization Plan* states that the Faculty Assembly has the power to instruct the Senate to take action with respect to any matter of concern to the Assembly;

WHEREAS, the Faculty Assembly comprises both regular and special faculty and listed University officials;

WHEREAS, the Assembly met on October 22, 2019, and by voice vote approved a Petition calling for Senate action, through four of its committees and through the Senate as a whole, on five items relating to ongoing university initiatives¹ and strategic planning (see Attachment 1 below);

WHEREAS, the Faculty Senate Executive Committee (FSEC) is given the responsibility to "Assist in carrying into effect the actions of the Assembly..." and to "Act on behalf of the Senate in emergencies on matters requiring immediate action...";

WHEREAS, at its regular meeting on October 25, 2019, the FSEC discussed the follow-up from the Assembly and approved an FSEC Resolution finalized and announced on October 28, 2019 (see below);

WHEREAS, Chair Speights has announced an "ambitious" and rapid timetable for strategic planning that would have the Strategic Planning Task Force propose recommendations to the Board at its February 7, 2020, meeting (in order to inform the 2021 budget process) and recommend for approval the finalized strategic plan in advance of the Board's meeting on May 15, 2020; and

WHEREAS, a new Provost has just begun his service to the University and enabling his input into strategic planning is essential to its success;

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

- 1) The Faculty Senate finds that in order to provide a minimally adequate time for faculty consideration of the Reports of the Task Force and the four strategic planning Committees, these five Reports need to be made available to the Senate and its committees by December 9, 2019, in preparation for the regular Senate meeting on January 10, 2020, and possibly a follow-up Senate and/or Assembly meeting later in January 2020;
- 2) That the Faculty Senate does not support the suggestion in Point #5 of the Petition to interrupt the flow of strategic planning by requiring that the four strategic planning committee reports be presented to the Faculty for approval and amendment before these reports are transmitted to the Task Force and the GW Administration;
- 3) That the Faculty Senate urges the Senate Committees, as appropriate, and the four Strategic Planning Committees, to engage in ongoing reciprocal communications;

¹Besides strategic planning, the ongoing university initiatives addressed in the Petition include the increase in the percent of STEM majors, the decrease in undergraduate enrollment, and the initiative for improving GWU's culture.

- 4) That the Faculty-Senate Executive Committee seek close cooperation with the Strategic Task Force in order to meet the Board's ambitious schedule or, if that schedule proves too ambitious, to devise jointly a modified schedule to allow for systematic and substantive faculty involvement in all of the key issues being examined in strategic planning;
- 5) That the Administration is requested to prepare a detailed report (including relevant data) on its initiatives to reduce the undergraduate population and to increase STEM majors for presentation to the Senate at its December 13, 2019, meeting, and that such report should address the rationale for any quantitative goals and a plan for managing the impact of these initiatives on academic resources and student diversity; and
- 6) That the Senate confirms the urgent actions taken by the Executive Committee on October 28, 2019.

Faculty Senate Executive Committee
November 1, 2019

Attachment 1: Faculty Senate Executive Committee Resolution and Appendix A (Assembly Petition)

Attachment 1



Faculty Senate

A RESOLUTION BY THE FACULTY SENATE EXECUTIVE COMMITTEE ON SHARED GOVERNANCE IN UNIVERSITY DECISION-MAKING AND STRATEGIC PLANNING

- WHEREAS**, the *Faculty Code* states that the regular faculty shares with the officers of administration the responsibility for effective operation of the departments and schools and the university as a whole;
- WHEREAS**, the *Faculty Code* states that in the exercise of this responsibility, the regular faculty also participates in the formulation of policy and planning decisions affecting the quality of education and life at the university;
- WHEREAS**, the *Faculty Code* states that Faculty bodies charged with responsibilities for particular policy and planning areas are entitled, to the extent feasible, to be informed sufficiently in advance of important decisions within their areas of competence to be able to provide their advice or recommendations to the appropriate university officials;
- WHEREAS**, the *Faculty Organization Plan* designates the Faculty Senate as the entity to which the President initially presents information, and which is consulted concerning proposed changes in existing policies or promulgation of new policies;
- WHEREAS**, on September 12, 2019, President Thomas LeBlanc presented the framework for the new strategic planning process to the university community and announced the formation of four committees to guide the strategic planning process (World Class Faculty, High-Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, and High-Impact Research);
- WHEREAS**, at the Senate meeting on October 11, 2019, the Chair of the University Board of Trustees, Ms. Grace E. Speights, stated that she wanted to see the Senate fully engaged in the strategic planning process and that a draft of the new Strategic Plan would be brought to the Senate before it goes to the Board for approval;
- WHEREAS**, the *Faculty Organization Plan* states that the Faculty Assembly has the power to instruct the Senate to take action with respect to any matter of concern to the Assembly;
- WHEREAS**, the Faculty Assembly comprises both regular and special faculty and listed University officials;
- WHEREAS**, the Assembly met on October 22, 2019 and by voice vote approved a Petition calling for Senate action, through four of its committees and through the Senate as a whole,

on five items relating to ongoing university initiatives¹ and strategic planning (see Petition attached as Appendix A);

WHEREAS, the Petition refers to these four Senate Committees: Educational Policy & Technology; Fiscal Planning & Budgeting; Professional Ethics & Academic Freedom; and Research;

WHEREAS, the Faculty Senate Executive Committee (FSEC) is given the responsibility to "Assist in carrying into effect the actions of the Assembly..." and to "Act on behalf of the Senate in emergencies on matters requiring immediate action..."; and

WHEREAS, the FSEC considers that a fifth committee, Appointments, Salary, and Promotion Policy Committee (ASPP), should address the issues listed in the Petition.

NOW, THEREFORE BE IT RESOLVED BY THE FACULTY SENATE EXECUTIVE COMMITTEE

- 1) That the four committees listed in the Petition plus the ASPP Committee should place the Petition on their respective agendas beginning with their next meeting, and review points in the Petition to prioritize those that are relevant to their respective competencies, with a focus on improving strategic planning at the University going forward;
- 2) That the five Senate committees should provide the Senate with a preliminary report on their findings in response to the Petition before the Senate meeting on November 8, 2019, if possible, and no later than the Senate meeting on December 13, 2019;
- 3) That the Chair of the Executive Committee should provide a copy of the Petition passed by the Assembly to the Chair of the Board of Trustees;
- 4) That the Chair of the Executive Committee should invite the chairs and co-chairs of the four Planning Committees to provide a preliminary report to the Senate at the next Senate meeting on November 8, 2019;
- 5) That the Chair of the Executive Committee should not automatically call a Special Meeting of the Assembly between January 13 and January 24, 2020, recognizing that the Faculty Organization Plan provides a petitioning process for Assembly members to call a Special Meeting of the Assembly; and
- 6) That the Senate Operations Coordinator should seek to reserve the State Room for additional Regular or Special meetings of the Senate in early 2020.

Faculty Senate Executive Committee
October 28, 2019

Appendix A: A Petition to the Assembly

¹Besides strategic planning, the ongoing university initiatives addressed in the Petition include the increase in the percent of STEM majors, the decrease in undergraduate enrollment, and the initiative for improving GWU's culture.

Appendix A

6 October 2019

As stated in the Faculty Code, faculty may petition to add items to the Assembly Agenda and the Assembly may direct the Faculty Senate.

<https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2019/02/Faculty-Organization-Plan-v3-2017-z76h5u.pdf>

Article 2. section 3. Part A.
SECTION 3. MEETINGS

(a) A regular meeting of the Assembly shall be held at least once during the academic year. 1 A regular meeting may be called by the President, by request of the Senate, or by the petition of twenty or more members of the Assembly; and **the agenda as prepared by the President shall include any matter requested by the Senate or the Executive Committee of the Senate, or by petition of fifteen or more members of the Assembly.** The call of a regular meeting shall contain the time, place, and agenda of the meeting; and it shall be mailed not later than the tenth day preceding the day of the meeting.

And Article 2, section 4.2.
Functions of the assembly:

..."The Assembly shall have the power to direct the Senate to include in the agenda of the Senate or any of its committees, or to study and report back to the Assembly, or to take such other action as may be appropriate with respect to any matter of concern to the Assembly."

Accordingly, we the undersigned request the following six (6) items be placed on the agenda of the regular 2019 meeting of the Faculty Assembly.

1. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: *"Did the adoption of the strategic plan of increasing the ratio of STEM majors and significantly decreasing undergraduate enrollment properly follow recognized principles of shared governance?"* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting and c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

2. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“What is the total cost (past and future) of the Culture Initiative? How much money has and will be spent to hire outside consultants including the Disney Institute? Did the Disney Institute culture survey and focus groups use objective methods as recognized in peer-reviewed scientific literature produced by fields specializing in survey design and qualitative interviewing? Are the results of the culture survey and focus group scientifically valid?”* Given answers to these questions, the Senate and each of the four committees mentioned above shall evaluate the return on investment for monies spent on the Culture Initiative. The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

3. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“What data supported the decision to reduce undergraduate enrollment by 20% and increase STEM majors by 50%? Who specifically at GWU and who specifically from outside were involved in these decisions? What was the logic that supported these decisions? If outside consultants were involved in these decisions, how were they chosen, how much were they paid, what data was provided to the consultants, and what did the consultants report?”* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

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University is to educate individuals in liberal arts, languages, sciences, learned professions, and other courses and subjects of study, and to conduct scholarly research and publish the findings of such research," and that "the university is committed to recruiting, admitting and enrolling undergraduate and graduate students drawn from varying backgrounds or identities throughout all schools and departments," what impact will changing the student body's size and composition have on the curricular, research, and diversity and inclusion missions of the university? 4. How can GWU produce high impact research that does not require its faculty to conduct team-based scholarship? In which instances does top-down mandates for team research undermine creativity and impact?" The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

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6. The Assembly directs the Chair of the Senate Executive Committee to call a special meeting of the Assembly between January 13, 2020 and January 24, 2020. The Agenda of that Assembly meeting shall include reports from the Senate and its committees to questions 1-5 above and the Assembly shall vote to approve or reject in separate votes.

Signatories:

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22. Sara Matthiesen, Dept. of History. sara_matthiesen@email.gwu.edu
23. Joanna Spear, Elliott School of International Affairs. jspear@gwu.edu



ARESOLUTION ON STRENGTHENING THE FACULTY ROLE IN STRATEGIC PLANNING (20/3)

WHEREAS, the *Faculty Code* (Article IX.A) states that "The regular faculty shares with the officers of administration the responsibility for effective operation of the departments and schools and the university as a whole";

WHEREAS, the *Faculty Code* (Article IX.A) states that in the exercise of this responsibility, the regular faculty "also participates in the formulation of policy and planning decisions affecting the quality of education and life at the university";

WHEREAS, the *Faculty Code* (Article IX.B) states that "Faculty bodies charged with responsibilities for particular policy and planning areas are entitled, to the extent feasible, to be informed sufficiently in advance of important decisions within their areas of competence to be able to provide their advice or recommendations to the appropriate university officials";

WHEREAS, the *Faculty Organization Plan* (Article III, §1(4)) designates the Faculty Senate as the "Faculty agency to which the President initially presents information, and which he consults concerning proposed changes in existing policies or promulgation of new policies";

WHEREAS, on September 12, 2019, President Thomas LeBlanc presented the framework for the new strategic planning process which includes four committees (World Class Faculty, High-Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, and High-Impact Research) and a Strategic Planning Task Force to coordinate the work of the four committees;

WHEREAS, at the Senate meeting on October 11, 2019, the Chair of the University Board of Trustees, Ms. Grace E. Speights, stated that she wanted to see the Senate fully engaged in the strategic planning process and that a draft of the new Strategic Plan would be brought to the Senate before it goes to the Board for approval;

WHEREAS, At the Senate meeting on October 11, 2019, President LeBlanc supported the Chair's statement about Senate involvement, and added that the four strategic planning committees could report to the Senate on the progress of their charges;

WHEREAS, the *Faculty Organization Plan* states that the Faculty Assembly has the power to instruct the Senate to take action with respect to any matter of concern to the Assembly;

WHEREAS, the Faculty Assembly comprises both regular and special faculty and listed University officials;

WHEREAS, the Assembly met on October 22, 2019, and by voice vote approved a Petition calling for Senate action, through four of its committees and through the Senate as a whole, on five items relating to ongoing university initiatives¹ and strategic planning (see Attachment 1 below);

WHEREAS, the Faculty Senate Executive Committee (FSEC) is given the responsibility to "Assist in carrying into effect the actions of the Assembly..." and to "Act on behalf of the Senate in emergencies on matters requiring immediate action...";

WHEREAS, at its regular meeting on October 25, 2019, the FSEC discussed the follow-up from the Assembly and approved an FSEC Resolution finalized and announced on October 28, 2019 (see below);

WHEREAS, Chair Speights has announced an "ambitious" and rapid timetable for strategic planning that would have the Strategic Planning Task Force propose recommendations to the Board at its February 7, 2020, meeting (in order to inform the 2021 budget process) and recommend for approval the finalized strategic plan in advance of the Board's meeting on May 15, 2020; and

WHEREAS, a new Provost has just begun his service to the University and enabling his input into strategic planning is essential to its success;

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

- 1) The Faculty Senate finds that in order to provide a minimally adequate time for faculty consideration of the Reports of four strategic planning Committees, the first draft of these Reports should be provided to the Senate by January 3 so that a discussion of these Reports (and the Task Force draft Report if available) can be included on the agenda of the Senate's meeting on January 10, 2020;
- 2) That the Faculty Senate does not support the suggestion in Point #5 of the Petition to interrupt the flow of strategic planning by requiring that the four strategic planning committee reports be presented to the Faculty for approval and amendment before these reports are transmitted to the Task Force and the GW Administration;
- 3) That the Faculty Senate urges the Senate Committees, as appropriate, and the four Strategic Planning Committees, to engage in ongoing reciprocal communications;

¹Besides strategic planning, the ongoing university initiatives addressed in the Petition include the increase in the percent of STEM majors, the decrease in undergraduate enrollment, and the initiative for improving GWU's culture.

- 4) That the Faculty-Senate Executive Committee seek close cooperation with the Strategic Task Force in order to meet the Board's ambitious schedule or, if that schedule proves too ambitious, to devise jointly a modified schedule to allow for systematic and substantive faculty involvement in all of the key issues being examined in strategic planning;
- 5) That the Administration is requested to prepare a detailed report (including relevant data) on its initiatives to reduce the undergraduate population and to increase STEM majors for presentation to the Senate at its December 13, 2019, meeting, and that such report should address the rationale for any quantitative goals and a plan for managing the impact of these initiatives on academic resources and student diversity; and
- 6) That the Senate confirms the urgent actions taken by the Executive Committee on October 28, 2019.

Faculty Senate Executive Committee
November 8, 2019

Attachment 1: Faculty Senate Executive Committee Resolution and Appendix A (Assembly Petition)

Attachment 1



Faculty Senate

A RESOLUTION BY THE FACULTY SENATE EXECUTIVE COMMITTEE ON SHARED GOVERNANCE IN UNIVERSITY DECISION-MAKING AND STRATEGIC PLANNING

- WHEREAS**, the *Faculty Code* states that the regular faculty shares with the officers of administration the responsibility for effective operation of the departments and schools and the university as a whole;
- WHEREAS**, the *Faculty Code* states that in the exercise of this responsibility, the regular faculty also participates in the formulation of policy and planning decisions affecting the quality of education and life at the university;
- WHEREAS**, the *Faculty Code* states that Faculty bodies charged with responsibilities for particular policy and planning areas are entitled, to the extent feasible, to be informed sufficiently in advance of important decisions within their areas of competence to be able to provide their advice or recommendations to the appropriate university officials;
- WHEREAS**, the *Faculty Organization Plan* designates the Faculty Senate as the entity to which the President initially presents information, and which is consulted concerning proposed changes in existing policies or promulgation of new policies;
- WHEREAS**, on September 12, 2019, President Thomas LeBlanc presented the framework for the new strategic planning process to the university community and announced the formation of four committees to guide the strategic planning process (World Class Faculty, High-Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, and High-Impact Research);
- WHEREAS**, at the Senate meeting on October 11, 2019, the Chair of the University Board of Trustees, Ms. Grace E. Speights, stated that she wanted to see the Senate fully engaged in the strategic planning process and that a draft of the new Strategic Plan would be brought to the Senate before it goes to the Board for approval;
- WHEREAS**, the *Faculty Organization Plan* states that the Faculty Assembly has the power to instruct the Senate to take action with respect to any matter of concern to the Assembly;
- WHEREAS**, the Faculty Assembly comprises both regular and special faculty and listed University officials;
- WHEREAS**, the Assembly met on October 22, 2019 and by voice vote approved a Petition calling for Senate action, through four of its committees and through the Senate as a whole,

on five items relating to ongoing university initiatives¹ and strategic planning (see Petition attached as Appendix A);

WHEREAS, the Petition refers to these four Senate Committees: Educational Policy & Technology; Fiscal Planning & Budgeting; Professional Ethics & Academic Freedom; and Research;

WHEREAS, the Faculty Senate Executive Committee (FSEC) is given the responsibility to "Assist in carrying into effect the actions of the Assembly..." and to "Act on behalf of the Senate in emergencies on matters requiring immediate action..."; and

WHEREAS, the FSEC considers that a fifth committee, Appointments, Salary, and Promotion Policy Committee (ASPP), should address the issues listed in the Petition.

NOW, THEREFORE BE IT RESOLVED BY THE FACULTY SENATE EXECUTIVE COMMITTEE

- 1) That the four committees listed in the Petition plus the ASPP Committee should place the Petition on their respective agendas beginning with their next meeting, and review points in the Petition to prioritize those that are relevant to their respective competencies, with a focus on improving strategic planning at the University going forward;
- 2) That the five Senate committees should provide the Senate with a preliminary report on their findings in response to the Petition before the Senate meeting on November 8, 2019, if possible, and no later than the Senate meeting on December 13, 2019;
- 3) That the Chair of the Executive Committee should provide a copy of the Petition passed by the Assembly to the Chair of the Board of Trustees;
- 4) That the Chair of the Executive Committee should invite the chairs and co-chairs of the four Planning Committees to provide a preliminary report to the Senate at the next Senate meeting on November 8, 2019;
- 5) That the Chair of the Executive Committee should not automatically call a Special Meeting of the Assembly between January 13 and January 24, 2020, recognizing that the Faculty Organization Plan provides a petitioning process for Assembly members to call a Special Meeting of the Assembly; and
- 6) That the Senate Operations Coordinator should seek to reserve the State Room for additional Regular or Special meetings of the Senate in early 2020.

Faculty Senate Executive Committee
October 28, 2019

Appendix A: A Petition to the Assembly

¹Besides strategic planning, the ongoing university initiatives addressed in the Petition include the increase in the percent of STEM majors, the decrease in undergraduate enrollment, and the initiative for improving GWU's culture.

Appendix A

6 October 2019

As stated in the Faculty Code, faculty may petition to add items to the Assembly Agenda and the Assembly may direct the Faculty Senate.

<https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2019/02/Faculty-Organization-Plan-v3-2017-z76h5u.pdf>

Article 2. section 3. Part A.
SECTION 3. MEETINGS

(a) A regular meeting of the Assembly shall be held at least once during the academic year. 1 A regular meeting may be called by the President, by request of the Senate, or by the petition of twenty or more members of the Assembly; and **the agenda as prepared by the President shall include any matter requested by the Senate or the Executive Committee of the Senate, or by petition of fifteen or more members of the Assembly.** The call of a regular meeting shall contain the time, place, and agenda of the meeting; and it shall be mailed not later than the tenth day preceding the day of the meeting.

And Article 2, section 4.2.
Functions of the assembly:

..."The Assembly shall have the power to direct the Senate to include in the agenda of the Senate or any of its committees, or to study and report back to the Assembly, or to take such other action as may be appropriate with respect to any matter of concern to the Assembly."

Accordingly, we the undersigned request the following six (6) items be placed on the agenda of the regular 2019 meeting of the Faculty Assembly.

1. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: *"Did the adoption of the strategic plan of increasing the ratio of STEM majors and significantly decreasing undergraduate enrollment properly follow recognized principles of shared governance?"* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting and c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

2. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“What is the total cost (past and future) of the Culture Initiative? How much money has and will be spent to hire outside consultants including the Disney Institute? Did the Disney Institute culture survey and focus groups use objective methods as recognized in peer-reviewed scientific literature produced by fields specializing in survey design and qualitative interviewing? Are the results of the culture survey and focus group scientifically valid?”* Given answers to these questions, the Senate and each of the four committees mentioned above shall evaluate the return on investment for monies spent on the Culture Initiative. The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

3. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“What data supported the decision to reduce undergraduate enrollment by 20% and increase STEM majors by 50%? Who specifically at GWU and who specifically from outside were involved in these decisions? What was the logic that supported these decisions? If outside consultants were involved in these decisions, how were they chosen, how much were they paid, what data was provided to the consultants, and what did the consultants report?”* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

4. Given the faculty’s exclusive expertise in determining and delivering curriculum and in conducting research, the Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“As no objective and responsible research process involves starting with conclusions, should the charges of the each of the five strategic planning committees (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research, Strategic Planning Task Force) be amended to include the following charges: 1. What is the best size of the undergraduate student body for delivering on the University mission to promote high quality education and high impact research? 2. Is there in fact an ideal ratio of STEM majors to the entire undergraduate population? If so, how should it be determined, and what should it be? 3. Given that “the mission of the George Washington*

University is to educate individuals in liberal arts, languages, sciences, learned professions, and other courses and subjects of study, and to conduct scholarly research and publish the findings of such research," and that "the university is committed to recruiting, admitting and enrolling undergraduate and graduate students drawn from varying backgrounds or identities throughout all schools and departments," what impact will changing the student body's size and composition have on the curricular, research, and diversity and inclusion missions of the university? 4. How can GWU produce high impact research that does not require its faculty to conduct team-based scholarship? In which instances does top-down mandates for team research undermine creativity and impact?" The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

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6. The Assembly directs the Chair of the Senate Executive Committee to call a special meeting of the Assembly between January 13, 2020 and January 24, 2020. The Agenda of that Assembly meeting shall include reports from the Senate and its committees to questions 1-5 above and the Assembly shall vote to approve or reject in separate votes.

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23. Joanna Spear, Elliott School of International Affairs. jspear@gwu.edu

Final Version Approved as Amended at the Senate Meeting



**ARESOLUTIONONSTRENGTHENINGTHEFACULTYROLEINSTRATEGIC
PLANNING (20/3)**

WHEREAS, the *Faculty Code* (Article IX.A) states that "The regular faculty shares with the officers of administration the responsibility for effective operation of the departments and schools and the university as a whole";

WHEREAS, the *Faculty Code* (Article IX.A) states that in the exercise of this responsibility, the regular faculty "also participates in the formulation of policy and planning decisions affecting the quality of education and life at the university";

WHEREAS, the *Faculty Code* (Article IX.B) states that "Faculty bodies charged with responsibilities for particular policy and planning areas are entitled, to the extent feasible, to be informed sufficiently in advance of important decisions within their areas of competence to be able to provide their advice or recommendations to the appropriate university officials";

WHEREAS, the *Faculty Organization Plan* (Article III, §1(4)) designates the Faculty Senate as the "Faculty agency to which the President initially presents information, and which he consults concerning proposed changes in existing policies or promulgation of new policies";

WHEREAS, on September 12, 2019, President Thomas LeBlanc presented the framework for the new strategic planning process which includes four committees (World Class Faculty, High-Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, and High-Impact Research) and a Strategic Planning Task Force to coordinate the work of the four committees;

WHEREAS, at the Senate meeting on October 11, 2019, the Chair of the University Board of Trustees, Ms. Grace E. Speights, stated that she wanted to see the Senate fully engaged in the strategic planning process and that a draft of the new Strategic Plan would be brought to the Senate before it goes to the Board for approval;

WHEREAS, At the Senate meeting on October 11, 2019, President LeBlanc supported the Chair's statement about Senate involvement, and added that the four strategic planning committees could report to the Senate on the progress of their charges;

WHEREAS, the *Faculty Organization Plan* states that the Faculty Assembly has the power to instruct the Senate to take action with respect to any matter of concern to the Assembly;

WHEREAS, the Faculty Assembly comprises both regular and special faculty and listed University officials;

WHEREAS, the Assembly met on October 22, 2019, and by voice vote approved a Petition calling for Senate action, through four of its committees and through the Senate as a whole, on five items relating to ongoing university initiatives¹ and strategic planning (see Attachment 1 below);

WHEREAS, the Faculty Senate Executive Committee (FSEC) is given the responsibility to "Assist in carrying into effect the actions of the Assembly..." and to "Act on behalf of the Senate in emergencies on matters requiring immediate action...";

WHEREAS, at its regular meeting on October 25, 2019, the FSEC discussed the follow-up from the Assembly and approved an FSEC Resolution finalized and announced on October 28, 2019 (see below);

WHEREAS, Chair Speights has announced an "ambitious" and rapid timetable for strategic planning that would have the Strategic Planning Task Force propose recommendations to the Board at its February 7, 2020, meeting (in order to inform the 2021 budget process) and recommend for approval the finalized strategic plan in advance of the Board's meeting on May 15, 2020; and

WHEREAS, a new Provost has just begun his service to the University and enabling his input into strategic planning is essential to its success;

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

- 1) The Faculty Senate finds that in order to provide a minimally adequate time for faculty consideration of the Reports of four strategic planning Committees, the first draft of these Reports should be provided to the Senate by January 3 so that a discussion of these Reports (and the Task Force draft Report if available) can be included on the agenda of the Senate's meeting on January 10, 2020;
- 2) That the Faculty Senate urges the Senate Committees, as appropriate, and the four Strategic Planning Committees, to engage in ongoing reciprocal communications;
- 3) That the Faculty-Senate Executive Committee seek close cooperation with the Strategic Task Force in order to meet the Board's ambitious schedule or, if that schedule proves too ambitious, to devise jointly a modified schedule to allow for systematic and substantive faculty involvement in all of the key issues being examined in strategic planning; and

¹Besides strategic planning, the ongoing university initiatives addressed in the Petition include the increase in the percent of STEM majors, the decrease in undergraduate enrollment, and the initiative for improving GWU's culture.

- 4) That the Administration is requested to prepare a detailed report (including data on enrollment composition and fiscal implications) on its initiatives to reduce the undergraduate population and to increase STEM majors for presentation to the Senate at its December 13, 2019, meeting, and that such report should address the rationale for any quantitative goals and a plan for managing the impact of these initiatives on academic resources and student diversity.

Faculty Senate Executive Committee
November 8, 2019

Approved as amended by the Faculty Senate
November 8, 2019

Attachment 1: Faculty Senate Executive Committee Resolution and Appendix A (Assembly Petition)

Attachment 1



Faculty Senate

A RESOLUTION BY THE FACULTY SENATE EXECUTIVE COMMITTEE ON SHARED GOVERNANCE IN UNIVERSITY DECISION-MAKING AND STRATEGIC PLANNING

WHEREAS, the *Faculty Code* states that the regular faculty shares with the officers of administration the responsibility for effective operation of the departments and schools and the university as a whole;

WHEREAS, the *Faculty Code* states that in the exercise of this responsibility, the regular faculty also participates in the formulation of policy and planning decisions affecting the quality of education and life at the university;

WHEREAS, the *Faculty Code* states that Faculty bodies charged with responsibilities for particular policy and planning areas are entitled, to the extent feasible, to be informed sufficiently in advance of important decisions within their areas of competence to be able to provide their advice or recommendations to the appropriate university officials;

WHEREAS, the *Faculty Organization Plan* designates the Faculty Senate as the entity to which the President initially presents information, and which is consulted concerning proposed changes in existing policies or promulgation of new policies;

WHEREAS, on September 12, 2019, President Thomas LeBlanc presented the framework for the new strategic planning process to the university community and announced the formation of four committees to guide the strategic planning process (World Class Faculty, High-Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, and High-Impact Research);

WHEREAS, at the Senate meeting on October 11, 2019, the Chair of the University Board of Trustees, Ms. Grace E. Speights, stated that she wanted to see the Senate fully engaged in the strategic planning process and that a draft of the new Strategic Plan would be brought to the Senate before it goes to the Board for approval;

WHEREAS, the *Faculty Organization Plan* states that the Faculty Assembly has the power to instruct the Senate to take action with respect to any matter of concern to the Assembly;

WHEREAS, the Faculty Assembly comprises both regular and special faculty and listed University officials;

WHEREAS, the Assembly met on October 22, 2019 and by voice vote approved a Petition calling for Senate action, through four of its committees and through the Senate as a whole,

on five items relating to ongoing university initiatives¹ and strategic planning (see Petition attached as Appendix A);

WHEREAS, the Petition refers to these four Senate Committees: Educational Policy & Technology; Fiscal Planning & Budgeting; Professional Ethics & Academic Freedom; and Research;

WHEREAS, the Faculty Senate Executive Committee (FSEC) is given the responsibility to "Assist in carrying into effect the actions of the Assembly..." and to "Act on behalf of the Senate in emergencies on matters requiring immediate action..."; and

WHEREAS, the FSEC considers that a fifth committee, Appointments, Salary, and Promotion Policy Committee (ASPP), should address the issues listed in the Petition.

NOW, THEREFORE BE IT RESOLVED BY THE FACULTY SENATE EXECUTIVE COMMITTEE

- 1) That the four committees listed in the Petition plus the ASPP Committee should place the Petition on their respective agendas beginning with their next meeting, and review points in the Petition to prioritize those that are relevant to their respective competencies, with a focus on improving strategic planning at the University going forward;
- 2) That the five Senate committees should provide the Senate with a preliminary report on their findings in response to the Petition before the Senate meeting on November 8, 2019, if possible, and no later than the Senate meeting on December 13, 2019;
- 3) That the Chair of the Executive Committee should provide a copy of the Petition passed by the Assembly to the Chair of the Board of Trustees;
- 4) That the Chair of the Executive Committee should invite the chairs and co-chairs of the four Planning Committees to provide a preliminary report to the Senate at the next Senate meeting on November 8, 2019;
- 5) That the Chair of the Executive Committee should not automatically call a Special Meeting of the Assembly between January 13 and January 24, 2020, recognizing that the Faculty Organization Plan provides a petitioning process for Assembly members to call a Special Meeting of the Assembly; and
- 6) That the Senate Operations Coordinator should seek to reserve the State Room for additional Regular or Special meetings of the Senate in early 2020.

Faculty Senate Executive Committee
October 28, 2019

Appendix A: A Petition to the Assembly

¹Besides strategic planning, the ongoing university initiatives addressed in the Petition include the increase in the percent of STEM majors, the decrease in undergraduate enrollment, and the initiative for improving GWU's culture.

Appendix A

6 October 2019

As stated in the Faculty Code, faculty may petition to add items to the Assembly Agenda and the Assembly may direct the Faculty Senate.

<https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2019/02/Faculty-Organization-Plan-v3-2017-z76h5u.pdf>

Article 2. section 3. Part A.
SECTION 3. MEETINGS

(a) A regular meeting of the Assembly shall be held at least once during the academic year. 1 A regular meeting may be called by the President, by request of the Senate, or by the petition of twenty or more members of the Assembly; and **the agenda as prepared by the President shall include any matter requested by the Senate or the Executive Committee of the Senate, or by petition of fifteen or more members of the Assembly.** The call of a regular meeting shall contain the time, place, and agenda of the meeting; and it shall be mailed not later than the tenth day preceding the day of the meeting.

And Article 2, section 4.2.
Functions of the assembly:

..."The Assembly shall have the power to direct the Senate to include in the agenda of the Senate or any of its committees, or to study and report back to the Assembly, or to take such other action as may be appropriate with respect to any matter of concern to the Assembly."

Accordingly, we the undersigned request the following six (6) items be placed on the agenda of the regular 2019 meeting of the Faculty Assembly.

1. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: *"Did the adoption of the strategic plan of increasing the ratio of STEM majors and significantly decreasing undergraduate enrollment properly follow recognized principles of shared governance?"* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting and c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

2. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“What is the total cost (past and future) of the Culture Initiative? How much money has and will be spent to hire outside consultants including the Disney Institute? Did the Disney Institute culture survey and focus groups use objective methods as recognized in peer-reviewed scientific literature produced by fields specializing in survey design and qualitative interviewing? Are the results of the culture survey and focus group scientifically valid?”* Given answers to these questions, the Senate and each of the four committees mentioned above shall evaluate the return on investment for monies spent on the Culture Initiative. The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

3. The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“What data supported the decision to reduce undergraduate enrollment by 20% and increase STEM majors by 50%? Who specifically at GWU and who specifically from outside were involved in these decisions? What was the logic that supported these decisions? If outside consultants were involved in these decisions, how were they chosen, how much were they paid, what data was provided to the consultants, and what did the consultants report?”* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

4. Given the faculty’s exclusive expertise in determining and delivering curriculum and in conducting research, the Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“As no objective and responsible research process involves starting with conclusions, should the charges of the each of the five strategic planning committees (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research, Strategic Planning Task Force) be amended to include the following charges: 1. What is the best size of the undergraduate student body for delivering on the University mission to promote high quality education and high impact research? 2. Is there in fact an ideal ratio of STEM majors to the entire undergraduate population? If so, how should it be determined, and what should it be? 3. Given that “the mission of the George Washington*

University is to educate individuals in liberal arts, languages, sciences, learned professions, and other courses and subjects of study, and to conduct scholarly research and publish the findings of such research," and that "the university is committed to recruiting, admitting and enrolling undergraduate and graduate students drawn from varying backgrounds or identities throughout all schools and departments," what impact will changing the student body's size and composition have on the curricular, research, and diversity and inclusion missions of the university? 4. How can GWU produce high impact research that does not require its faculty to conduct team-based scholarship? In which instances does top-down mandates for team research undermine creativity and impact?" The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020.

5. Given the faculty's exclusive expertise in determining and delivering curriculum and in conducting research, the Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: *"Should the four strategic planning committees appointed by the President (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research) report their findings to the Faculty for approval and /or amendment before these reports are sent to the Strategic Planning Task Force or the GWU administration?"* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report their findings at a Senate meeting by November 8, 2019.

6. The Assembly directs the Chair of the Senate Executive Committee to call a special meeting of the Assembly between January 13, 2020 and January 24, 2020. The Agenda of that Assembly meeting shall include reports from the Senate and its committees to questions 1-5 above and the Assembly shall vote to approve or reject in separate votes.

Signatories:

1. Guillermo Orti, Dept. of Biological Sciences. gorti@gwu.edu
2. Jamie Cohen-Cole, Dept. of American Studies. jcohencole@gwu.edu
3. Bernard Wood, Dept. of Anthropology. bernardawood@gmail.com
4. Sarah Wagner, Dept. of Anthropology. sewagner@email.gwu.edu
5. Ivy Ken, Dept. of Sociology, ivyleighken@gmail.com
6. Harald Griesshammer, Dept. of Physics. hgrie@gwu.edu

7. Katrin Schulteiss, Dept. of History. k.schultheiss9@gmail.com
8. Michael Barnett, International Affairs and Political Science. barnett@gwu.edu
9. Catherine Forster, Dept. of Biological Sciences, Prog. Geological Sciences. forster@gwu.edu
10. Gregory D. Squires, Dept. of Sociology. squires@email.gwu.edu
11. Melani McAlister, Dept. of American Studies & International Affairs. mmc@gwu.edu
12. Andrew Zimmerman, Dept. of History. azimmer@gwu.edu
13. Katherine Kleppinger, French and Francophone Studies. kleppinger@email.gwu.edu
14. Christopher Britt, Spanish and Latin American Studies. cbritt@gwu.edu
15. Dara Orenstein, Dept. of American Studies. dorenstein@gwu.edu
16. Erin Chapman, Dept. of History. echapman@gwu.edu
17. Masha Belenky, French Literature Program. belenky@gwu.edu
18. Katherine Larsen, University Writing Program. klarsen@gwu.edu
19. Kelly Pemberton, Religion, Women's, Gender, and Sexuality Studies. kpembert@gwu.edu
20. Jennifer James, Dept. of English. jjc@gwu.edu
21. Thomas A. Guglielmo, Dept. of American Studies. tgugliel@gwu.edu
22. Sara Matthiesen, Dept. of History. sara_matthiesen@email.gwu.edu
23. Joanna Spear, Elliott School of International Affairs. jspear@gwu.edu

A Resolution on Involvement of Faculty and its Elected Representatives in Shaping Strategic Planning

by the Educational Policy and Technology Committee

Whereas, the Faculty Organization Plan stipulates in Article 2, section 4.2.... “The Assembly shall have the power to direct the Senate to include in the agenda of the Senate or any of its committees, or to study and report back to the Assembly, or to take such other action as may be appropriate with respect to any matter of concern to the Assembly”;

Whereas, the Assembly met on October 22, 2019 and by voice vote approved a petition calling for Senate action, through four of its committees and through the Senate as a whole on six items related to the culture initiative and strategic planning process;

Whereas, **the fifth of the six items** approved by the Assembly at its October 22, 2019 meeting reads “Given the faculty’s exclusive expertise in determining and delivering curriculum and in conducting research, the Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: “Should the four strategic planning committees appointed by the President (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research) report their findings to the Faculty for approval and /or amendment before these reports are sent to the Strategic Planning Task Force or the GWU administration?” The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report their findings at a Senate meeting by November 8, 2019”;

Whereas, the **third of six items** approved by the Assembly at its October 22, 2019 meeting reads “The Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following items: *“What data supported the decision to reduce undergraduate enrollment by 20% and increase STEM majors by 50%? Who specifically at GWU and who specifically from outside were involved in these decisions? What was the logic that supported these decisions? If outside consultants were involved in these decisions, how were they chosen, how much were they paid, what data was provided to the consultants, and what did the consultants report?”* The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report the entirety of their findings on the same webpage where the Senate publishes the minutes of its meetings by December 20, 2019 (<https://facultysenate.gwu.edu/minutes>) and notify each member of the Faculty Assembly of the electronic location of this report that shall remain on the website of the Senate until at least February 15, 2020;

Whereas, on July 9, 2019 GW Today reported that the strategic planning decisions made prior to and without faculty input had been based on information from “outside experts on topics ranging from redefining the urban research university to building distinguished graduate

programs to promoting faculty scholarship and research impact.”
<https://gwtoday.gwu.edu/message-president-leblanc-strategic-planning-process>

Whereas, AAUP guidelines direct universities to secure meaningful faculty input and approval and oversight before implementing changes to policies related to general education, curriculum, research, subject matter of instruction, institutional policies on student admissions;¹

Now therefore be it resolved by the Educational Policy and Technology Committee

- 1) That the strategic planning committees for World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, and High Impact Research should each report their findings to each of the following committees: (a) Educational Policy & Technology, (b) Fiscal Planning & Budgeting, (c) Professional Ethics & Academic Freedom, and (d) Research for comment, input, and/or endorsement before these reports, with comments and/or input from the Senate and its committees attached as a part of the reports, are sent to the Strategic Planning Task Force and/or the GWU administration.
- 2) That the Strategic Planning Task Force submit its report to the Faculty Senate and each of the following committees (a) Educational Policy & Technology, (b) Fiscal Planning & Budgeting, (c) Professional Ethics & Academic Freedom, and (d) Research for approval, or amendment, or disapproval before submitting its report, as potentially amended by the Senate and its committees, to the President and Board of Trustees.
- 3) On behalf of the Faculty, the Educational Policy and Technology Committee requests information from the President on the strategic planning process that was undertaken starting in 2018 and which has not already been released by the President and Administration including
 - a) What data supported the decision to reduce undergraduate enrollment by 20% and increase STEM majors to 30%?
 - b) Who specifically at GWU, including faculty, was involved in these decisions?
 - c) Which outside experts (firms, names of partners, and names of individuals who worked on the project for GWU) were involved in these decisions?
 - d) What was the evidence used by GWU administration and by outside consultants to support recommendations to increase STEM and decrease undergraduate student enrollment?
 - e) How were the outside experts chosen? Was it a bid process? Which firms were not chosen? What analysis indicated that GWU experts including the Senate Committees could not conduct this analysis?
 - f) What were the specific sources of the data provided to the consultants and how were they utilized in the decision process?
 - g) What data did the consultants use to evaluate impacts on student body diversity, retention rates, and tuition discounts?
 - h) What were the consultants’ specific outputs—i.e., how did they report their findings?
- 4) That through the above-listed paragraphs of this resolution, the Education Policy and Technology Committee affirms its position that the strategic planning initiative must not in any way adversely affect the following elements critical to GWU and its student body: diversity; financial aid; the quality of student experience; and the quality of its academics.

¹ AAUP Statement on Government of Colleges and Universities

“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.”

“With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process”

<https://www.aaup.org/report/statement-government-colleges-and-universities###4>



FACULTY SENATE RESEARCH COMMITTEE

A Resolution on Involvement of Faculty and its Elected Representatives in Shaping Strategic Planning

by the Faculty Senate Research Committee

Whereas, the Faculty Organization Plan stipulates in Article 2, section 4.2.... “The Assembly shall have the power to direct the Senate to include in the agenda of the Senate or any of its committees, or to study and report back to the Assembly, or to take such other action as may be appropriate with respect to any matter of concern to the Assembly”;

Whereas, the Assembly met on October 22, **2019** and by voice vote approved a petition calling for Senate action, through four of its committees and through the Senate as a whole on six items related to the culture initiative and strategic planning process;

Whereas, **the fifth of the six items approved by the Assembly at its October 22, 2019** meeting reads “Given the faculty’s exclusive expertise in determining and delivering curriculum and in conducting research, the Assembly directs the Faculty Senate as well as the Senate committees on a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research, to include on each of their respective agendas the following item: “Should the four strategic planning committees appointed by the President (World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research) report their findings to the Faculty for approval and /or amendment before these reports are sent to the Strategic Planning Task Force or the GWU administration?” The Senate and each of the four committees mentioned above (a) Educational Policy & Technology, b) Fiscal Planning & Budgeting, c) Professional Ethics & Academic Freedom, and d) Research) shall report their findings at a Senate meeting by November 8, 2019”;

Whereas, AAUP guidelines direct universities to secure meaningful faculty input and approval and oversight before implementing changes to policies related to general education, curriculum, research, subject matter of instruction, institutional policies on student admissions;¹

Now therefore be it resolved by the Faculty Senate Research Committee

1) That that the strategic planning committees for World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, and High Impact Research should each report their findings to each of the following committees: (a) Educational Policy & Technology, (b) Fiscal Planning & Budgeting, (c) Professional Ethics & Academic Freedom, and (d) Research for comment, input, and/or endorsement before these reports, with comments and/or input from the Senate and its committees attached as a part of the reports, are sent to the Strategic Planning Task Force and/or the GWU administration.

2) That the Strategic Planning Task Force submit its report to the Faculty Senate and each of the following committees (a) Educational Policy & Technology, (b) Fiscal Planning & Budgeting, (c) Professional Ethics & Academic Freedom, and (d) Research for approval, or amendment, or disapproval before submitting its report, as potentially amended by the Senate and its committees, to the President and Board of Trustees.

November 1, 2019

¹ AAUP Statement on Government of Colleges and Universities

“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.”

“With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process”

<https://www.aaup.org/report/statement-government-colleges-and-universities###4>



FACULTY SENATE COMMITTEE ON APPOINTMENTS, SALARIES AND PROMOTION POLICIES (ASPP)

Summary concerns of ASPP committee members regarding the proposed reduction in undergraduate enrollments and potential elevation of 10 doctoral programs to national preeminence level

- 1) Potential reductions in faculty appointments in humanities and other non-STEM areas are a major cause of concern among the faculty. The most vulnerable positions are those potential positions of the future: replacements for retiring faculty, and other possibly new appointments that would maintain and develop disciplinary breadth and depth; appointments that invest in dynamic new areas of scholarship (such as digital humanities).
- 2) Possible faculty size reductions through attrition and non-replacements for retiring faculty may affect the comprehensive nature of GW.
- 3) What are the criteria for the selection of 10 or so doctoral programs that will be elevated to national preeminence level? Who would select such programs? Would the process be unbiased?
- 4) What happens to the other existing doctoral programs? Would they be allowed to wither thereby reducing the diversity of graduate offerings at GW? This is a major concerns across all schools at GW.
- 5) Some niche programs, while they may not bring big dollars to the university, still bring values in other ways by adding to the comprehensive nature of the university and by bringing the credibility, recognition and distinction to the university.
- 6) Does the university want to be known only by its 10 or so “preeminent” doctoral programs at the expense of being a comprehensive world- class university? We think that is a short-sighted attitude.
- 7) We believe this reduction would significantly impact PT and FT faculty lines/ resources/ hiring/ retention and our qualitative experiences. The perceived lack of transparency can make it even more frustrating for all of us.
- 8) Any decisions about academic programming should be made at the local level by faculty in consultation with administration, not the reverse.
- 9) While the number of undergraduates increased by 17.96% in the 5 years between 2013 and 2018, the number of regular full time faculty increased only by 8.51%. If we increase enrollments in STEM areas, we must ensure that the numbers of tenured lines also increase commensurately.
- 10) GW faculty needs not only transparency in the process, but a voice in the decisions being made. According to the Faculty Code: “The regular faculty also participates in the formulation of policy and planning decisions affecting the quality of education and life at the university. This participation includes an active role in the development, revision, or elimination of curricular offerings of each department or school.”

What can we suggest to help with the situation?

- a. Propose a more open and honest discussion involving different groups of faculty members (and staff) as these changes are likely to impact everyone.
- b. Provide more information about President's Vision/ Strategy and (in concrete terms) what that entails (and to what end).
- c. An institutional change is more likely to succeed if faculty concerns are heard and addressed. *What mechanisms would be used to hear and address faculty concerns? How would these mechanisms ensure involvement of a great many (and not few) faculty members?*
- d. Such large scale change initiatives oftentimes lead to 'unintended outcomes' as well. *Have these scenarios been considered?*

All roads lead to sharing of information, and having an open and honest discussion.

Murli M. Gupta, Chair, ASPP Committee
November 5, 2019

Enrollments and Faculty Size (2012-2019)

FT Ugrad enrollments data			Faculty data		
			Core indicators March 1, 2019		
https://irp.gwu.edu/dashboard-enrollment-table-0					
			Faculty totals		
Year	FT Ugrad Population	% change	TT + NTT		
2012	9708		1211		
2013	9525	-1.89%	1245	2.81%	
2014	9738	2.24%	1294	3.94%	
2015	10078	3.49%	1291	-0.23%	
2016	10343	2.63%	1308	1.32%	
2017	10803	4.45%	1335	2.06%	
2018	11236	4.01%	1351	1.20%	
2019	11008	-2.03%	Data not available		
5 year Change between 2013 and 2018					
	1711	17.96%	106	8.51%	

Undergraduate Enrollments and Faculty Size 2012-1019 updated

FT Ugrad enrollments data

Residential schools

CCAS, ESIA, GWSPH, SB, SEAS

Source: Cheryl Beil (November 7, 2019)

Faculty data

Residential schools

CCAS, ESIA, GWSPH, SB, SEAS

Source: Cheryl Beil (November 7, 2019)

Year	FT Ugrad Population	Annual Change	% change		Regular Faculty size (TT+NTT)	Annual Change	% change	Specialized Faculty size	Part time Faculty size
2012	9488				794			45	1122
2013	9296	-192	-2.02%		822	28	3.53%	49	1004
2014	9489	193	2.08%		850	28	3.41%	49	953
2015	9805	316	3.33%		835	-15	-1.76%	50	945
2016	9963	158	1.61%		829	-6	-0.72%	59	928
2017	10256	293	2.94%		826	-3	-0.36%	65	949
2018	10580	324	3.16%		837	11	1.33%	70	962
2019	10199	-381	-3.60%		Data not available			Data not available	Data not available
5 year Change between 2013 and 2018	1284	13.81%			15	1.82%		21	-42

Report of the George Washington University Faculty Senate Fiscal Planning and Budgeting Committee, Nov. 8, 2019

The following summarizes the activities of the Faculty Senate Fiscal Planning and Budgeting Committee in relation to the Strategic Plan.

1. At the faculty senate meeting on Sept. 13, the committee presented an initial estimate of the revenue impact of the plan. The following are the broad conclusions.
 - If the strategic plan were implemented without any adjustments other than adopting variable tuition, the revenue shortfall (tuition + housing) would be approximately \$66 million once the planned reduction in undergraduates was fully phased in. This estimate assumes that there would be no reduction in the discount rate (financial aid).
 - The Committee notes that the planned shift to variable tuition increases revenue because freshman tuition will be raised 3% under both plans, and then raised again by 3% per year under the variable tuition plan. This amounts to a 7.5% rise in the 4-year cost of attending GWU under the variable tuition plan compared to a 3% rise under fixed tuition. The effects of such a large tuition increase on enrollment cannot be estimated precisely because there is no recent experience of such a large tuition increase at GWU compared to its competitors.
 - This estimate does not include any added revenue costs from increasing the share of stem students to 30% which depends on how the increased STEM share is implemented
2. These estimates are consistent with President LeBlanc's reported estimate of \$64 million.
3. The Committee's next scheduled meet took place on Oct. 25 but before receiving guidance from the Senate Executive Committee. Two items were on the agenda at the meeting.
 - a. First, the committee discussed what advice to give the Executive Committee and agreed on the following items
 - i. All information made available to each of the four strategic planning committees be simultaneously made available to the relevant faculty senate committees;
 - ii. Requests for information about the strategic plan from the University Administration from any of the faculty senate committees mentioned in the faculty petition be granted promptly

- iii. Liz Carlson should set up a “Box” site/folder on the Faculty Senate website with subfolders for each of the relevant faculty senate committees so that these committees can post material that can be viewed by the broader faculty
- b. In addition, the Committee heard a presentation from Provost Maltzman on some different enrollment scenarios for the planned reduction in undergraduates. This handout is attached to our report. Provost Maltzman’s analysis was also presented to the Senate Education Policy Committee and by agreement with the Education Policy committee chair, that committee will comment on the analysis more extensively in their report.

A few comments about Provost Maltzman’s analysis are in order.

- The analysis also includes annual estimates of the revenue cost of each scenario. The scenario that corresponds directly to both our analysis and that of President LeBlanc is the first row “random reduction” (e.g. reducing enrollments without imposing any desired constraints). The revenue impact of that scenario is (not surprisingly) comparable to that of the Committee’s estimates and those of President LeBlanc’s (multiply the annual number by 4).
 - Other scenarios produce different and in most cases larger revenue shortfalls. The best way in which to use these estimates is as indicators how different enrollment strategies might affect revenue shortfalls relative to the \$64-\$66 million “benchmark: estimates from the FPB committee and from President LeBlanc.
 - In addition, Provost Maltzman’s analysis does not include the potential effects of the undergraduate tuition increase resulting from moving to variable tuition. More important, given differences in 4-year graduation rates, revenue implications of admitting more students coded as 6’s and 7’s are substantial because of low 4-year retention rates.
4. Lastly, the Fiscal Planning and Budgeting Committee chair had his monthly meeting with Executive VP Mark Diaz. Executive VP Diaz shared some preliminary budget estimates for implementation of the strategic plan. However, the estimates are very preliminary and not yet ready “for prime time.” The committee will invite Executive VP Diaz to present estimates at its December meeting and hopes to share these results at the Dec. 13 Senate meeting.

FALL 2019 AND SIMULATING FUTURE ENROLLMENT

Forrest Maltzman
Provost and Professor of Political Science

October 24, 2019

ENROLLMENT AND STUDENT DATA

2019 ENROLLMENT SUMMARY - UNDERGRADUATE

- ▶ Interest in GW continues to be strong among domestic and international markets. First-time applications increased 2.1% from 2018.
- ▶ As of 9/7/19, GW enrolled 2,748 new undergraduate students (enrollment target was 2,765). Overall, undergraduate enrollment will exceed net revenue target.
- ▶ Undergraduate enrollment continued to meet academic metrics and included increases in international, male, and STEM student enrollment.
- ▶ While international applications were down, international yield was up ~4%. International first-year students make up 14.5% of students entering in 2019 vs. 10.8% in 2018.
- ▶ The number and percentage of Hispanic/Latino students in the first-year class continue to increase; the number and percentage and number of black/ African American students declined slightly from 2018.

NEW UNDERGRADUATE STUDENTS

CCAS, GWSB, MISPH, SEAS, ESIA

STATISTICS	2017*	2018!	2019#
First-Year, First-Time	2,609	2,853	2,627
Transfers	308	158	116
Total New Undergraduates	2,917	3,011	2,743

*As of Fall 2017 Census;

! As of Fall 2018 Census;

Preliminary as of 9/7/19; Official data will be based upon Fall 2019 Census. At census, we ended up with 2621 first-year students and 117 transfer students. The budgeted goal was 2,765 new students. This was a reduction of 100 from our 2018 goal. The 27 student new student short-fall was off-set by continuing students exceeding budget by 70 students.

Source: Institutional Research

UNDERGRADUATE FIRST-YEAR ADMISSIONS METRICS

- Applications for the class of 2023 were the highest in GW’s history, indicating continued interest in the university among prospective students.
- Yield for first-year students decreased by ~2% from 2018 to 2019. 2018 saw a higher yield rate than anticipated. International yield was stronger than anticipated.
- Enrolled First-year (as of 9/7/19) was 3% greater than anticipated and 7% fewer than 2018. [Note: transfer class was reduced by ~100 to accommodate extra first—time students.]

STATISTICS	2017	2018	2019
Number of Applications*	27,109	26,642	27,119
Number of Admits*	11,177	11,223	11,130
Admit Rate	41.2%	42.1%	41.0%
Number of Enrolled Students **	2,609	2,853	2,627
Yield Rate	23.3%	25.4%	23.6%

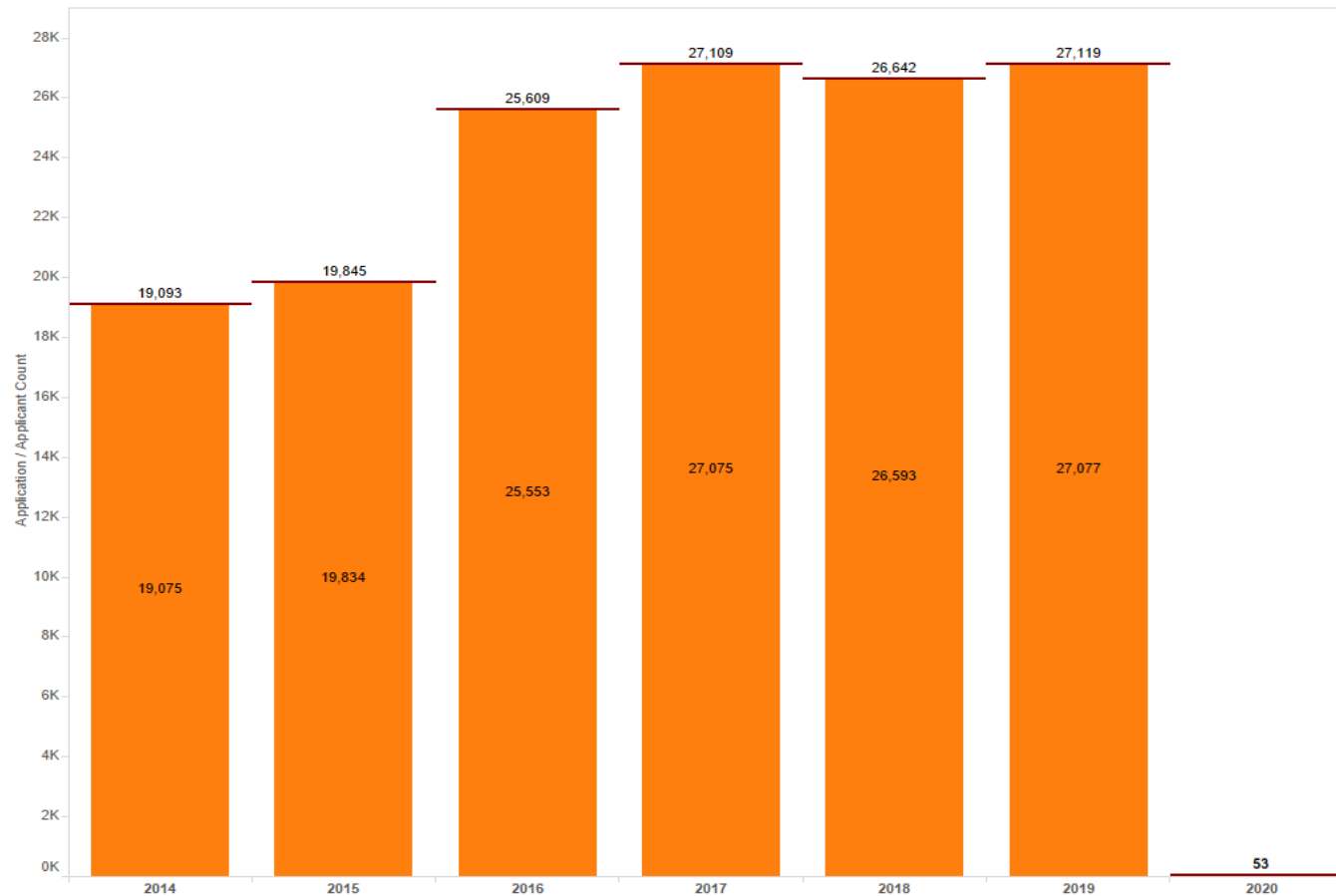
*Source for Application and Admit Data: BI Dashboard

** Source for 2017 and 2018 Enrolled Student Data: 2017, 2018 Census Data; Source for 2019 Enrolled Student Data: Institutional Research, as of 9/7/19

FIRST-YEAR APPLICATION TREND

Enrollment Management Application Dashboard Applications Count by Academic Year

Data refreshed on
9/18/2019 12:16:41 AM



As of September 18, 2019

Source: BI Dashboard

INTERNATIONAL ENROLLMENT

Enrollment Management Application Dashboard

Applications Count vs. Previous Year By Decision Status

Apply Term: 2019 Summer & Fall , As of Date: Sep. 18

Data refreshed on
9/18/2019 12:16:41 AM

Decision Status	Selected Term (blue) vs. Previous Year (red)	Count This Year	Count of Previous Year	Difference from Last Year	% Difference from Last Year
Applied		4,238	4,991	-753	▼ 15.1%
Admitted		1,700	1,641	59	▲ 3.6%
Coming		385	313	72	▲ 23.0%
Denied		2,377	2,879	-502	▼ 17.4%
Not Coming		1,301	1,316	-15	▼ 1.1%
Waitlist Offer Pending		6	125	-119	▼ 95.2%
Withdraw		148	173	-25	▼ 14.5%

As of September 18, 2019
Source: BI Dashboard

ACADEMIC RANK (ACRK) OF FIRST YEAR STUDENTS

- ACRK is an accurate predictor of GW performance.
- The first year cohort continues to be academically strong. The number and percentage of ACRK 1 and 2 students have seen steady growth.
- The number and percentage of ACRK 6 and 7 has remained steady over the past year. These are still strong students who we believe will be successful at GW.

ACRK	2017*		2018!		2019#	
	#	% of class	#	% of class	#	% of class
1	179	6.9%	196	6.9%	254	9.7%
2	282	10.8%	408	14.3%	394	15%
3	327	12.5%	339	11.9%	291	11.1%
4	401	15.4%	347	12.2%	293	11.2%
5	380	14.6%	392	13.8%	371	14.1%
6	442	16.9%	501	17.6%	395	15%
7	598	22.9%	662	23.3%	629	23.9%

*As of Fall 2017 Census

! As of Fall 2018 Census

Preliminary as of August 26, 2019; Official data will be based upon Fall 2019 Census

Source: Office of Enrollment and Student Success

HIGH SCHOOL ACADEMIC INDICATORS

STATISTICS	2017 [!]	2017 ^{&}	2018 [#]
MEDIAN GPA	3.72	3.73	3.73
MEDIAN SAT COMPOSITE*	1360	1370	1370
MIDDLE 50% SAT*	1290-1420	1300-1440	1310-1440
MEDIAN ACT COMPOSITE*	30*	31*	31
MIDDLE 50% ACT	29-32*	29-32*	30-33

*Test scores represent all students for whom we have a test score, including students who applied test-optional and submitted scores post-enrollment.

[!] Census 2017

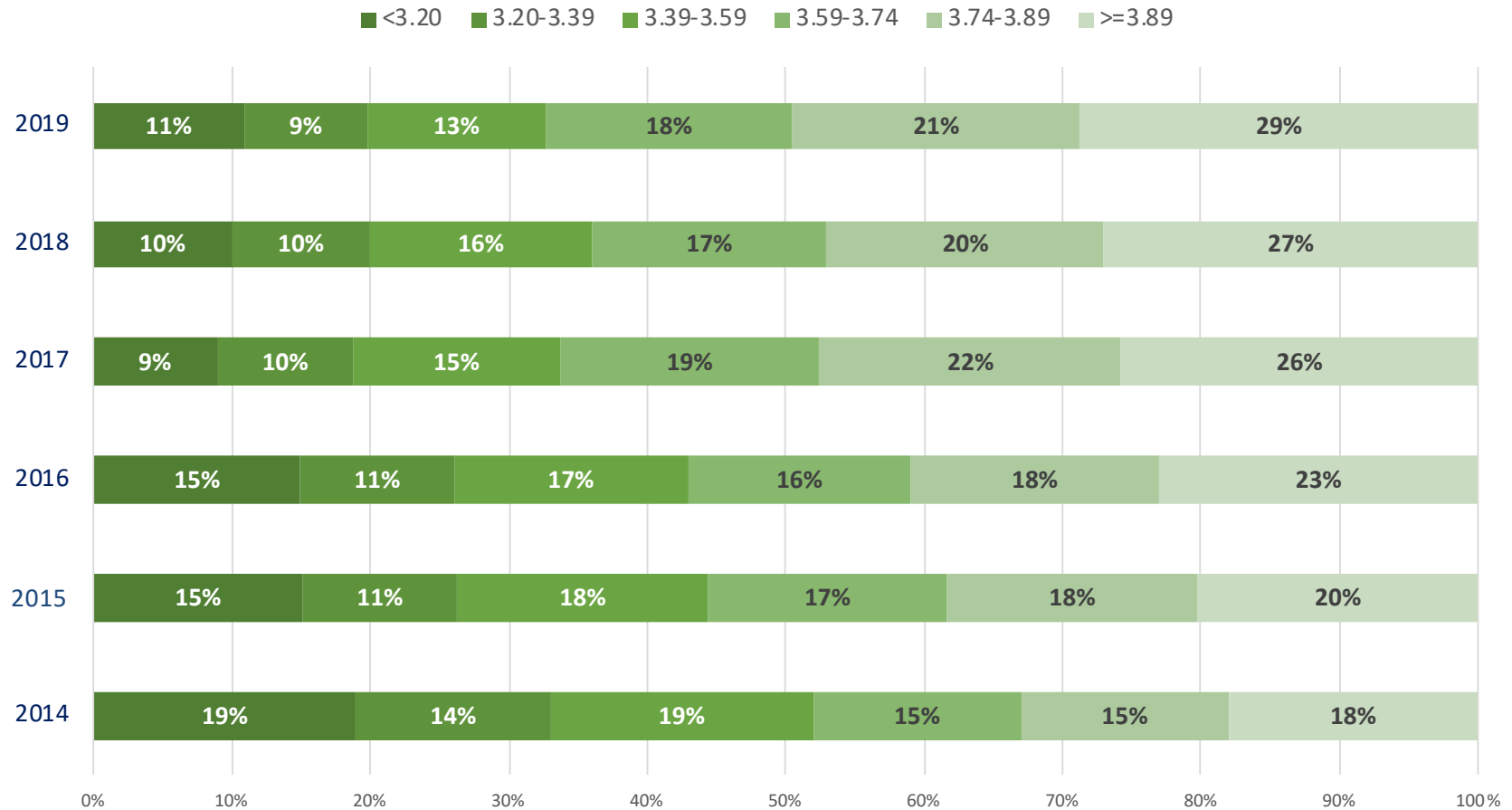
[&] Census 2018

[#] Preliminary as of August 26, 2019; Official data will be based upon Fall 2019 Census

Source: Enrollment and Student Success

HS GPA – ENROLLED FY STUDENTS

HS GPA – ENROLLED FY STUDENTS
PERCENTAGE OF STUDENTS WITH UNWEIGHTED ACADEMIC-ONLY GPA 3.74 OR HIGHER UP FROM 33% IN 2014 TO 50% IN 2019; WITH GPA LOWER THAN 3.39 DOWN FROM 33% IN 2014 TO 20% IN 2019



Source: GW Enrollment and the Student Experience

STEM PERCENTAGE

PERCENTAGE OF STUDENTS DECLARING STEM MAJORS DURING APPLICATION PROCESS

STATISTICS	2016 [@]		2017 [!]		2018 ^{&}		2019 [#]	
	#	% of class	#	% of class	#	% of class	#	% of class
STEM	551	21.8%	601	23.0%	648	22.8%	641	24.4%
Non-STEM	1972	78.8%	2008	77.0%	2197	77.2%	1987	75.6%

Note: STEM Fields based on the Classification of Instructional Programs (CIP), determined by the U.S. Department of Education's National Center for Education Statistics (NCES)

@ Census 2016

! Census 2017

& Census 2018

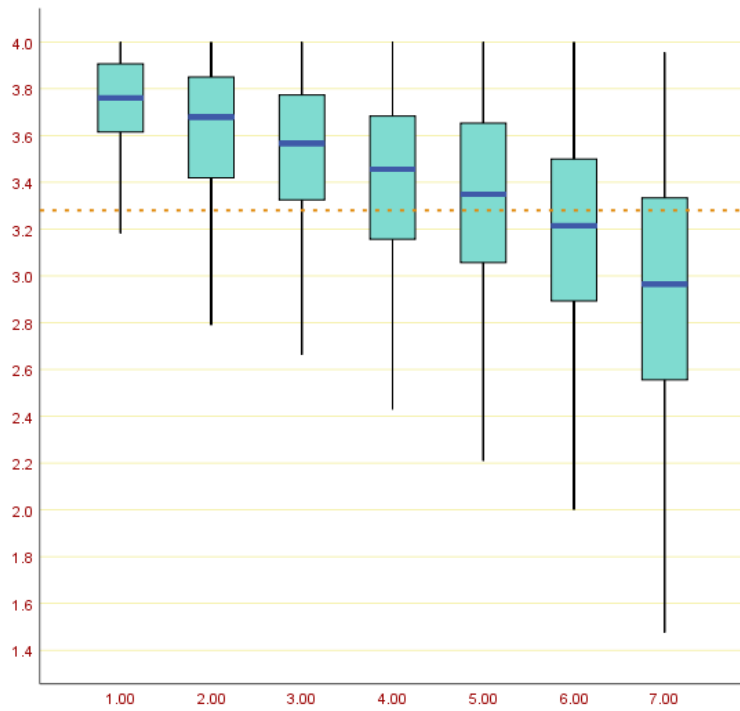
Preliminary as of August 26, 2019; Official data will be based upon Fall 2019 Census

Source: Enrollment and Student Success

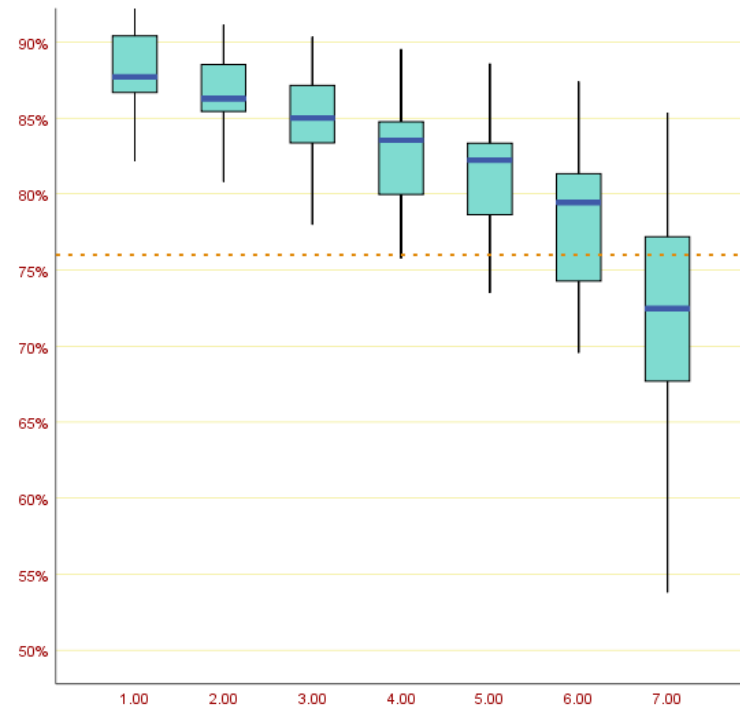
APPENDIX 2

ACRK PREDICTION CONSISTENT W/ PERFORMANCE

Cumulative First-Year GPA by ACRK: 2017 Cohort



Graduation Rate by ACRK: 2013 Cohort



ACADEMIC RANKING BANDS

	Best Composite	High School GPA	High School Rank	High School Quality
ACRK 1	1500	3.96	96.1%	92.1%
ACRK 2	1444	3.88	94.1%	88.5%
ACRK 3	1420	3.78	92.6%	88.8%
ACRK 4	1404	3.68	90.8%	87.4%
ACRK 5	1384	3.58	88.6%	86.5%
ACRK 6	1357	3.45	85.7%	83.4%
ACRK 7	1317	3.28	80.8%	80.2%
ACRK 8	1235	3.05	74.8%	64.6%

ENROLLMENT MODELING

STRATEGY IMPACT ON COMPOSITION, REVENUE & PROFILE

Simulating 2019 First-year Enrollment Strategy

- ▶ We contrast six simulated enrollment strategies for enrolling the class of 2019 with the actual results (adjusted with a 3% reduction in class size and aggregate net tuition to achieve 2018 first-time/first-year target of 2,550). [See Appendix 1]. This target was a reduction of 100 from previous year target.
- ▶ We compare composition and net revenue for six simulations with a class size target of 2,100 (in contrast to 2,550)..
 - ▶ Three simulations tinker exclusively with selection based upon STEM, Academic Profile, and family wealth:
 - ▶ Three simulations assume that the university will readmit student athletes and those students with the greatest affinity (as demonstrated by an early decision application)
- ▶ Simulations did not create any filters for schools (albeit STEM filter favors SEAS); special programs beyond athletics (e.g. Women's Leadership; Corcoran; etc....); demographic characteristics (beyond wealth), or for geography.
- ▶ All simulations assume applicant pool, admissible applicants, and financial aid awards are identical to what we employed in 2019 and each admissible student has an identical probability of yield as in 2019.*
- ▶ 2020 actual will depend upon applicant pool.
- ▶ Developed in conjunction with Human Capital Research Corporation.

* Analysis only looks at main campus enrollment and excludes UG enrollment in Health Sciences, College of Professional Studies, and the School of Nursing.

APPENDIX 1

ESTABLISHING THE BASELINE

	ACTUAL*	BASELINE/GOAL*
ENROLLMENT FACTS		
Admit	11066	10746
Matric	2626	2550
Yield	23.7%	23.7%
STUDENT CHARACTERISTICS		
ACRK (Academic Quality)	4.46	4.46
NDRK (Financial Need)	2.69	2.69
STEM_Major	24%	24%
SOC_NoAsian	23%	23%
male	37%	37%
International	15%	15%
Pell_Eligible**	15%	15%
SCHOOL BASED ENROLLMENTS		
CCAS	49%	49%
ESIA	20%	20%
GWSB	14%	14%
SEAS	10%	10%
GWSPH	6%	6%
SELECTED FINANCIAL METRICS		
Tuition Discount	42.3%	42.3%
Average Net Tuition	\$34,841	\$34,841
Aggregate Net Tuition	\$91,491,517	\$88,843,629
Aggregate Inst Grant	\$58,938,893	\$57,233,121

*Data is based upon week of 9/10. **Pell eligible is based upon earned income.

SUMMARY OF EFFECTS OF DIFFERENT STRATEGIES

- A class of 2,100 students can be achieved.
- Smaller class would boost academic quality in every model except 1B. To avoid sacrificing academic quality will cost around \$16M in net revenue per cohort.
- STEM can be boosted with current applicant pool, but if you want to exclude weak STEM will see significant reduction in proportion of male students.

Model	Acad. Quality	Males	STEM Major	Pell	Net Revenue (compared to 2550)
Same as 2019 (but 2100)	4.5	37%	23%	15%	-16.2M
1A Max STEM then Profile	3.6	31%	45%	22%	-36.2M
1B Max STEM then NTR	5.2	40%	45%	10%	-8.0M
1C STEM if ACRK>7 then NTR	4.0	33%	35%	14%	-15.6M
2A Athletes and ED; STEM if ACRK>7 then profile	3.5	30%	35%	18%	-31.9M
2B Athletes and ED; STEM if ACRK>7 then NTR	4.0	34%	35%	11%	-16.1M
2C Athletes and ED; STEM if ACRK>7 then Pell then NTR	4.4	33%	35%	31%	-29.2M

CONCLUSION

- ▶ With a target enrollment of 2,100 first-years, we can enhance academic quality.
- ▶ Strategies that minimize weakest STEM students (ACRK=7) will enhance quality, but further distorts university's gender balance and preclude SEAS from growing if the applicant pool remains the same.
- ▶ The 2019 data suggests that reducing enrollment by 450 additional students and maintaining our academic profile will result in a loss of tuition revenue of approximately \$16M. Housing revenue is supplemental loss.
- ▶ There is no model that meets all enrollment objectives.
 - ▶ Need to decide what is the right compromise to make between enhancing academic profile, net tuition goals, diversity goals (including Pell and gender), and school balance.
- ▶ Four critical points about the 2020 and beyond cycles:
 - ▶ The 2019 enrollment patterns reflect who applied, an enrollment strategy designed to balance various objectives, econometric models based upon prior year patterns, the market, the economy and luck.
 - ▶ The 2020 pool will be different than the 2019 applicant pool.
 - ▶ If the economy becomes weaker (recession), all bets are off!
 - ▶ Changes being made (including investing in building applicant pool with additional name buys) will increase uncertainty in 2020.

KEY QUESTIONS

- ▶ Are we willing to spend additional resources to enhance academic quality and/or diversity? Are we willing to further sacrifice either diversity or quality to minimize next revenue loss associated with enrollment trend?
- ▶ How does one measure systematically academic quality.
 - ▶ Threshold for AP exams, test scores, HS calculus, or class rank?
- ▶ What is cost of enrollment cut with and without housing?
- ▶ **What percentage of need should university meet?**
- ▶ **How should the university meet changes in cost of attendance for continuing students?**
 - ▶ **FROZEN MODEL:** Freeze all aid packages based upon first year of enrollment (except for change in family circumstances)? Freeze only merit aid packages?
 - ▶ **PARTNERSHIP MODEL:** Meet the same (or close to the same) percentage of need for continuing students?
 - ▶ **FULLY MEET MODEL:** Fully cover the change in cost of attendance.
- ▶ What discount rate will university utilize?

Report of the Faculty Senate Executive Committee (FSEC)

November 8, 2019

Sylvia A. Marotta-Walters, Chair

Shared Governance

Much has transpired in the month since I last reported to you, actions that directly affect the concept of shared governance in a university and particularly at George Washington. The three pillars of shared governance are faculty, administrators, and the trustees. There are governing documents that spell out the rights and responsibilities of each role. For the Trustees, these materials are the by-laws that were recently revised by the Board of Trustees for the conduct of their oversight of the university and the exercise of their fiduciary responsibility to it. The Faculty Organization Plan and the Faculty Code also spell out how the faculty is represented through the Assembly and through the Senate, with the object of ensuring that the faculty can effectively perform its functions with regard to university policy and any area that is of concern to the faculty of a university, including curriculum, instructional methods, research, and the education of students. Professional associations such as the American Association of University Professors provide further specific guidelines and best practices for university leaders to consider as they define their policies and procedures around governance.

Beyond the written guidance that is available through these and other sources, there are also implicit practices and traditions that play a role in how faculty, administrators, and trustees manage the flow of information and action between and among them. It is said that three-legged stools are used in outdoor environments, where the ground is uneven, because they can form a more stable foundation than is true for single legged or four-legged seating. I believe that the three pillars of administrators, trustees, and faculty do precisely that – they stabilize situations where change is being defined in uneven or potentially difficult situations. In recent times, the three groups of leaders have provided examples of these stabilizing forces through direct involvement in Code revisions, as was

recently completed last spring. When President LeBlanc developed his aspirational statement, he followed the implicit practice of meeting with groups of faculty and administrators to dialogue with them on adopting the aspiration to become a comprehensive, global research university. For at least a decade, we have had a tradition of active and direct participation of the trustees with the faculty in large and small groups, all with the goal of creating the best possible environment for research, teaching, and learning. Our former Board Chair Carbonell would often say that the Board could, if they so desired, sell the Foggy Bottom campus, and move to VSTC; this would be an example of an egregious solitary action which the trustees would not do in absence of administrative and faculty input. On the faculty side, as President LeBlanc noted recently, if the quality of students is low, faculty will leave, and the inverse is also true. Many of us as faculty have been at the university for decades; this does not automatically mean that we should review and approve all changes that the trustees and/or the administration want to make, but we should be prepared to engage in the provision of our views around change.

Shared governance is an evolving process, as it should be, because the lines of responsibility for each part of the governing triad are complicated, and it is only through a concerted effort to strengthen communication and to engage the triad fully, that effective and responsible governing can happen.

Actions of the Executive Committee

The two resolutions that are on the agenda for today's meeting, and which were sparked by the Petition that was passed at the October 22, 2019 Faculty Assembly, are the product of FSEC activities over the last month.

Faculty Role in Strategic Planning.

The President and the Board recently changed the date for a final vote on the strategic plan to the board retreat at the end of June, in recognition of the need to involve the faculty in regular dialogue over the next few months. As I noted in last month's minutes, the role of the Senate and five of its Committees is being re-defined and today's agenda is part of that process.

Faculty Role on Strategic Initiative on Culture.

On November 7, 2019, the *Chronicle of Higher Education* published an article on the culture initiative at GW. Please read it for an update on the beginning of the culture change at the university.

Faculty Role on Strategic Initiative on Research.

Last year's Phase I of the Research Ecosystem Assessment has now been shared with the strategic planning committee on research, and will inform that committee's work on high impact research at the university. This important document, developed by the Senate Committee on Research with the administration, can provide data for the strategic planning committee to use in responding to its charges.

Faculty Personnel Matters

Grievances: There is one grievance in the School of Business, and one in the Columbian College.

Calendar

The next meeting of the Faculty Senate Executive Committee will be on November 22, 2019. As is our custom, all agenda items for the FSEC should be submitted one week prior to the scheduled meeting.