



Faculty Senate

The Faculty Senate will meet on Friday, January 10, 2020, at 2:10pm
in the State Room (1957 E Street NW).

AGENDA

1. Call to order
2. Approval of the minutes of the meeting held on December 13, 2019
3. RESOLUTION 20/9: On Shared Governance (Ioannis Eleftherianos, Guillermo Orti, and Daniel Schwartz, Resolution Co-Authors)
4. RESOLUTION 20/10: To Amend the Appropriate Regulation of Honors, Awards, or Distinctions by Units of the University (Scheherezade Rehman, Chair, Faculty Senate Committee on Honors and Academic Convocations)
5. Introduction of Resolutions
6. GENERAL BUSINESS
 - a) Nominations for election of new members to Senate standing committees
 - b) Reports of Standing Committees
 - c) Report of the Executive Committee: Professor Sylvia Marotta-Walters, Chair
 - d) Provost's Remarks
 - e) Chair's Remarks
9. Brief Statements and Questions
10. Adjournment

Elizabeth A. Amundson
Secretary



Faculty Senate

A RESOLUTION ON SHARED GOVERNANCE (20/9)

WHEREAS, the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB) jointly issued a directive stating:

“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;”¹

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 instructing the Senate to act and report, 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 first of the 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 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

¹ <https://www.aaup.org/report/statement-government-colleges-and-universities>

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, President LeBlanc announced on July 9, 2019, a plan to reduce undergraduate enrollment by 20% and to change the composition of the student majors and therefore to alter the curricular program of the university;²

WHEREAS, the Senate, and in particular its Educational Policy Committee, have in the past consistently been informed and consulted about intended changes in policy, prior to action;

WHEREAS, the university administration and Faculty Senate have in the past consistently taken deliberate, considered, and collaborative action to select the level of undergrad undergraduate enrollment of 2018-19 and previous years as the proper and right size;

WHEREAS, such information and consultation did not precede President LeBlanc's announcement of the plan to reduce undergraduate enrollment by 20% and to change the composition of the student majors;

WHEREAS, these plans were initiated immediately, affecting enrollments for 2019-20 and admissions for the subsequent year;³

WHEREAS, hereas, neither the Faculty Assembly nor the Faculty Senate as a whole nor Faculty Senate committees were consulted for information, approval, or oversight prior to formulating or implementing the reduction and recomposition of the student body;

WHEREAS, the strategic planning committees of faculty, staff, and students were formed only after formulation of strategic plans of reducing the student body and increasing STEM majors;⁴

WHEREAS, the strategic planning committee on High Quality Undergraduate Education has a charge so narrow it must assume as a given the reduction in the size of the student body and increase in STEM majors;⁵

WHEREAS, the narrowness of this charge prevents the strategic planning committee from providing input, information, or oversight on the reduction in the size of the student body and increase in STEM majors;

WHEREAS, the Faculty Organization Plan, Article III, Section 1 (4) states that the Senate itself shall “be the Faculty agency to which the President initially presents information and

² <https://gwtoday.gwu.edu/message-president-leblanc-strategic-planning-process>

³ “Ed Gillis, who was [tapped](#) in August as the interim vice provost for enrollment management, said the drop in undergraduate enrollment is the result of the intentional [effort](#) to reduce the size of the student body in accordance with LeBlanc’s plan.”

<https://www.gwhatchet.com/2019/11/07/enrollment-falls-for-first-time-in-six-years-in-first-step-of-planned-20-percent-cut/>

⁴ <https://gwtoday.gwu.edu/strategic-plan-committee-members-announced>

⁵ See appendix A.

which he consults concerning proposed changes in existing policies or promulgation of new policies”;

WHEREAS, President LeBlanc, in the September 13, October 11, and November 8, 2019 Senate meetings stated he “reserved the right to be rational” about reduction in the size of the student body and increase in STEM majors;

WHEREAS, acting rationally requires changing or not initiating plans if data indicates the plan to be harmful;

WHEREAS, President LeBlanc promised that changes to the undergraduate student body will not cause diversity to go down “one iota;”⁶

WHEREAS, despite such promises no existing data and no model and no budget available to the Faculty Senate or its committees indicates that GWU can, over a four year horizon, simultaneously reduce the size of its student body, increase STEM majors, maintain its commitment to academic excellence, and maintain its commitment to student diversity in terms of ethnicity, race, sex, gender, cultural background, national background, and socioeconomic status without severely undermining the budget of the university;⁷

WHEREAS, President LeBlanc was asked as recently as the November 8, 2019 Senate meeting to pause the plans to reduce undergraduate enrollment by 20% and change the composition of the student majors; and

WHEREAS, on November 8, 2019, President LeBlanc, reiterated a commitment to neither delay nor alter his plan to reduce undergraduate enrollment by 20% and to change the composition of the student majors and therefore to alter the curricular program of the university; **NOW, THEREFORE**,

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

- 1) That the adoption and implementation of plans to reduce the size of the student body and to increase the ratio of STEM majors violates established principles of shared governance.
- 2) That merely informing the faculty of plans does not constitute shared governance.
- 3) That including the Chair of Senate Executive Committee in strategic planning discussions shall not be understood as sufficient, on its own, to constitute shared governance.
- 4) That shared governance requires meaningful input and oversight by the Senate as a whole, by Senate Committees other than the Executive Committee, by faculty other than the Chair of the Senate Executive Committee, and in cases of strategic planning, by the Faculty Assembly itself prior to implementation or announcement of major initiatives.

⁶ <https://gwtoday.gwu.edu/faculty-president-leblanc-discuss-strategic-plan-objectives-process>

⁷ See Appendix B

- 5) That information concerning potential enrollment and/or budgetary changes associated with the strategic plan that are provided to the strategic planning committees for World Class Faculty, High Quality Undergraduate Education, Distinguished and Distinctive Graduate Education, High Impact Research and to the Strategic Planning Taskforce be simultaneously made available to each of the following Faculty Senate committees: (a) Educational Policy & Technology, (b) Fiscal Planning & Budgeting, (c) Professional Ethics & Academic Freedom, (d) Research and (e) Appointments, Salary, and Promotion Policy Committee (ASPP).
- 6) That President LeBlanc's commitment to diversity is to be applauded.
- 7) That the Faculty Senate calls on the university to expand academic excellence, and to increase diversity on each measure of student diversity in terms of ethnicity, race, sex, gender, cultural background, national background, and socioeconomic status.
- 8) That the administration should take the rational course of action and accordingly immediately put on hold all plans to reduce enrollment and increase STEM until such time as a valid model that demonstrates its plans are budget neutral or better, and under which each diversity indicator does not go down "one iota" is both available and accepted through recognized processes of shared governance.

Guillermo Orti
Daniel Schwartz
Ioannis Eleftherianos

19 November 2019

APPENDIX A: Charge to the Strategic planning committee on High Quality Education

<https://strategicplan.gwu.edu/guidance-strategic-planning-committees>

Charge to the Committee:

Under the assumption of a residential undergraduate population of 8400 students, of which 30% ultimately complete a STEM major, develop a strategy with measurable outcomes to attract and retain a high-quality student body, and recommendations for the educational opportunities that we should provide to our students. The process for determining the strategy for high quality undergraduate education should involve consideration of two key elements: (1) a high-quality undergraduate student body, and (2) a high-quality and distinctive undergraduate education. A baseline set of comparative benchmarking data will be provided to the committee with regularly reported items on undergraduate education in order to inform the committee's final recommendations. The committee's recommendations should adhere to the structure outlined below, include goals and initiatives by responding to the questions embedded within, and suggest metrics and resources required to achieve the goals.

1. **Principles**

Provide overarching guidance to be considered and adhered to in addressing the charge to the committee.

2. **Goals**

Based on these principles, and in response to the guiding questions below, establish the goals and define specific initiatives to realize the goals.

- High-quality undergraduate student body
- How do we define, recruit, retain, and graduate a high-quality student body?
- Beyond financial aid strategies, what programs, facilities, and experiences should we exploit or develop to attract and retain this high-quality student body?
- High-quality and distinctive undergraduate education
- How do we expand our offerings in STEM education to attract more STEM majors and to provide STEM educational opportunities to all students?
- How do we make the many distinctive educational opportunities available at GW (including the professional schools) accessible to every student?
- How do we use our location to create academic offerings and opportunities that are available at no other institution?

3. **Metrics**

Determine metrics to measure progress toward achieving the goals for undergraduate education under this strategic plan.

4. **Resources**

List all resources required, including assumptions, to achieve the goals for undergraduate education.

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.



**A RESOLUTION TO AMEND THE APPROPRIATE REGULATION OF HONORS,
AWARDS, OR DISTINCTIONS BY UNITS OF THE UNIVERSITY (20/10)**

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

That the Honors and Convocations Committee recommends that the language in the first point in the Guidelines for the Conferral of Honors, Awards, or Distinctions (as set out in Senate Resolution 04/09, attached) be clarified in the following way:

“The awardee must have achieved distinction in his or her profession. “Distinction” can be measured in a variety of ways: winning significant prizes for professional **contributions**, ~~or~~ scholarly work **or service to the community**; achieving national or international recognition for ~~professional~~ ~~or~~ scholarly or **professional work including service to the local or global community**; or displaying the kind of ~~professional or~~ scholarly **or professional skills** or abilities, character, and integrity that might cause the nominee to be considered ~~to be~~ a role model for students.

Honors and Academic Convocations of the Faculty Senate
December 20, 2019

A Resolution for the Appropriate Regulation of Honors, Awards, or Distinctions by Units of the University (04/9)

WHEREAS, it is of the first importance that any honor, award, or distinction linked with the name of The George Washington University continue to deserve the high regard of the entire academic community and the world at large; and

WHEREAS, it is essential therefore that such honors, awards, or distinctions be conferred with due deliberation on individuals or associations properly deserving of that honor, award, or distinction; and

WHEREAS, to that end it is desirable that in conferring such honors, awards, or distinctions on persons outside the community of GW students, faculty, and staff a degree of uniformity in standards, criteria, and deliberation be maintained throughout the University; **NOW, THEREFORE**

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

- 1) That, with respect to persons outside the community of students, faculty, and staff of The George Washington University, only Schools of the University should be authorized to confer honors, awards, or distinctions (that is, not individual Departments or other academic subdivisions, Institutes, or Centers, or other components, including ‘schools within Schools’, although these could well suggest or initiate consideration of such), subject to some appropriate procedures to be established by and within each School for that purpose, such procedures to be approved by the Executive Vice President for Academic Affairs; and
- 2) that nominations for such School honors, awards, or distinctions should be vetted and approved by the Committee on Honors and Academic Convocations of the Faculty Senate (the “Committee”) on the basis of materials submitted in support of each honor to be conferred by the School and the guidelines set forth in the Appendix to this Resolution, much as that Committee now vets nominations for the award of honorary degrees submitted by the various Schools; provided, that awards of a more modest nature may be approved by the Committee on a generalized basis in accordance with such procedures as the Committee may determine to be appropriate, including the approval of standard criteria to be followed by a School in selecting recipients of such awards.

Appendix: Guidelines for Conferral of Honors, Awards, or Distinctions

- 1) The awardee must have achieved distinction in his or her profession. “Distinction” can be measured in a variety of ways: winning significant prizes for professional or scholarly work; achieving national or international recognition for professional or scholarly work; or displaying the kind of professional or scholarly skills or abilities, character, and integrity that might cause the nominee to be considered to be a role model for students.
- 2) The awardee must have made the kind of contribution to his or her profession that has measurably enhanced or improved the profession. The awardee must have set a new standard for

accomplishment, found new ways to deliver the benefits of the profession, or otherwise brought recognition to the profession.

3) A connection with GW and the School proposing the honor, award, or distinction would be an important positive factor.

Committee on Honors and Academic Convocations

Barry L. Berman, Acting Chair

March 22, 2005

Adopted, April 8, 2005