



**MINUTES OF THE REGULAR SENATE MEETING
HELD ON FEBRUARY 12, 2021
VIA WEBEX**

Present: President LeBlanc; Provost Blake; Faculty Senate Executive Committee Chair Wilson; Parliamentarian Charnovitz; Registrar Amundson; Senate Staffers Liz Carlson and Jenna Chaojareon; Deans Ayres, Bass, Feuer, Goldman, Henry, Jeffries, Lach, Matthew, Mehrotra, and Wahlbeck; Acting Dean Feuer; Professors Agnew, Baird, Cohen-Cole, Cordes, Costello, Galston, Garris, Griesshammer, Gupta, Gutman, Johnson, Khilji, Kurtzman, Lewis, Marotta-Walters, McHugh, Moersen, Mylonas, Orti, Parsons, Perry, Prasad, Rain, Rao, Roddis, Sarkar, Schumann, Storberg-Walker, Swaine, Tielsch, Vonortas, Wagner, Wirtz, Yezer, and Zara.

Absent: Professors Abramowicz, Borum, Eleftherianos, and Subiaul.

CALL TO ORDER

The meeting was called to order at 2:05p.m.

APPROVAL OF THE MINUTES

The minutes of the January 15, 2021, Faculty Senate meeting were approved unanimously without comment.

INTRODUCTION: Dean Alyssa Ayres, Elliott School of International Affairs (introduced by Provost Brian Blake)

Provost Blake welcomed back to GW Dr. Alyssa Ayres, the new dean of the Elliott School of International Affairs (ESIA). He noted that he phrased this as a “welcome back” as Dr. Ayres previously taught a course on U.S.-South Asia relations at GW. Dr. Ayres is a foreign policy practitioner with expertise in India and South Asia, and she is an award-winning scholar with experience across multiple sectors.

Before coming to GW, Dr. Ayres was a senior fellow for India, Pakistan, and South Asia at the Council on Foreign Relations (CFR), where her work focused on India’s role in the world and on

U.S. relations with South Asia. She directed policy-relevant projects, including the CFR-sponsored Independent Task Force on U.S.-India Relations and a MacArthur Foundation-supported initiative on the new geopolitics of China, India and Pakistan. In her role at the U.S. Department of State as Deputy Assistant Secretary of State for South Asia, Dr. Ayres managed all issues across the dynamic region of 1.3 billion people and provided policy direction for multiple U.S. embassies and consulates. She was founding director of the India and South Asia practice at McLarty Associates in Washington, D.C., and has remained a part-time senior adviser to the firm. In the nonprofit sector, she helped lead the University of Pennsylvania's Center for the Advanced Study of India and managed foreign policy and politics-focused public programs at the Asia Society in New York City.

As an author, Dr. Ayres has published with prestigious university presses. She released *Our Time Has Come: How India is Making Its Place in the World* with Oxford University Press in 2018 and *Speaking Like a State: Language and Nationalism in Pakistan* with Cambridge University Press in 2009; the latter won an American Institute of Pakistan Studies 2011-2012 book prize. She is currently working on a third book about India's urban transformation, under contract with Oxford University Press. She also has written many essays, op-eds, policy papers and reports in her field of expertise, as well as edited numerous volumes.

Her unique experiences as a practitioner-scholar and the extensive network she has built during her career are a perfect fit for the Elliott School, and she will be a tremendous asset to our students and faculty. The Senate welcomed Dr. Ayres with a virtual round of applause.

Dr. Ayres thanked Provost Blake and the Senate for this welcome and noted that she is very happy to be assuming this role and is looking forward to working closely with the ESIA faculty and with the Senate.

UPDATE: COVID-19 Vaccinations and GW (Dr. Bill Borden, Professor of Medicine and of Health Policy and Management and Chief Quality and Population Health Officer, GW Medical Faculty Associates; and Dean Lynn Goldman, Milken Institute School of Public Health)

Dr. Borden reviewed the attached slides, providing an overview of the GW clinical enterprise's work with the COVID-19 vaccination program. Throughout the pandemic, the clinical enterprise has worked to be responsive to the community, and this represents the latest piece of that work. He affirmed that the world is still in a very challenging time with COVID-19 and noted that the vaccine represents the way out and the light at the end of the tunnel. Planning for vaccine delivery at GW began in the fall of 2020 when it became clear that a vaccine would shortly be made available. Dr. Borden noted that the GW team was delighted with the results of the Pfizer and Moderna clinical trials, which demonstrated safe and highly effective vaccines. After an Emergency Use Authorization from the Food and Drug Administration on December 11, the first vaccines arrived at GW on December 14. Dr. Borden described the unpacking of the first shipment of vaccines as a very emotional moment as he considered the tremendous tragedy and loss around the virus, the strength of the community and its health care workers, and the power of science that has brought the country to this moment. GW was selected for the national ceremonial COVID-19 vaccine kick-off, and Dr. Borden shared images of the event, at which the first five vaccinations were administered to healthcare workers by a GW Hospital nurse with Dean Bass and the then-Secretary of Health and Human Services and the then-Surgeon General looking on.

As GW's vaccination center is physically located in the District of Columbia, the center is following the District's vaccination program. Dr. Borden noted that federal distribution of vaccines to states is based on the number of residents. However, the District has been vaccinating healthcare personnel regardless of their residence as long as they work in the District. The District's Phase 1a became active on December 14, and Tiers 1 and 2 of Phase 1b are now also currently active. As part of the District's vaccination program, GW is currently vaccinating healthcare personnel and DC residents who are 65 years of age or older. Virginia is in Phase 1b, and Maryland is in Phase 1c. Phases are different by jurisdiction, but Dr. Borden noted that, in all these jurisdictions, earlier phases remain active when a new phase is activated. The university has been doing a lot of work around understanding where faculty, staff, students, and other members of the higher education community fit into these various prioritizations.

Dr. Borden noted that the guiding principle of the GW vaccination program has been to develop an evidence-based, fair, equitable, and transparent process. He reviewed GW's prioritization algorithm (see slides); to date, GW has administered about 8600 vaccines. He noted that GW has seen some vaccine hesitancy among some of its healthcare workers and, in response, has developed a campaign that centers around listening to individuals' questions and concerns and responding to them with accurate, reassuring information.

On January 11, GW's vaccination program was opened to GW patients who met the DC Health criteria (District residents ages 65 and older). Appointment invitations to these individuals are being sent on a rolling basis through a GW portal, prioritizing groups within this population by primary care affiliations, by age, and by ward residence in the District. To date, about 1400 vaccinations have been administered to this population. There is still a limitation in that not enough vaccine doses have arrived to vaccinate all eligible individuals in the District. District officials are working with the federal government to try and increase vaccine allotment to the District. As the program continues, the GW team is working to optimize its clinics to increase the number of vaccinations that can be administered per day so that, as more vaccines arrive, they can be administered as efficiently as possible. At the same time, there is a disparity in vaccination rates among the District's wards. To combat this and to help improve health equity in the District, GW is actively developing community vaccination events for these underserved wards to enhance access and health equity.

Dean Goldman noted how fortunate GW is to have professionals like Drs. Borden, Petineaux, and Bass working on this effort; she added that working with them to ensure public health in the District has been a great experience. University personnel are working closely together to do whatever is possible to create capacity for vaccine administration so that, when more vaccine is available, it can be administered quickly. While she reiterated earlier messages that everyone should obtain the vaccine at their first available opportunity, given the limited availability of the vaccine, she recognized that this is easier said than done. She added that she is closely watching vaccine rules and regulations in the District's surrounding jurisdictions to help facilitate access (she noted that, at the request of officials in Virginia, GW is now registered as a higher ed institution in VA). The [GW](#) and [Medical Faculty Associates \(MFA\)](#) COVID-19 websites include links to vaccination programs in the surrounding regions.

She noted that the university launched a process for documenting who within the GW community has received the vaccine and how many doses. This is not because such documentation is required but rather because health officials feel this is information that may be needed in the future. For

example, if things aren't going as well as hoped in the future, vaccine boosters can be more effectively administered if previous vaccine administration data is available.

Dean Goldman added that, whether or not an individual has been vaccinated, everyone needs to continue to take the protective measures that have been reinforced to date, including masking, distancing, cleaning, and maintaining hygiene. The vaccine clinical trials did not assess virus transmission with no symptoms or very mild illness; rather, some trials assessed moderate to severe disease. Therefore, while the vaccine will save the life of the person who receives it, everyone must continue to take protective measures to prevent virus transmission. Protocols will remain in place on campus, including the testing regimen for those on campus. Dean Goldman noted that the university is preparing a communication about masking, as the CDC now recommends double-masking (or wearing masks with more layers) and ensuring that masks fit well, without gaps.

Professor Cohen-Cole asked what can be done for MFA primary care patients who live outside the District to allow them access to the vaccine via the MFA. Dr. Borden responded that this is a challenge, given that many MFA patients live outside the District. He noted that GW officials have put this question to the District and hopes that the DC-resident patient limitation will change soon, perhaps due to some federal-scale efforts that may open more and better distribution channels. In the meantime, he recommended continuing to follow state vaccination sites for opportunities.

Professor Costello asked how students who are on campus and from out of state will be managed when their age group becomes eligible. Dean Goldman responded that the District has committed to treating students as District residents if they are in residence on campus or in local apartments (when they become eligible within the District). Students with chronic medical conditions may have opportunities for vaccination sooner, but it will be some time before healthy young adults are able to access the vaccine. Dr. Borden added that clinical students are in the District's healthcare worker eligibility group regardless of their residence.

President LeBlanc asked whether it is accurate that every MFA patient over 65 and who lives in the District has already been contacted for a vaccine appointment. Dr. Borden responded that officials have nearly completed its rolling invitations to this group; the group not yet contacted includes those aged 65-74 who have seen specialists but do not receive their primary care at the MFA or GW Hospital. He hoped that there would be vaccine capacity to invite this group within the next week or two.

Professor Swaine noted that his understanding based on university communications is that, right now, GW is requesting vaccinations for employees residing in Virginia solely for those in the spring semester on-campus cohort (as the top priority/essential worker category). He hoped GW is considering that leaving faculty currently working off campus unvaccinated for too long may ultimately pose a difficulty to faculty being able to return to on-campus instruction. Dean Goldman responded that, thus far, Virginia has only asked GW to register as employer and hasn't yet asked for names of employees (it is not yet clear that they will do so). She relayed information from her conversation with Virginia's chief epidemiologist, noting that if Virginia had adequate vaccine available today, they would be vaccinating the personnel essential to keeping the institution open. However, by the time Virginia reaches that tier, there may be enough vaccine available that they can vaccinate everyone. This is a point of uncertainty, as the states do not have control over how much vaccine they receive. She assured the group that GW will try to open the doors to vaccine access as

wide as possible across the region and that she will keep in close contact with state epidemiologists to ensure the widest possible interpretation of the eligibility levels.

Professor Johnson asked whether a return to in-person instruction on campus will be dependent on widespread vaccination. President LeBlanc responded that the university would follow the guidance of its and national experts around a return to in-person instruction.

President LeBlanc expressed his deep thanks to Dr. Borden and Dean Goldman, noting that they and their colleagues are on the front lines doing great work for GW and the whole country.

REPORT: Core Indicators of Academic Excellence (Brian Blake, Provost)

Provost Blake thanked his predecessor, Provost Maltzman, for his guidance last year to use the data to tell the story, which has continued to prove invaluable. The Provost also thanked Cheryl Beil, Joe Knop, and Eric Yang, who he described as the “dream team of institutional research.” He also thanked Vice Provost Jay Goff for his assistance with aligning newly announced enrollment targets with the history provided in the report. In addition, he recalled an earlier comment by Professor Griesshammer that “what you measure is what you pay attention to.” With this comment in mind, the Provost noted that he would present the data traditionally covered by this report but would also introduce thoughts on some new areas to consider for inclusion in the Core Indicators moving forward. He welcomed input on these new areas from the faculty.

Reviewing the attached slides, the Provost noted that one emphasis in the current data is on academic student life: promoting faculty-student relationships, recruiting graduates (as opposed to students), and expanding academic options for students (e.g., how many students are taking courses across schools or are pursuing joint degrees). The Provost stated that these areas, which are based on who is already at the university, are very important and should be bolstered. Additional areas of focus currently include student recruitment/retention and faculty composition/recruitment. He suggested that new areas of focus might include data on enhancing the overall academic experience (ensuring the university is offering the elements that accomplish this) and enhancing faculty and staff careers (through various recognition and development programs), and he offered possible metrics for data collection in these areas. Following this overview, the Provost reviewed the current data included with the slide deck.

While reviewing enrollment and retention trends, the Provost particularly thanked Vice Provost Goff and the Future Enrollment Planning Task Force (FEPTF) for their work in developing target enrollment recommendations for the next two years; the Provost has accepted these recommendations, and they are reflected in the enrollment trends chart presented today. With regard to retention, the Provost noted that, as everyone is aware, retention was down due to the pandemic. However, he noted that setting aside the students who did not enroll this year because they took a leave of absence, the retention rate is then slightly better than the previous year. With these students returning to GW either this spring or this fall, GW’s actual retention rates appear strong.

Provost Blake noted that diversity is sprinkled throughout the full report. To place a more central focus on this, he suggested that a standalone set of core indicators for diversity be developed. He noted that Professor Gupta emailed him earlier today with suggestions for data to review around the

faculty environment and diversity at GW. The Provost noted that, while he can't promise fully realized data by the next report, criteria in these areas can begin to be developed now.

Professor Gupta thanked the Provost for this response, noting that he hoped to see this data in the near future. He noted that the Appointments, Salary, and Promotion Policies (ASPP) committee is discussing diversity and inclusion as a retention issue and is working to assess how GW has been doing in this area and what can be improved for faculty moving through the tenure track at GW. He noted that baseline data is needed to do this.

Professor Wilson thanked the Provost for an impressive presentation. He expressed concern over the declining number of tenured and tenure-track faculty before asking three questions:

1. With regard to admissions, he questioned the Provost's use of the word "contract" with regard to the university's offer of admission, noting that the student has an important role to play in attaining their degree and that the university does not commit to granting a degree with an offer of admission.
2. The Provost referenced "maintaining critical mass" in disciplines, and he asked how the university knows it has achieved critical mass in any given field.
3. Noting that admitted students' high school grades have been going up, he asked whether this controls for grade inflation at the high school level.

Provost Blake agreed that "contract" isn't the best word choice, as a signed document like this does not exist between the university and an admitted student. However, he noted, the university does owe students the expectation of support on the path toward graduation. This is a shared expectation with students, and GW should recruit and mentor with this responsibility in mind.

Next, the Provost noted that, after some deliberation, he chose the word "maintain" with regard to disciplines' critical mass due to the fact that data is based on existing core indicators, and those numbers are essentially level. He added, though, that the data can be made more rich if the university wants to assess the "right size" of programs.

With regard to high school GPA, the Provost deferred to Vice Provost Goff. Vice Provost Goff noted that the university looks at unweighted, recalculated GPAs based on core academic classes when considering applicants and considers that data to the best of its ability. He noted that grade inflation is often related to GPA weighting done at the high school level with regard to honors-, AP-, and IB-level courses. By looking at unweighted grades, the university is focusing on the college preparatory courses students take in high school and looking at the core GPA as opposed to the weighted GPA.

Professor Wirtz agreed with Professor Wilson that this was a very good, comprehensive presentation and that a great deal of work clearly went into it. He underscored Professor Wilson's comment on the continuing downward trend in tenure and tenure-track positions. He recalled that last year's Core Indicators presentation showed that this decline was beginning to stand out but that it might still have been an aberration. This year's numbers indicate that the decline is clearly not an aberration, and Professor Wirtz noted that he is therefore growing increasingly concerned on several levels. He realized that the university has experienced a downward bump in enrollment this year that will carry through for another three years. Consequently, revenue from tuition and housing will take a hit this year and in the coming years. In looking at the interaction of enrollment with the question of declining tenured and tenure-track faculty lines, he wondered if today's numbers represent a trend for the future. In addition, he wondered how these numbers compare to trends in special service

and adjunct faculty—specifically, are those groups increasing as tenured and tenure-track lines decrease?

Provost Blake responded that he does not think this is a controlled trend. This past year, he noted, hiring was paused, so it is difficult to say where this year's tenured/tenure-track number would have landed without the hiring pause brought on by the pandemic. He noted that the university was on track to increase tenured/tenure-track numbers before the pause was implemented last spring. He noted that this particular Core Indicators number does not include the adjunct population. He recalled that when a smaller class entered in the fall, the deans worked diligently to control expenses but retain seats in sections, and he suggested that there was a corresponding reduction in the hiring of adjunct faculty in an attempt to bring more instruction in-house during a challenging fall semester. He added that he is encouraged by the university's ability to hire non-tenure track faculty who have strong field and/or research experience beyond their teaching endeavors. He noted that he is expecting large requests for faculty hiring in the coming year.

Professor Wirtz asked if the Provost could provide five-year trends in four faculty categories: tenured/tenure-track (provided in today's report), regular faculty who are not tenure track, special service faculty, and adjunct faculty. Reviewing these numbers would permit a more accurate assessment of what is happening with regard to faculty numbers. He expressed his concern that tenured/tenure track faculty numbers are decreasing while other categories of faculty are increasing. If this is indeed the case, work needs to be done to determine whether this is a course the university wants to follow. Provost Blake responded that he would provide this data. He noted that his review of these numbers in the fall indicated that the adjunct faculty numbers were decreased to the benefit of the non-tenure track faculty, and he expected that a look at these trends would reflect a stronger investment in the university's non-tenure track faculty as opposed to adjunct faculty.

Professor Cohen-Cole asked whether planned retirements will further depress tenured/tenure-track faculty numbers as there are fewer approved searches this year (15) than there are planned departures (20). This might consequently impact the quality and quantity of research conducted at the university, and he asked whether GW's decline in national rankings is at all related to the decline in tenured/tenure-track faculty. Noting that the *Faculty Code* requires that tenured/tenure-track faculty comprise 75% of the faculty, he also asked when the university can expect to return tenured/tenure-track numbers to their 2015 levels (using that year's numbers as a benchmark prior to the current decline). Finally, he noted that the salary equity comparisons (for gender) in the data provided today held the schools constant, but he suggested that it might be that the highest-paid professions and fields might be the ones that have historically been the most discriminatory. Hence, he asked whether it would be possible to look at a comparison of gender salary equity at the university level, without breaking it out by discipline or school.

Provost Blake responded that he is happy to share any data requested. He noted that GW's decline in the rankings was based more on serving and matriculating the Pell-eligible student population than on faculty resources. With regard to a return to previous levels of tenured/tenure-track faculty, the Provost noted that he does not want to arbitrarily return to higher numbers but rather prefers an approach that understands the university's mission and hires new faculty based on those factors (e.g., research, service to students, a dynamic curriculum). Once these priorities have been established, he noted that he would commit to returning to and exceeding that earlier number in a thoughtful way.

The Provost noted that Vice Provost Bracey engages in a more detailed salary equity calculation, which provides better data on how GW compensates its faculty and allows for the correction of imbalances. Vice Provost Bracey added that the annual salary equity review is conducted with the methodology developed in consultation with a number of members of the Faculty Senate (including Professor Wirtz). This review is conducted annually in anticipation of the merit cycle and looks for outliers to correct; he noted that he is working to build in additional data factors on this cycle. Professor Cohen-Cole clarified that he is looking for a university-wide comparison of salary inequities by gender and underrepresented minorities (not just by school).

Professor Cohen-Cole asked how GW is performing year-to-year on its research volume, noting that this matters reputationally, whether for rankings or for general attractiveness to students and faculty. Observing that bringing in faculty with grants and book contracts, for example, can increase the university's research numbers, he asked how decreasing tenured/tenure-track faculty numbers might impact this metric.

Provost Blake responded that research productivity—whether sponsored research, awards, books, and other factors—improves as the next generation of research-active faculty arrive. He noted that faculty hires approved for expedited searches in spring 2021 represent a resumption of hires that were suspended in 2020. He added that he plans to begin next year's hiring cycle on time (in April 2021). He agreed that strategic hires do improve research numbers, adding that the university needs to consider how and in what areas it makes strategic hires and where. He noted that GW's research expenditures are the highest they've ever been.

Professor Wagner referenced the Provost's comment about Professor Gupta's email of earlier today, clarifying the timeline on requests for data around diversity. She noted that the ASPP subcommittee on diversity, equity, and inclusion was charged with the data collection on and assessment of diversity at GW following Vice Provost Laguerre-Brown's excellent presentation last fall. Specifically, the subcommittee has requested data for the past five years on the demographics of faculty hires, departures, promotions (from assistant to associate and associate to full), and contract vs. tenured/tenure-track faculty numbers. The subcommittee also asked for information on whether departing faculty engage in exit interviews that could provide information about faculty members' decisions to leave the university and any systemic issues around hiring, retention, and promotion. Professor Wagner noted that the subcommittee requested this information in a communication to Vice Provost Bracey in an email on November 16th. Vice Provost Bracey responded on December 8th that this data was not immediately available but would be provided with the Core Indicators report in the spring term. Professor Wagner noted that this request is now three months old. She stated that, if the university is going to demonstrate that addressing diversity, equity, and inclusion is a priority, this is not accomplished just by a diversity audit but also by paying attention to what it has charged the faculty to do in this area—namely, fact-finding and providing a basis for recommendations that are about faculty, practice, and policy. She added that, if the audit is to be successful, information needs to be provided to those asking the questions; this particular request predates Professor Gupta's email to the Provost today.

The Provost took responsibility for any delays in providing the requested data. He responded that there was some delay when the request initially arrived as some aspects of the data are related to information that is just this week being received and calculated. These elements of the request are just becoming available, but he acknowledged that other elements can be provided with existing

data. Professor Wagner stressed that the ASPP subcommittee is looking for past as well as present-year data in order to establish a baseline to assess what has gone well and what hasn't in these areas.

Professor Griesshammer noted that past Core Indicator reports included trends and numbers for STEM-matriculated students as well as for those students obtaining degrees from multiple schools and colleges and asked whether this can be made available. He noted, too, that the *Faculty Code* requirement on tenured faculty is that at least 75% of *each school* must be tenured/tenure-track, not just the university as a whole. He asked which schools are not meeting this requirement and why (excluding those schools with exemptions to this rule, such as health sciences and professional studies).

Provost Blake noted that the Core Indicators didn't present on STEM this year as it was not measured for this presentation but that the slides do include information on students seeking degrees from multiple schools. Professor Griesshammer noted that he was interested in the STEM numbers as some incorrect statements were made by senior members of the administration last year underestimating the percentage of GW students in STEM fields. The Provost indicated that he would provide this information, anticipating that the data would show fairly stable levels of STEM students.

Dr. Beil noted that GWSPH, the School of Medicine & Health Sciences (SMHS), the College of Professional Studies (CPS) and the School of Nursing (SON) are excluded from the *Faculty Code* requirement to attain 75% tenured/tenure-track faculty. The two schools with this requirement and currently not achieving it are the Columbian College of Arts & Sciences (CCAS), with 72.3% tenured/tenure-track faculty, and the Graduate School of Education & Human Development (GSEHD), with 68.8% tenured/tenure-track faculty; she noted that GSEHD has been under the 75% line for a while. Professor Cohen-Cole asked how misalignments with the *Faculty Code* will be corrected. The Provost responded that this would be reviewed, particularly in context of how this impacts the individual school and college numbers. Professor Griesshammer added that the *Faculty Code* sets an absolute and strict lower bound, so that just being close but below the *Faculty Code* requirement still constitutes a violation of one of the university's defining documents.

Professor Cohen-Cole also noted that reports were provided in previous years' Core Indicators that indicated GW is efficient as compared to other schools with regard to faculty/staff-to-student ratios. He asked whether this data could be provided for this year as well. Provost Blake responded that he would review the previous year's data and provide updated numbers on this measure.

Professor Wilson reinforced what has been said by others on the tenured/tenure-track issue, noting that, in the most recent year, the university would presumably not have renewed as many of its contract workers. If this is the case, it is therefore possible that the 74.1% tenured/tenure-track number actually understates the decline in tenure/tenure-track faculty relative to the full faculty population. He encouraged the administration to pursue many more faculty hires this year, given the current job market. The Provost responded that the university has been fiscally very conservative through pandemic, and these efforts have paid off as the university is in a relatively good place coming out of December. The university is hoping to avoid future mitigations as it moves toward a more typical fall term later this year, and this needs to be considered when determining faculty hiring levels before a return to "normal" operations has been achieved.

GENERAL BUSINESS

I. Approval of the Faculty Senate Executive Committee Nominating Committee
The attached slate of nominees was approved by unanimous consent.

II. Nominations for election of new members to Senate standing committees
None.

III. Report of the Executive Committee: Professor Arthur Wilson, Chair
Professor Wilson reviewed the attached FSEC report. He specifically highlighted that the annual call for volunteers for Senate committee service is now open and available on the [Senate website](#). Faculty are strongly encouraged to volunteer their time and talents for Senate committees, which are doing important work.

IV. Reports of the Standing Committees
Fiscal Planning & Budgeting (Joe Cordes, Chair):

- The committee's meetings of late have focused on obtaining briefings on the financial state of university.
- Professor Cordes reported that speaks regularly with CFO Mark Diaz, who will be sharing his Board presentation with the committee at its next meeting. Professor Cordes noted that, generally, information sharing with the committee and its leadership has been good. One area for improvement would be to allow the committee chairs access to the spreadsheets underlying provided reports in order to allow them to better understand how these reports are developed.
- Professor Cordes encouraged faculty to read the university's most recent credit rating reports ([Moody's](#) and [Standard & Poor's](#)). The reports discuss how the university is perceived externally; both agencies describe GW's rating as stable.
- Finally, Professor Cordes noted that, assuming enrollment patterns hold up as expected and the university is able to open for in-person operations in the fall, the university may see a return in the next year to essentially normal functioning. This is dependent on a number of factors, but, Professor Cordes stated, preliminary indicators are good.
- The committee's next meeting is in two weeks.

Educational Policy & Technology (Jason Zara, Co-Chair): Professor Zara noted that, as Co-Chair of the committee, Professors Wagner and Zara will alternate presenting these reports to the Senate.

- The committee received an update on the FEPTF from Professors Cohen-Cole and Wirtz. The committee is well represented on the FEPTF and is working with the task force to determine the best way to continue this reporting.
- The committee is also well represented on the Post-COVID Academic Innovation Task Force (PCAITF) (Professor Zara is the co-chair of that Task Force). Professor Zara reported that he spoke with the committee about some concerns around the makeup of the PCAITF, and Professor Zara committed to robust methods to increase participation, ensuring the best possible outcomes. Professor Zara noted that he will report to the committee each month on the PCAITF, which is just now getting underway in its work.

- There is multi-committee interest in drafting a resolution around cluster hires to increase diversity at the university level; work on this is proceeding through multiple Senate committees.
- The committee will bring Vice President for Student Affairs and Dean of Students Cissy Petty and Associate Vice Provost for Student Success Georgette Edmondson-Wright to its meeting next week to talk about the student experience and how to improve this.
- The committee currently has three working subcommittees—one is completing its work, and two more are just beginning. These subcommittees are working on the following issues:
 - An overhaul of the Code of Academic Integrity, with a resolution expected for the Senate in March;
 - Working with Dean of Undergraduate Admissions Ben Toll, an analysis of the test-optional policy on admitted undergraduate classes; and
 - Working with the administration on how best to monitor the effects of last year's AT/IT reorganization.

V. Provost's Remarks

- Last month, Vice Provost Goff presented an update to the Faculty Senate about the status of the Future Enrollment Planning Task Force's work, and, earlier today, the Provost [announced](#) that the university will move forward with the task force's new undergraduate class profile target recommendations. The Provost expressed his deep gratitude for the task force's hard work.
- Three executive searches are getting underway at GW:
 - Vice Provost for Research: A national search will be conducted to fill this vital role. Dean Wahlbeck will chair the search committee, which will be finalized and charged this month. The Provost's office is reviewing proposals from search firms with Dean Wahlbeck and will formally announce the search before the end of the month.
 - Vice Provost for Graduate Education: Nominations for the search committee were received and will be finalized this month.
 - Dean of the College of Professional Studies: Nominations are being solicited now for the search committee, and the search is slated to launch the by early March.
- The annual GW Research Showcase will be held virtually this year during the week of April 12-16th. Students can now submit their abstracts online; the deadline is March 2nd. The showcase is an excellent resume-building opportunity for students to receive feedback on their projects, hone their presentation skills, and compete for prizes. Faculty will soon hear about opportunities to participate, both to attend and to judge poster presentations. The Provost urged faculty to participate in the showcase any way they can.
- Commencement is on May 16th, with school celebrations taking place between May 12-16th. The Provost expressed his understanding for the desire of students and families to come together as a community during graduation. This year, the university will explore all options for any in-person component it may safely host. Over the next few weeks, the Provost will consult with academic and administrative leadership, as well as students, to discuss ways to make GW's

virtual celebrations special and to explore feasible possibilities for a safe in-person component to graduation.

VI. Chair's Remarks

- The President wished the Senate a happy bicentennial. GW is now officially in its third century, having been chartered on February 9, 1821. This is truly a historic milestone to be marking together. He hoped that faculty members were able to attend this week's Opening Ceremony kicking off the bicentennial year. Thousands of members of the GW community logged on to watch the event from all over the world. The event showcased how generations of GW students, faculty, staff, and alumni have contributed to the institution and to a greater world. The President was pleased to welcome Presidents Emeriti Trachtenberg and Knapp to the event. The President thanked many staff across the university for organizing such a special event, including in Development and Alumni Relations, Events, and Communications and Marketing. The President reminded the group that the event on February 9 was just the kickoff. Eight months of events are planned, and several more are coming up just in the next couple of weeks, including a February 22 event with Christopher Jackson, who played George Washington in the original Broadway cast of the musical *Hamilton*. The opening ceremony and a list of all the upcoming events are available on the [bicentennial website](#).
- The university [announced](#) yesterday that it will eliminate single-use plastics on its campuses. GW is the only university in the District to make this commitment. The President recognized the role GW students played in this effort, particularly the Take Back the Tap group (which is focused on replacing single-use water bottles) as well as EVP/CFO Diaz's efforts. He worked closely with this student group and then expanded the idea to include GW's vendors and other parts of the university operations so that the university can work collectively to eliminate single-use plastics. There are several components to this commitment, and it will take some time to realize the ultimate goal, but the university is taking action immediately on the areas it can control, including by providing reusable bottles, expanding water refill stations, and using aluminum cans instead of plastic in our vending machines. This is the latest example of the GW community's leadership on sustainability; the university will continue to take steps to embed sustainability into its teaching, research, and operations.
- The winter Board meetings have just concluded. The President noted that he shared some of the many highlights of recent faculty accomplishments with the Board, and he relayed how much appreciation the administration heard from the trustees for the faculty and everything they are doing to support our students. The President noted that he is hearing the same during his meetings with students.
- With additional students on campus this semester, the university is taking every opportunity to reinforce the importance of continued adherence to its public health protocols. As ever, deep gratitude is owed to the many frontline health care, safety, security, facilities, and all the staff and leadership who have been working tirelessly to keep the GW campus and communities safe.

BRIEF STATEMENTS AND QUESTIONS

Professor Johnson asked whether it is appropriate to distribute the Senate minutes to his departmental colleagues. President LeBlanc and Ms. Carlson confirmed that the Senate minutes are available on the Senate website for any interested party to read.

Professor Johnson suggested that, in the interest of transparency, all of the results of the recently concluded faculty survey should be made available in order to avoid the perception that the data is being interpreted to fit a pre-drawn conclusion.

Professor Galston noted that the theme of confidentiality has pervaded a number of recent meetings. She suggested that, subject to the Senate staff's approval, the Senate make more frequent use of password-protected websites to share information. On a separate topic, she noted that she has received multiple comments from GW housekeeping staff that items placed in GW recycling bins are ultimately lumped together with non-recyclable trash, and she asked that the administration look into the merits of these claims.

Professor Griesshammer posed several questions about the PCAITF. He noted that the timing of the January PCAITF [announcement](#), six days after the last Senate meeting, necessitated these questions in order to avoid past frictions around similar task forces:

- How did the task force composition take place (he recalled no open call for nominations to the task force)? Was the Senate and/or its committees consulted?
- How is the PCAITF going to solicit input from the wider university community in order to avoid becoming an echo chamber for special interests?
- Why is this task force a separate endeavor from Senate committees doing aligned work with relevant expertise (could this be a joint committee involving existing Senate committees)?
- How can the relevant Senate committees (e.g., Educational Policy & Technology, Research, Libraries) provide comprehensive and meaningful input prior to advanced task force deliberations?
- Will there be a meaningful opportunity for the Senate and its committees to be consulted and involved well before draft recommendations are published?
- Will the draft recommendations be published with an open comment period before being finalized?
- Unfortunately, the committee charge is not available on the website. Does the PCAITF charge specify a particular outcome, or is the charge outcome-neutral?
- Is the PCAITF considering all three aspects of the academic mission of the university (undergraduate, graduate, and research/scholarship)?
- Has the PCAITF already begun its work (a recent Hatchet note would indicate that it has, noting that Dean Jeffries commented that the committee is beginning its work by reviewing the draft strategic planning reports)?

The Provost confirmed that a [call](#) went out in early December to the GW community and to the deans. The call process resulted in around 70 nominations, including self-nominations from the community and nominations from the deans. In particular, the Provost clarified with the deans that he could indeed state that the deans solicited nominations from within their schools, resulting in a second round of solicitations within the schools. The Provost first asked Dean Jeffries and

Professor Zara to co-chair the task force, after conferring with Professor Wilson on these co-chair selections. With the stipulation that the task force had to be 75% faculty, the Provost deferred the final PCAITF composition to the co-chairs, as well as the determination of how the PCAITF would work with existing Senate committees.

The Provost noted that the [PCAITF website](#) (part of the Provost's website) will post regular reports on the task force's work. The Provost reiterated his commitment to bringing draft recommendations to the Senate prior to their finalization; he noted that the PCAITF plans to conclude its work by early May. He noted that this task force's work should cut across every element of the university—undergraduate, graduate, research, staff, and facilities—and what modality adjustments make sense based on what has been learned during the pandemic. He noted that the PCAITF co-chairs can provide responses to Professor Griesshammer's other questions; he welcomed all to visit the PCAITF website for information on the call and aspects of the charge to the task force. Professor Griesshammer responded that the website does not currently show any updates beyond January 22 and reiterated that the website does not include the charge to the committee. The site currently reads "formal charge to task force," but no charge has yet been posted.

Professor Gupta complimented the President on the February 9 bicentennial kick-off program, which he enjoyed very much. He asked three questions:

- Is there any update on when matching retirement contributions might resume?
- Is there any update on when merit increases might be reinstated?
- What is the probability the university will return to in-person instruction in the fall?

President LeBlanc responded that the university is hoping to restore matching retirement contributions and merit increases in the new fiscal year, effective July 1, 2021. This would bring the timing of merit increases forward to July 1, 2021, when, historically, they would not have been implemented until January 1, 2022. He added that the university is planning for in-person instruction in the fall to the fullest extent feasible and safe; this includes welcoming as many students as possible to live on campus with all the appropriate safety measures as well as in-person instruction. University personnel will continue to watch vaccine distribution and all other related issues as planning continues, with the safety of the community remaining the primary concern.

Professor Orti recalled that leadership salaries were cut in the spring and asked whether these have been reinstated to their June 2020 levels; he also asked whether bonuses will be paid to leadership in FY2021. President LeBlanc responded that these salaries have been restored to their June 2020 levels. He noted that no leadership took bonuses in 2020, and no conversation has yet been undertaken regarding bonuses in 2021.

ADJOURNMENT

The meeting was adjourned at 4:42pm.



Transforming lives through healing, education and discovery

COVID-19 Vaccinations

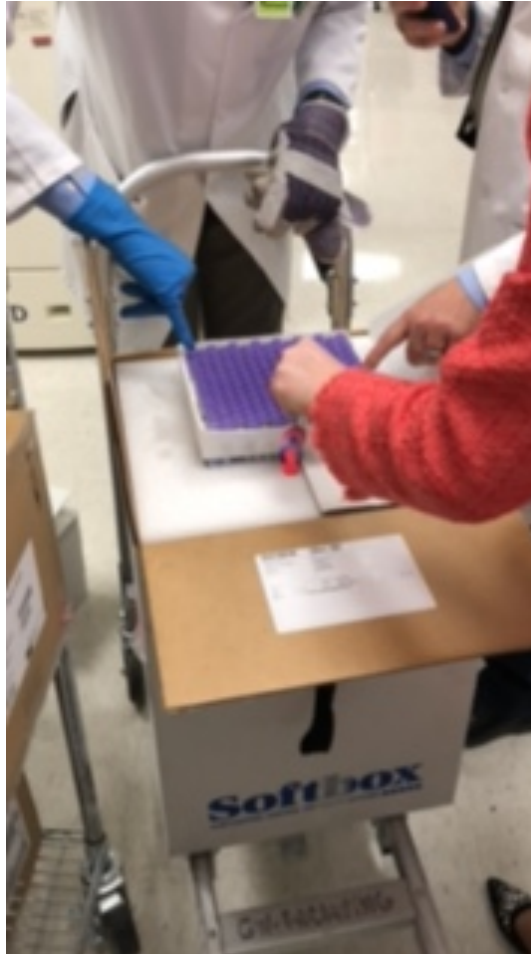
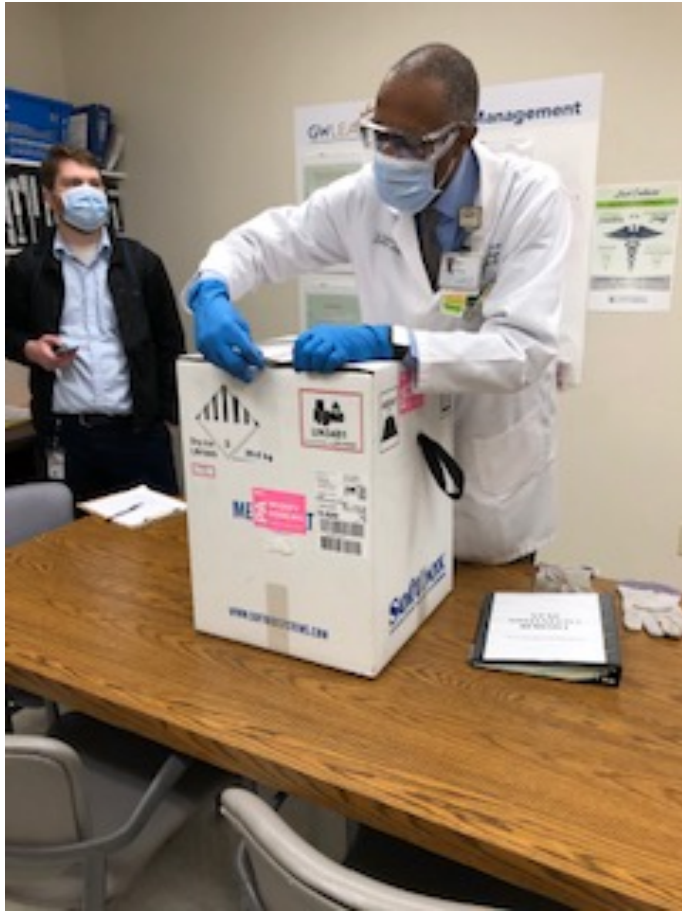
William Borden, MD

Chief Quality & Population Health Officer

Vaccine Arrives



Vaccine Unpacking



National Ceremonial COVID-19 Vaccine Kickoff



A New Day Begins ...



DC Health Vaccination Phases

	Prevention of Morbidity & Mortality	Preservation of Societal Functioning
Phase 1a	<ul style="list-style-type: none"> Long-Term Care Residents 	<ul style="list-style-type: none"> Healthcare Personnel First-Responders
Phase 1b		
Tier 1	<ul style="list-style-type: none"> DC residents age 65+ 	<ul style="list-style-type: none"> Correctional officers, congregate setting staff, support of COVID-19 clinics
Tier 2	<ul style="list-style-type: none"> Correctional facilities 	<ul style="list-style-type: none"> Law enforcement, K-12 and child care, grocery stores
Tier 3		<ul style="list-style-type: none"> Courts, social services, mass transit, manufacturing, postal service
Phase 1c	<ul style="list-style-type: none"> DC residents age 16-64 with chronic medical condition 	<ul style="list-style-type: none"> Food services, local government, property management & EVS, public utilities

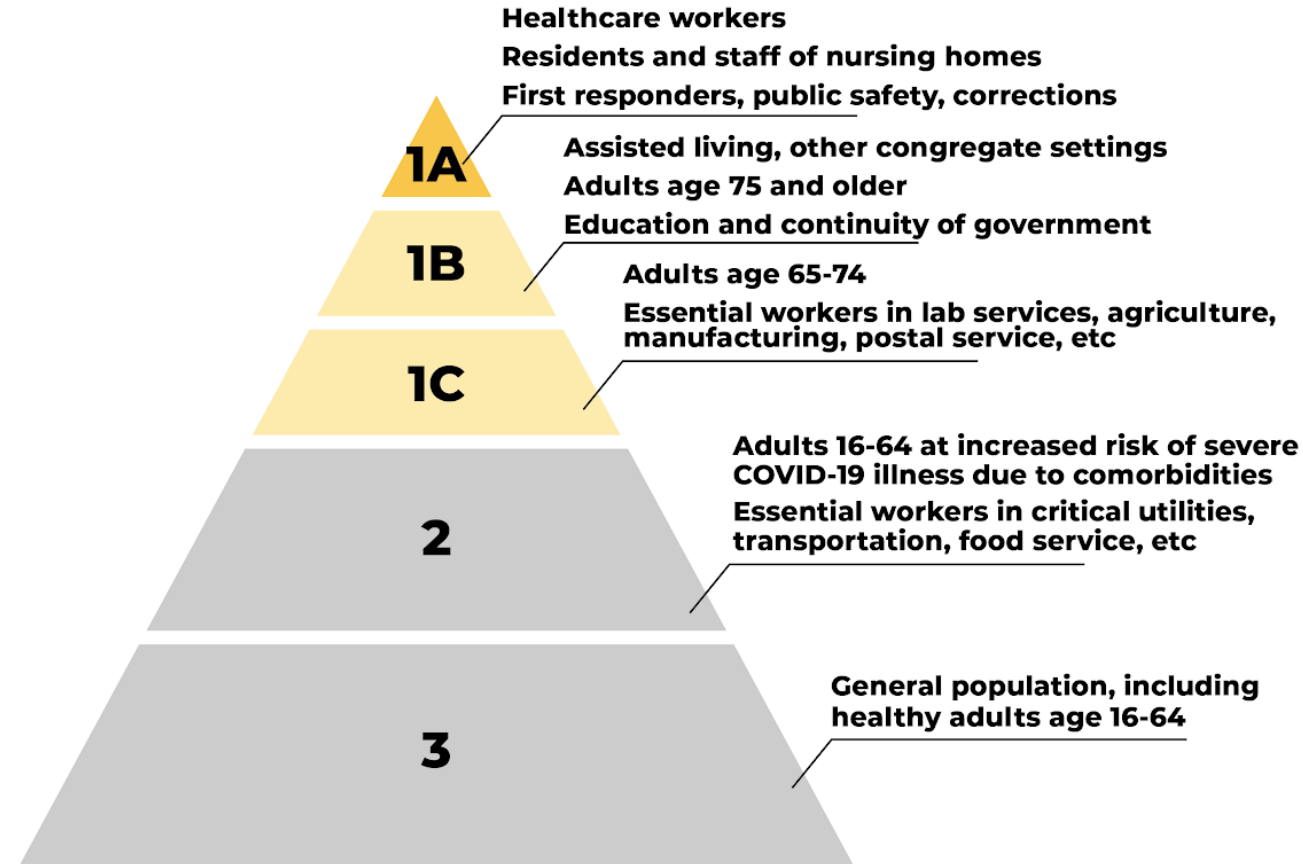
VA Vaccination Phases



VDH COVID-19 Vaccination Response



MD Vaccination Phases



Vaccine prioritization subject to change. Current as of January 5, 2021.

GW Vaccination Guiding Principle

Evidence-based, fair, equitable and transparent

GW Healthcare Personnel

- **Prioritization algorithm**

1. Emergency settings (ED, Labor and Delivery, Urgent Care)
2. COVID-19 care (ICU, respiratory care, COVID-19 units)
3. High individual risk (65+ years old, co-morbidities)
4. All clinical areas

- **Current state**

- 8,600 vaccinations
- Vaccinations now available to all GW healthcare personnel

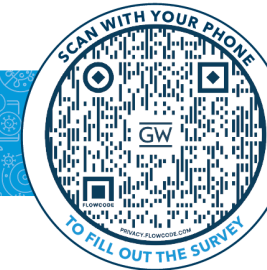
Vaccine Outreach



Michael
Leong
Marketing

THE GEORGE WASHINGTON
UNIVERSITY **HOSPITAL**

COVID-19 VACCINE
AMBASSADOR
ASK ME ABOUT IT!



The COVID-19 Vaccine

MYTHS VS. FACTS

Myth: The vaccine was developed really fast so they 'cut corners' to get it done and it may not be safe.

Fact: mRNA vaccines have been studied for five years so while the technology is still relatively new, it was not invented for this pandemic. In addition, the vaccines have undergone large clinical trials and have been vetted by multiple regulatory and government agencies that have shown these to be both safe and highly effective.

Information about the Survey on the GW COVID-19 Vaccine Portal

Please visit the COVID-19 Vaccine Portal to fill out the survey. This form will remain open on a rolling enrollment basis. Everyone must respond to this form at least once by February 1, 2021 (you can change your response at a later basis).

gwdocs.com/covid19vaccineportal

**Please Note: By filling out the survey, you are not committing to taking the vaccine. The vaccine is not mandatory.*

The U.S. Government has laid out vaccination prioritization groups for the United States. The GW Clinical Enterprise will follow these guidelines, in addition to those laid out by D.C. Health, and D.C. Hospital Association guidance. In order for the GW Clinical Enterprise to know who is willing to be vaccinated, as well as to ensure that individuals are being selected in a fair, equitable, and transparent manner, your prompt response to the COVID-19 Vaccine Portal form request is appreciated. The vaccine will be offered for free and will be administered by the GW Hospital and the GW MFA. If you have questions at this time, please speak with your supervisor.



GW Patients

- **DC Health criteria**
 - DC residents
 - Age 65 and older
- **DC vaccination portal on Day 1**
- **GW patient vaccinations**
 - Appointment invitations sent on rolling basis
 - 1,400 vaccinations

Next steps

- Healthcare workers vaccinations are largely getting completed
 - Support for colleagues who are still considering vaccination
- Supporting MD & VA patients with educational material
- Optimizing clinics to increase vaccinations/day
 - Limitation remains vaccine doses
- Developing community vaccination events to enhance access and health equity



gwdocs.com

Annual Report on Core Indicators

Presentation to the Faculty Senate
February 12, 2021

M. Brian Blake

Provost and Executive Vice President
for Academic Affairs

Annual Core Indicators – Now

What has been our focus?



Faculty-Student Relationships: Creating Lifelong Thought Partnerships



**Student Success: Recruit
Graduates Not Students**



**Expanding Academic
Options for Students**

ACADEMIC STUDENT LIFE

Annual Core Indicators – Now

What has been our focus?



Building a Dynamic and Academically-Gifted Student Body



Sustain and Build GW's Attractiveness to New Students

STUDENT RECRUITMENT AND RETENTION

Annual Core Indicators – Now

What has been our focus?



**Maintaining a Critical Mass in Schools and Colleges:
Distinctiveness and Inclusivity**



**Maintaining a Research-Oriented
Faculty**



**Competitive and Equitable Hiring Packages to
Recruit A Diverse Top-Flight Faculty**

FACULTY COMPOSITION AND RECRUITMENT

Annual Core Indicators – The Future *What should be added?*



Global Engagement

**Student Innovation
and Research**

**Student Diversity, First
Generation/Transforming Lives**

**Experiential Learning and
Civic Engagement**

**Student Fellowships and
Awards**

Student Mentions in Press

**ENHANCING THE OVERALL
ACADEMIC EXPERIENCE**

Annual Core Indicators – The Future *What should be added?*



**Recognizing Faculty/Staff
National Awards**

**Career Development
Programs for Faculty/Staff**

**Continuing Education for
Faculty/Staff**

**Academic Program Rankings
and Recognitions**

**Program Degree
Conferrals/Completion Rates**

Faculty Mentions in Press

**ENHANCING THE CAREERS OF
OUR FACULTY and STAFF**

Core Indicators: At a Glance



Graduation Rate

*20-year high
3-year upward trend*



**Higher % 3.4-3.75
Lower % < 3.2**



Faculty

**Tenured/Tenure-Track (-20)
Non-Tenure Track (+3)
2021 Approved Tenured/Tenure-Track Hires (+15)**

Faculty Salaries



2020 Increased Market Competitiveness (GSEHD)

Admissions



**1978 First-Year Fall Entering (2619 in '19)
296 Transfers (120 in '19)
(New Students: 2274 vs. 2739)**

**88% Retention Rate **
92.5% Retention+LOA
(92% in 2019)**



**Gender/URM Faculty Diversity Maintained
Student-to-Faculty/Staff Ratio Decreased**



Students Engaged in Increased Joint Degrees

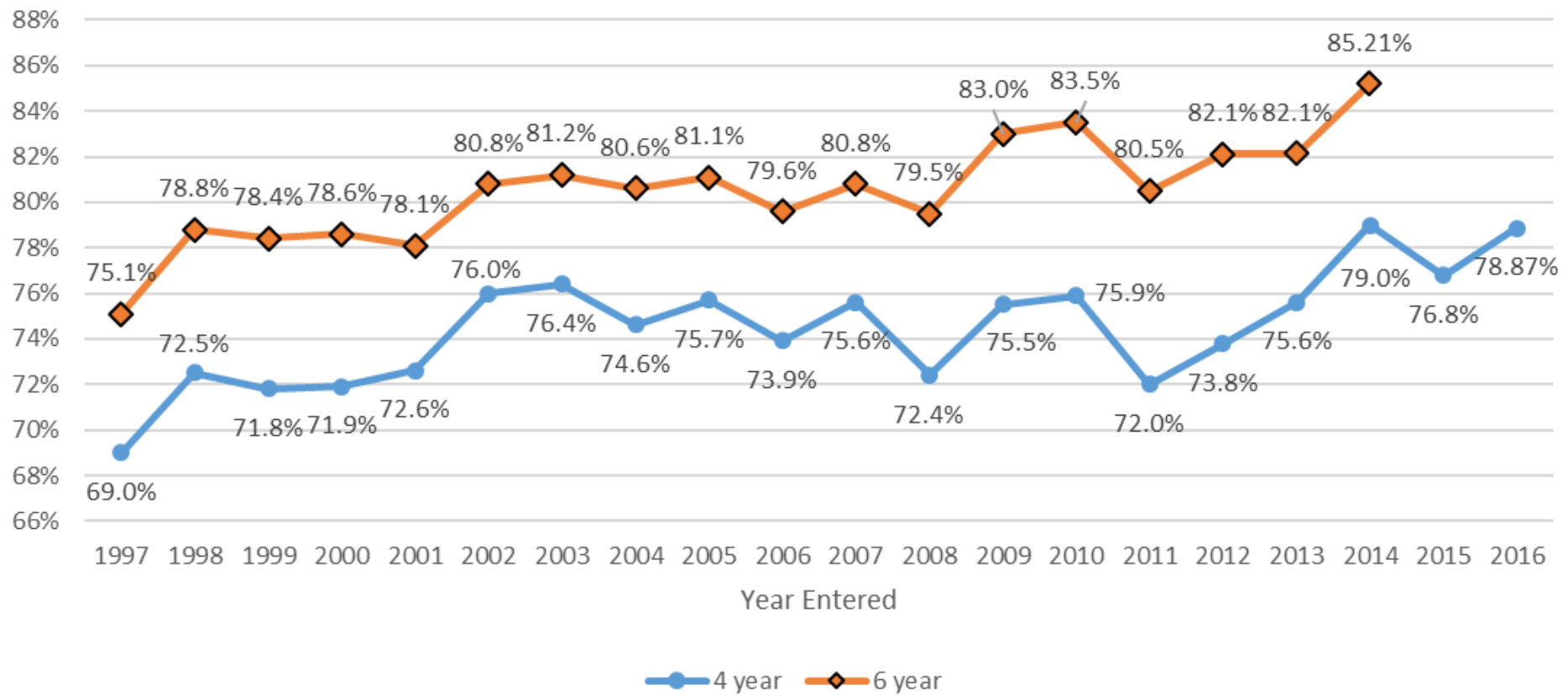
Academic Student Life

**Student Success: Recruit
Graduates Not Students**

**Expanding Academic
Options for Students**

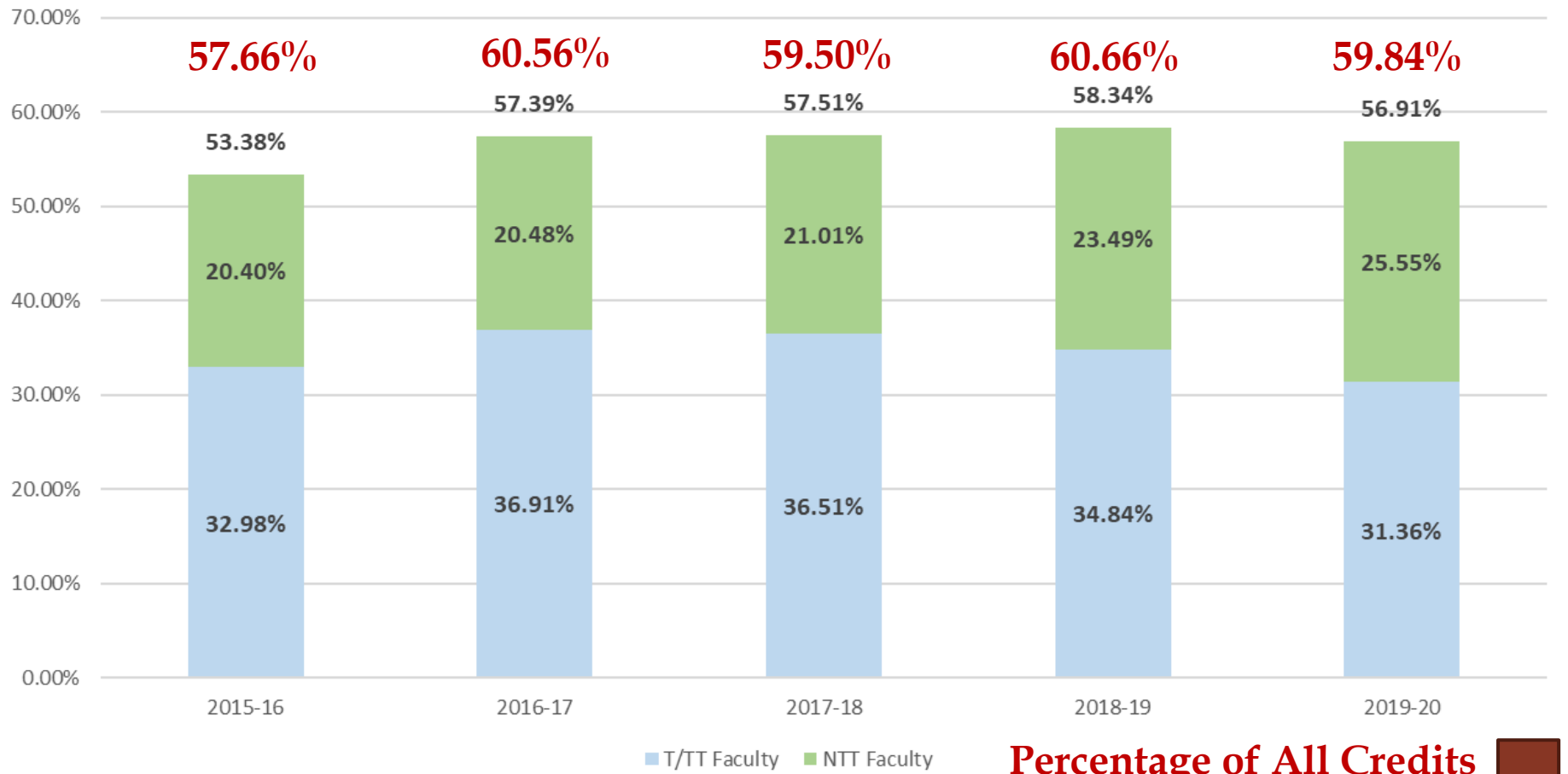
Faculty-Student Relationships: Creating Lifelong Thought Partnerships

Four- and Six-Year Graduation Rates and Projection* 1997-2016 Cohorts

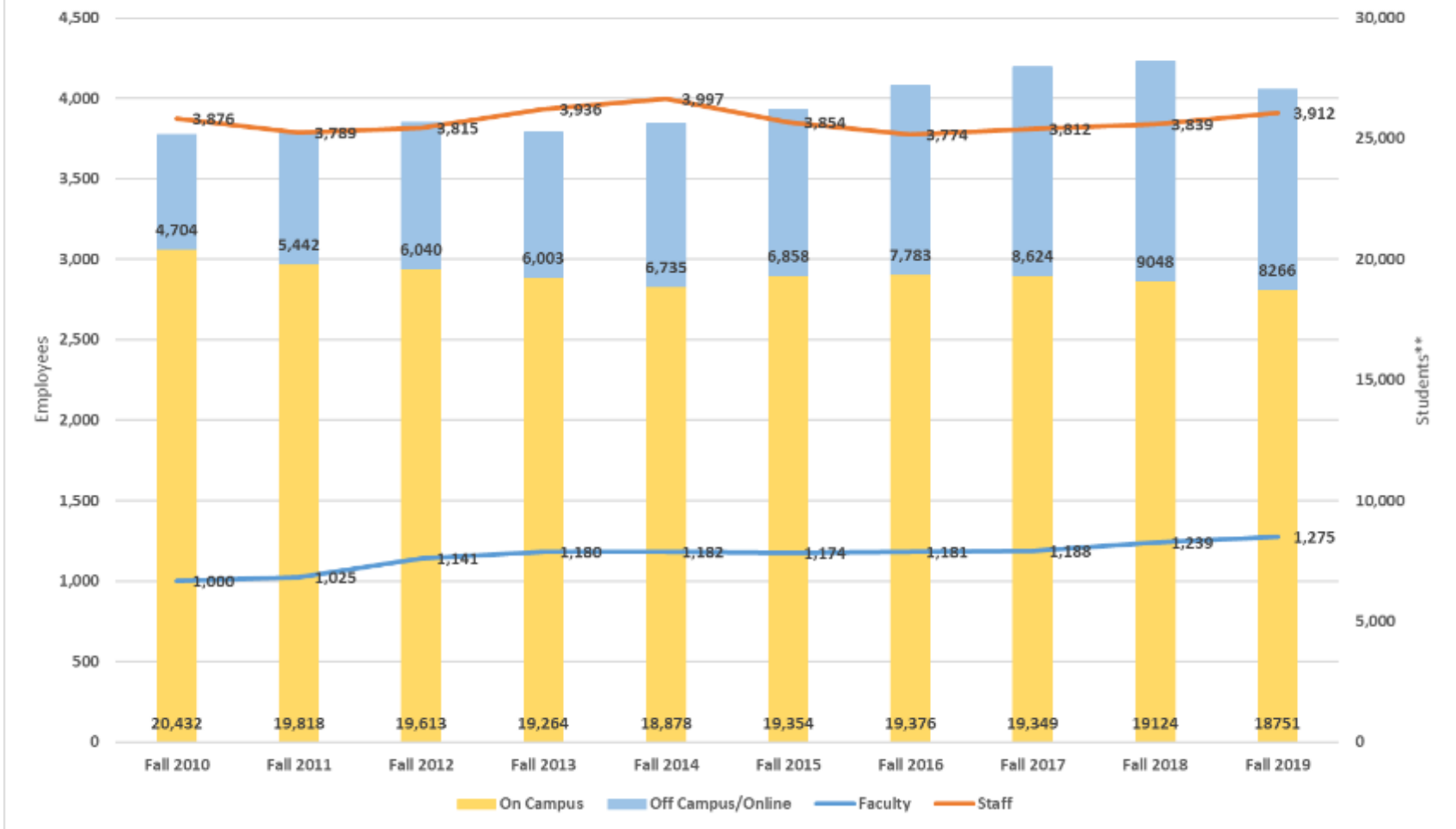


* Six-year graduation rate for cohort 2015 is estimated to decline slightly from the 2014 graduation rate.

Percent of 1000 and 2000 Level Course Credits Taught by Full-Time Faculty by Tenure Track Status



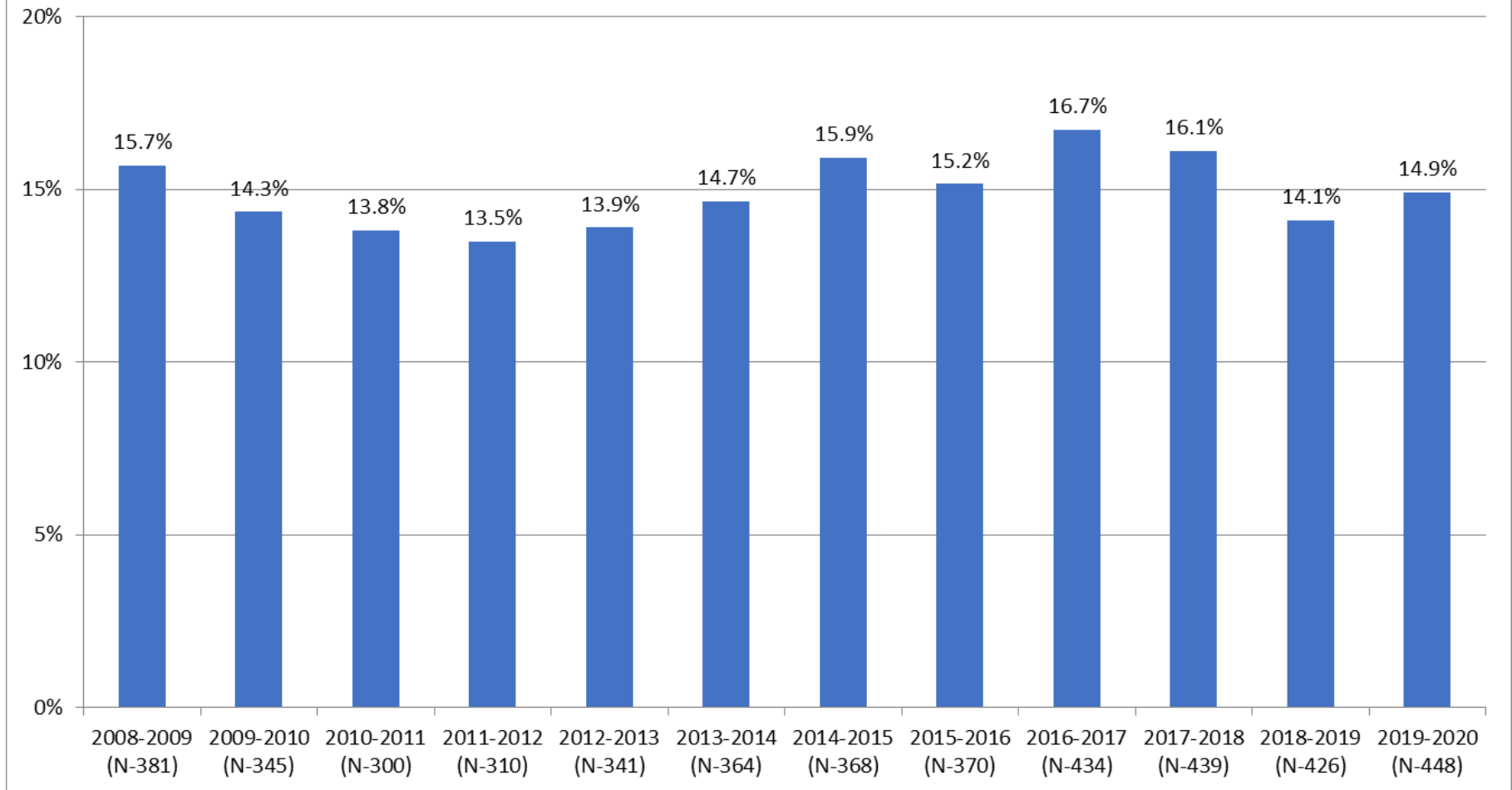
Full Time Personnel and Total Student Headcount*



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

** Students are counted as either on-campus or off-campus/online depending on where students took a majority of their credits.

Percentage of Students Graduating with Two Majors*



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

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

Year		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
2 Majors Across Schools	Count	191	219	223	238	305	309	369	386	398	399	417
	Percent	2.0%	2.2%	2.3%	2.5%	3.1%	3.1%	3.6%	3.7%	3.7%	3.8%	4.2%
1 Major and 1+ Minor across Schools	Count	406	457	568	663	679	791	964	1,223	1,199	1,276	1,312
	Percent	4.2%	4.7%	5.8%	7.0%	7.0%	7.9%	9.4%	11.6%	11.1%	12.0%	13.3%
Total Number of Majors and Minors Across Schools	Count	599	676	791	901	984	1,100	1,333	1,609	1,597	1,675	1,729
	Percent	6.2%	6.9%	8.1%	9.5%	10.1%	10.9%	13.0%	15.3%	14.8%	15.7%	17.5%
Total Enrollment		9,616	9,740	9,711	9,509	9,763	10,075	10,254	10,514	10,797	10,638	9,899

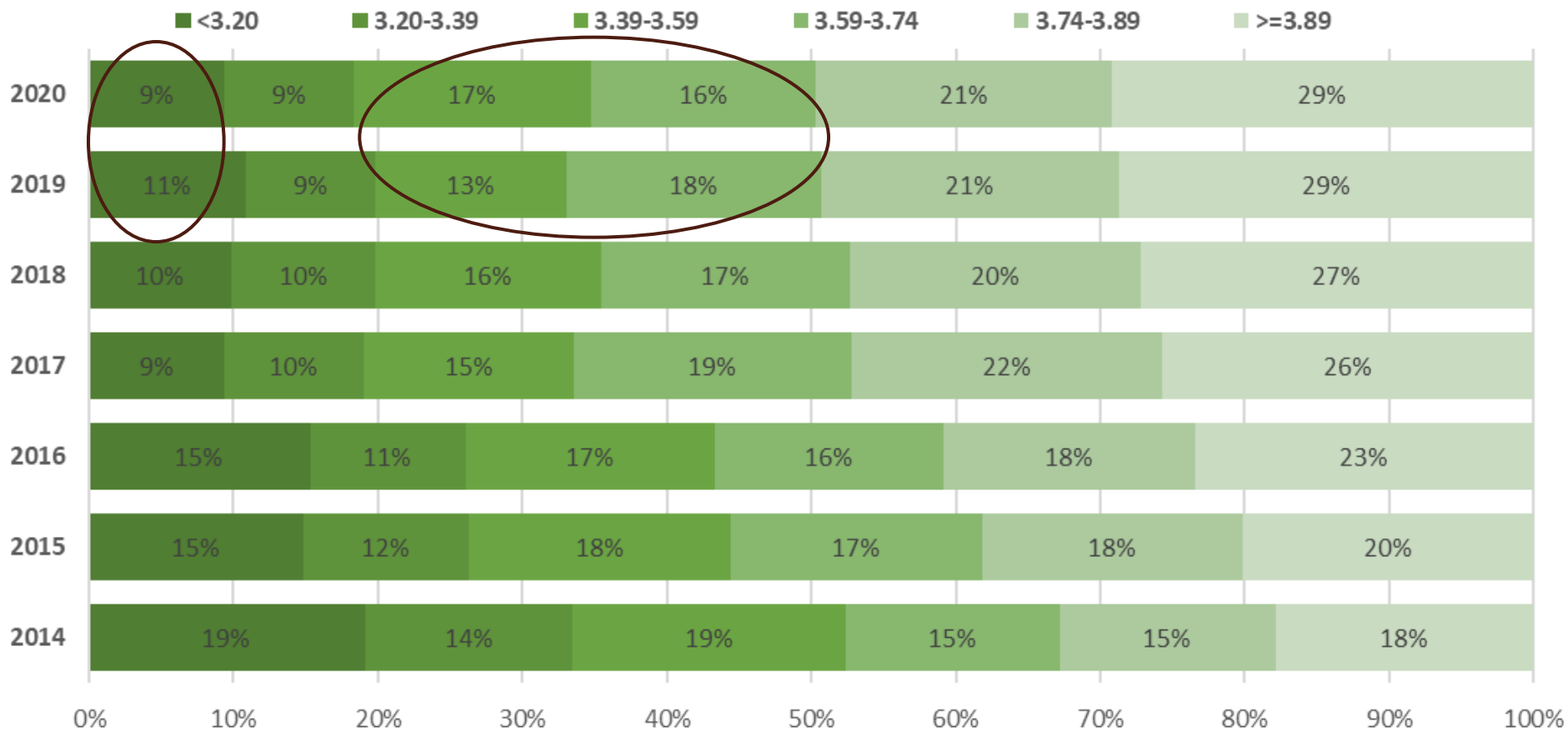
* Fall census data.

Student Recruitment

**Building a Dynamic and
Academically-Gifted Student Body**

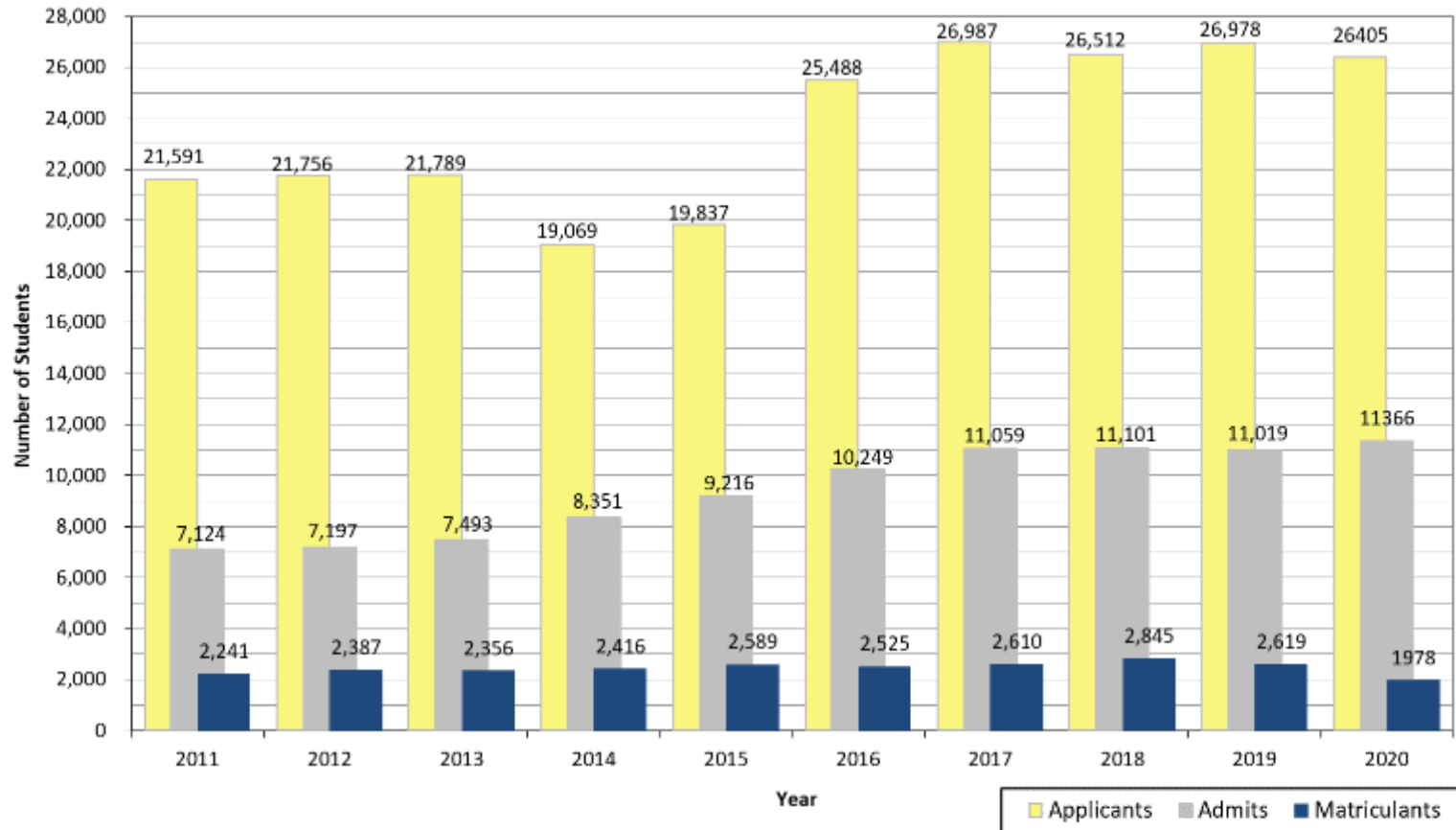
**Sustain and Build GW's
Attractiveness to New Students**

Distribution of High School GPA for First Year Enrolled



Source: Enrollment and Student Success

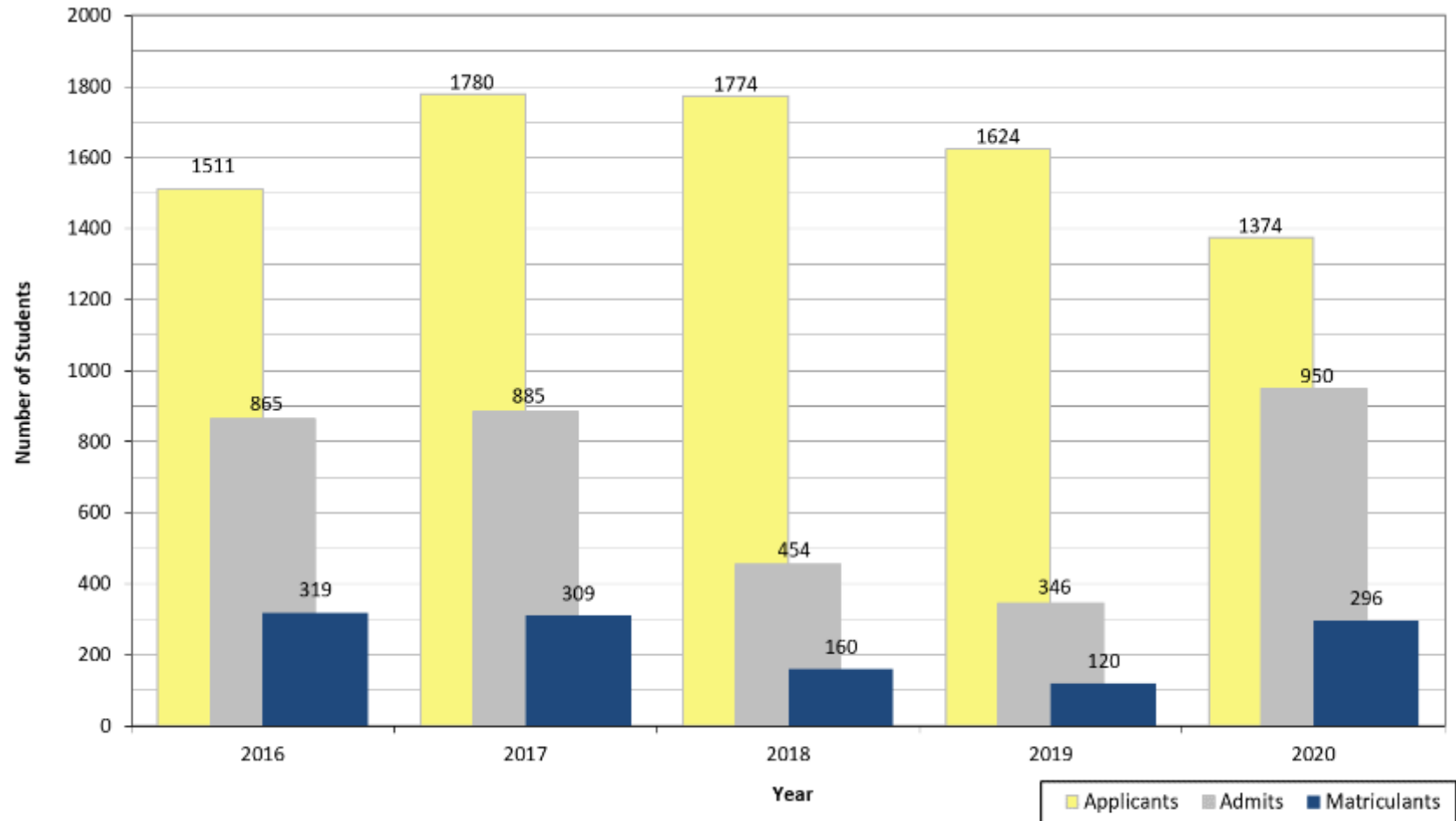
Numbers of First Year Applicants, Admits, and Matriculants



	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Acceptance Rate	33.0%	33.1%	34.4%	43.8%	46.5%	40.2%	41.0%	41.9%	40.8%	43.0%
Yield Rate	31.5%	33.2%	31.4%	28.9%	28.1%	24.6%	23.6%	25.6%	23.8%	17.4%

Source: Fall Census Data

Numbers of Transfer Applicants, Admits, and Matriculants

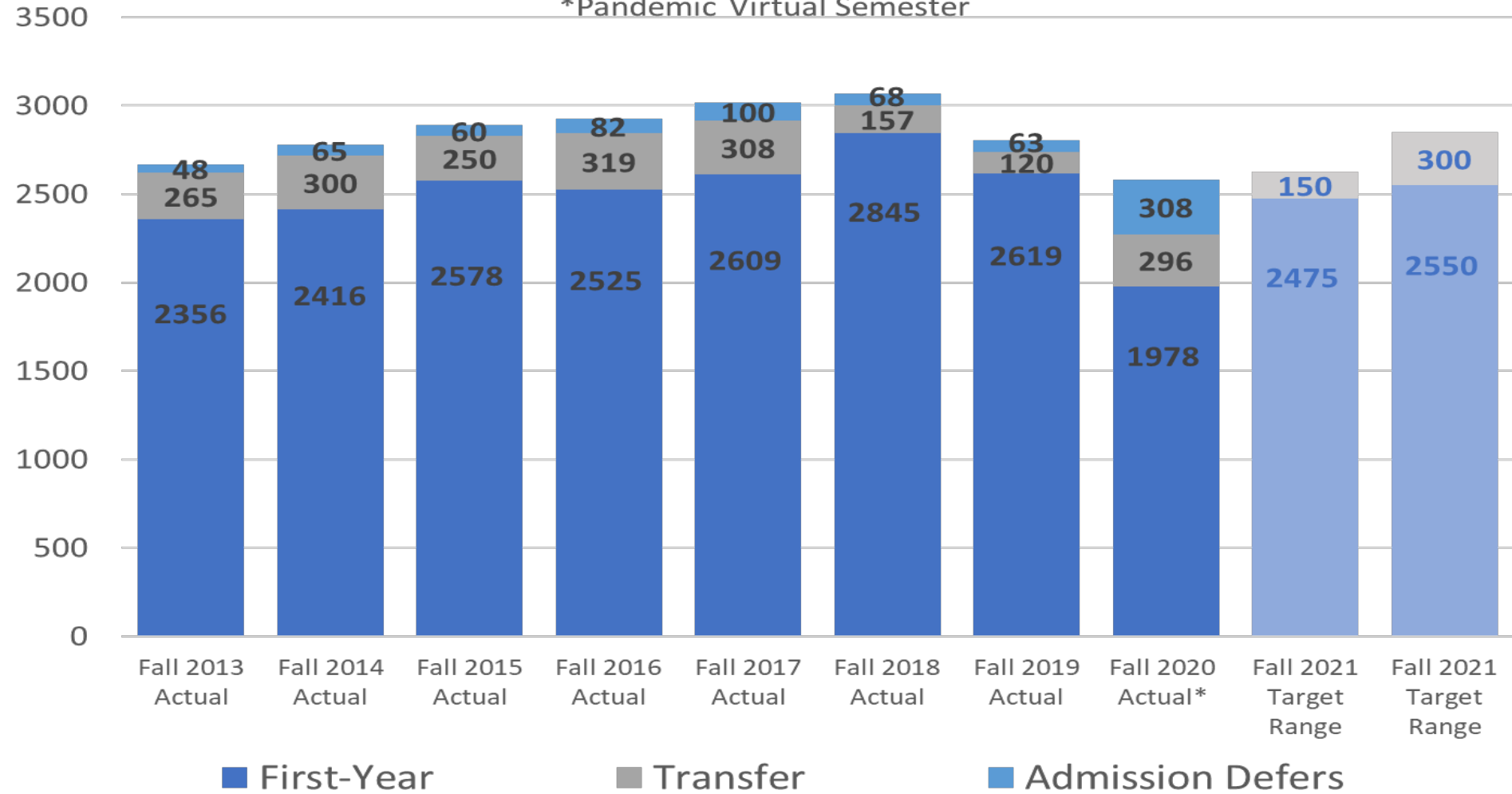


	2016	2017	2018	2019	2020
Acceptance Rate	57.2%	49.7%	25.6%	21.3%	69.1%
Yield Rate	36.9%	34.9%	35.2%	34.7%	31.2%

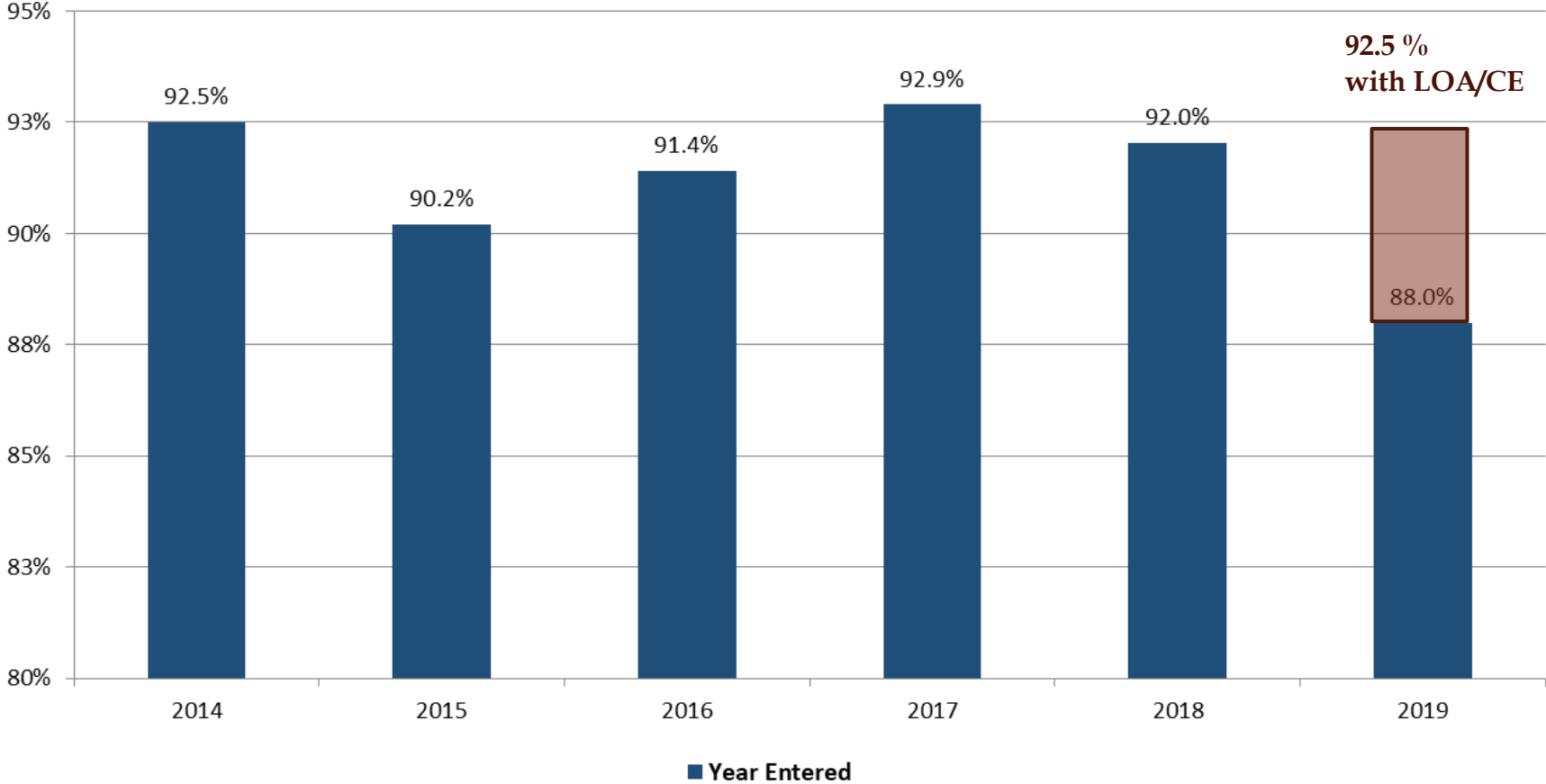
Source: Fall Census Data

GW New Student Classes

*Pandemic Virtual Semester



First Year Retention Rate 2014-2019 Cohort



Faculty Composition and Recruitment

**Maintaining and Nurturing
Research-Oriented Faculty**

**Competitive and Equitable Hiring Packages to
Recruit A Diverse Top-Flight Faculty**

**Maintaining a Critical Mass in Schools and Colleges:
Maintaining Distinctiveness and Inclusivity**

Number and Percentage of Regular Active Status Faculty By Tenure Status



Tenured/Tenure Track Status as of Census

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

School: **All** | Gender: **All** | Race: **All**

Faculty Type: **Regular** | Rank: **Assistant Professor, Associate Professor, Instructor and 4 more** |

Department: **All**

Appointments (all is both primary and secondary): **Primary appointments**

Select a tenure display:

Tenured/Tenure Track Combined

Narrow results with filters:

School: (All)

Gender: (All)

Race/Ethnicity: (All)

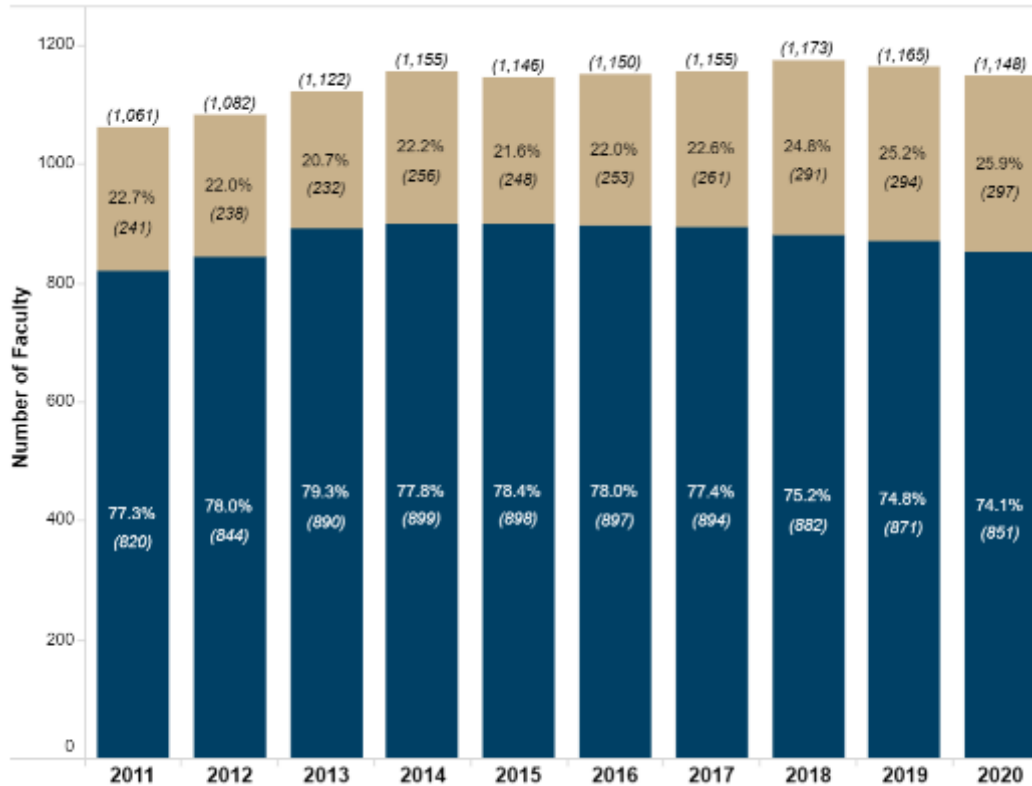
Faculty Type: Regular

Rank: (All)

Department: (All)

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

Primary appointments



Legend:

- Non Tenure Track
- Tenured/Tenure Track



2021: 15 Tenured/Tenure-Track Positions Approved

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


Tenured/Tenure Track Status as of Census

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

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

Select a tenure display:
 Tenured/Tenure Track Combined

Narrow results with filters:

School: (All)

Gender: (All)

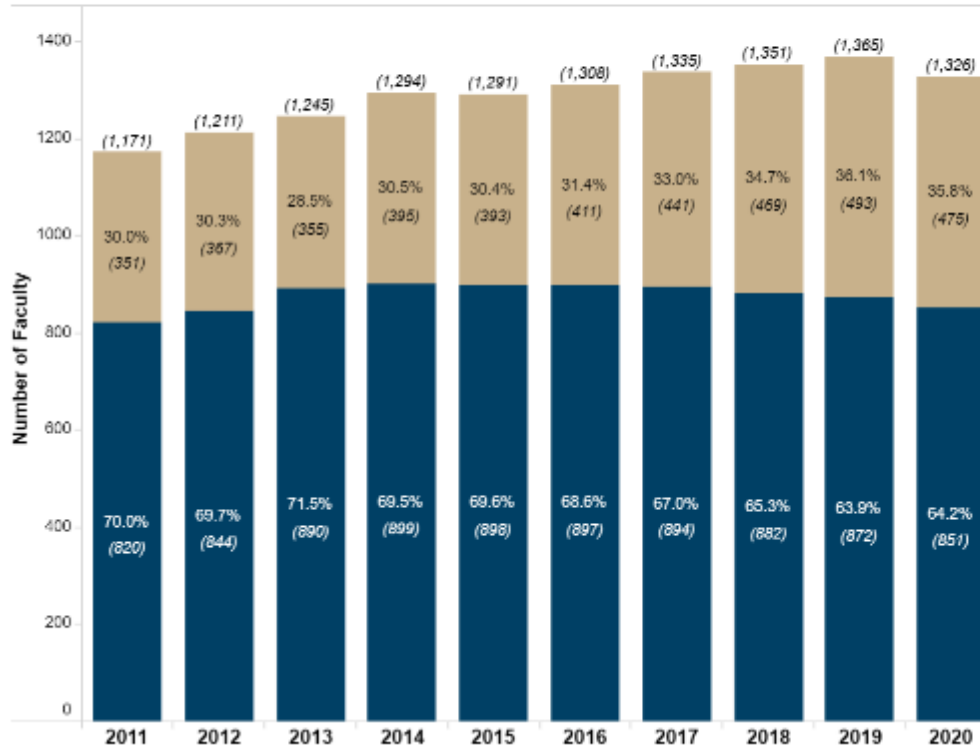
Race/Ethnicity: (All)

Faculty Type: (Multiple values)

Rank: (All)

Department: (All)

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



2021: 15 Tenured/Tenure-Track Positions Approved

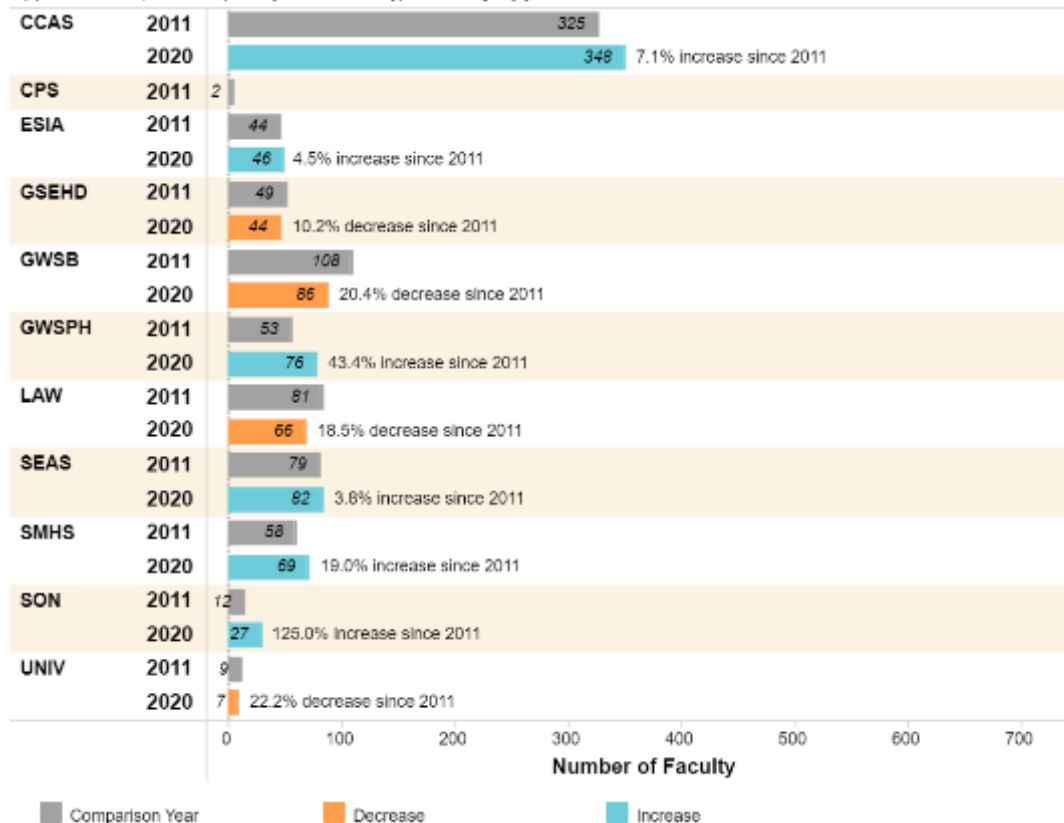
Growth in Number of Tenured and Tenure-Track Faculty



Faculty Growth Rates as of Census

Comparing 2011 & 2020 by School

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



Select a breakdown:

School

Select two years to compare:

(Multiple values)

Narrow results with filters:

School:

Tenure Status:

Gender:

Race/Ethnicity:

Faculty Type:

Rank:

Department:

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

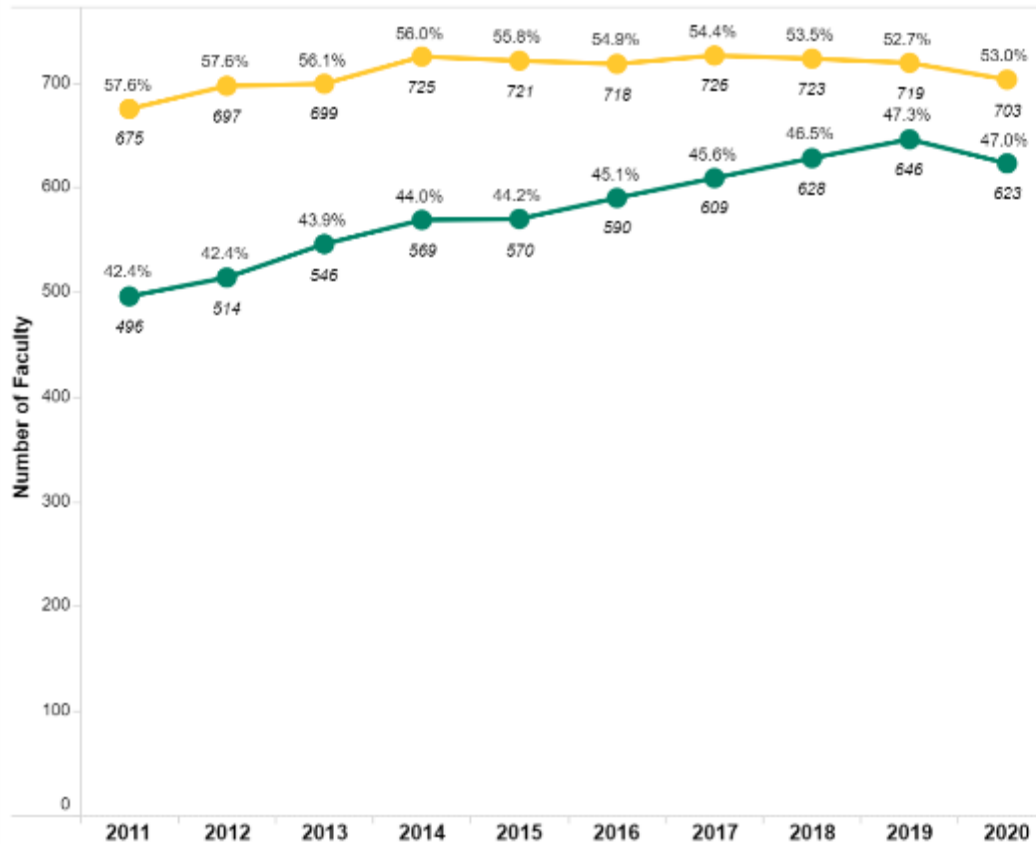


Full-Time Faculty By Gender



Faculty Gender as of Census

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



Narrow results with filters:

School: (All)

Tenure Status: (All)

Race/Ethnicity: (All)

Faculty Type: (Multiple values)

Rank: (All)

Department: (All)

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

Primary appointments

Legend:

- Female
- Male



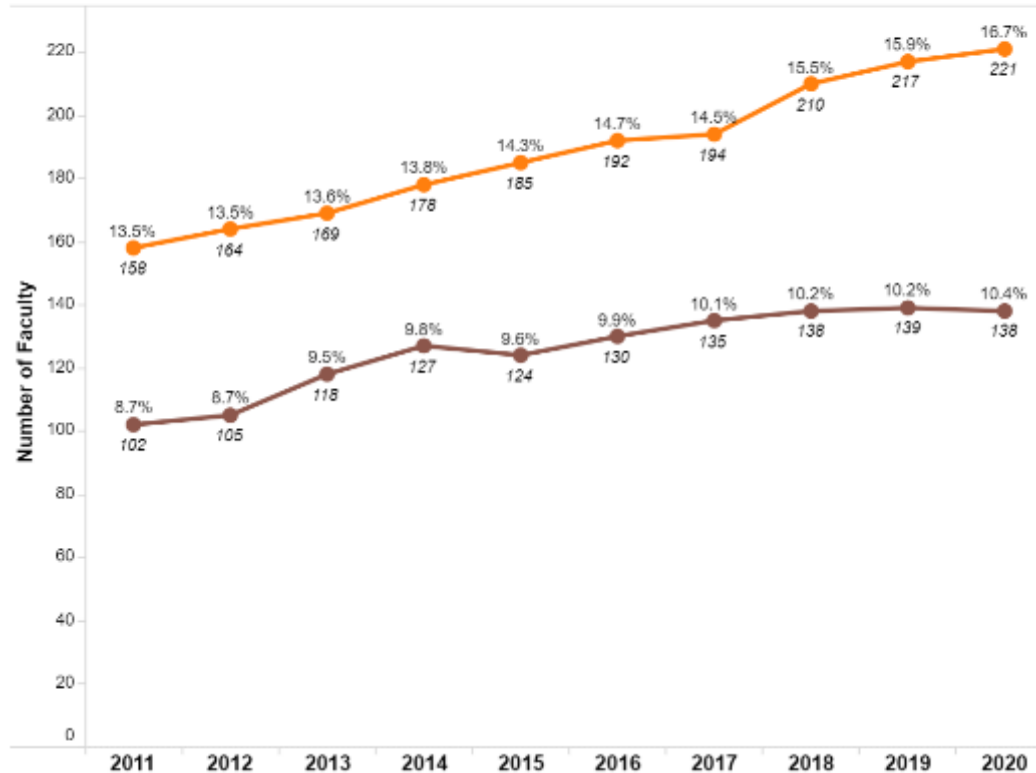
Full-Time Faculty By Race/Ethnicity



Faculty Race/Ethnicity as of Census

Include or exclude white? **Exclude White**

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



Include/Exclude White?
 Exclude White

Race Grouped Selector
 URM Combined

Narrow results with filters:

School: (All)

Gender: (All)

Rank: (All)

Department: (All)

Tenure Status: (All)

Faculty Type: (Multiple values)

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

Race Grouped Selector

- Asian
- URM



Full-Time URM Faculty



Faculty Race/Ethnicity as of Census

Include or exclude white? **Exclude White**

School: **All** | Tenure Status: **All** | Gender: **All**

Faculty Type: **Regular, Research, Special Service** | Rank: **Assistant Professor, Associate Professor, Instructor and 4 more** | Department: **All**

Appointments (all is both primary and secondary): **Primary appointments**

Include/Exclude White?

Exclude White

Race Grouped Selector

URM Separate

Narrow results with filters:

School: (All)

Gender: (All)

Rank: (All)

Department: (All)

Tenure Status:

(All)

Faculty Type:

(Multiple values)

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

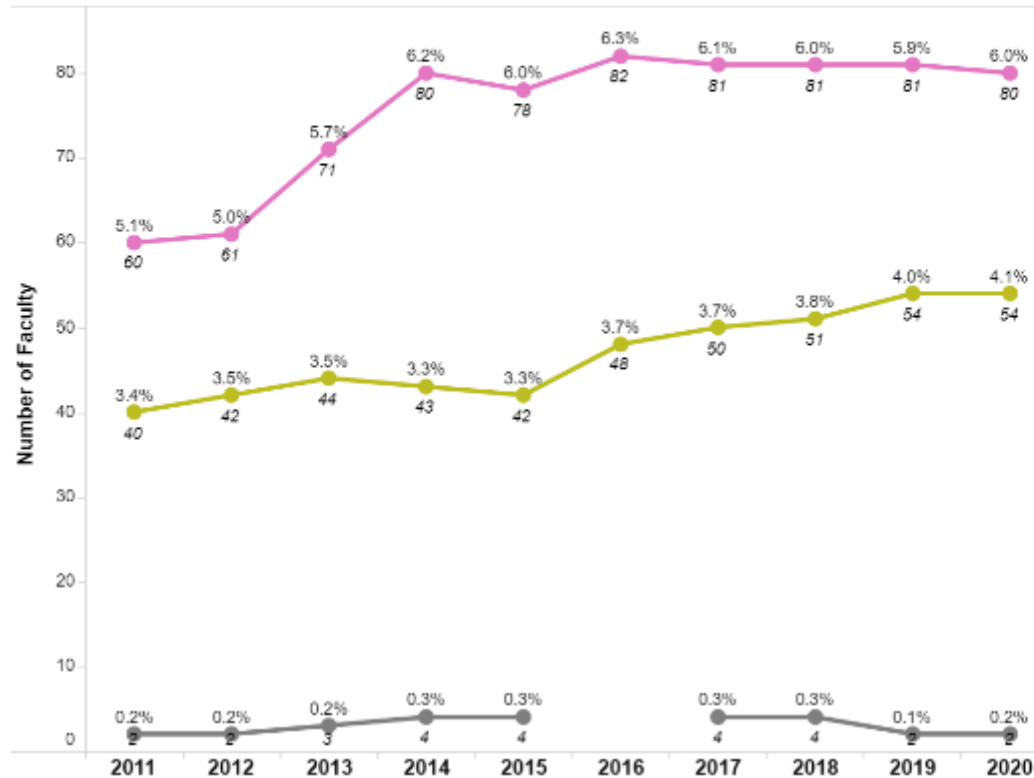
Primary appointments

Race Grouped Selector

African American/Black (URM)

American Indian (URM)

Hispanic (URM)



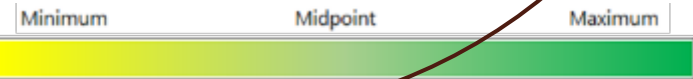
Comparison of Tenure/Tenure-Track vs. Non-Tenure-Track Faculty Salary Averages Compared to AAUP 60th Percentile Averages: AY 2019-20

Increased

Sustained

Reduced

School	Professors			Associate Professors			Assistant Professors		
	T/TT	NTT	Total	T/TT	NTT	Total	T/TT	NTT	Total
CCAS	\$148,630	\$143,877	\$148,266	\$107,057	\$95,091	\$104,296	\$98,021	\$80,816	\$89,216
ESIA	\$175,957	**	\$178,009	\$117,869	\$111,364	\$115,503	\$108,296	**	\$104,968
SB	\$215,990	**	\$216,140	\$171,477	NA	\$171,477	\$184,081	NA	\$184,081
SEAS	\$202,117	**	\$197,651	\$142,282	**	\$142,448	\$114,126	NA	\$114,126
GSEHD	\$146,085	**	\$144,063	\$108,367	\$105,499	\$107,585	\$93,218	\$84,811	\$89,435
LAW	\$271,991	**	\$267,144	\$190,129	**	\$183,809	NA	NA	NA
CPS	NA	**	**	NA	\$103,982	\$103,982	NA	\$93,521	\$93,521
GWSPH	\$212,645	\$180,677	\$203,765	\$135,277	\$128,671	\$133,753	\$104,830	\$108,556	\$105,948
SON	**	**	\$116,666	\$112,360	**	\$111,487	\$97,447	\$92,499	\$94,828
GW AAUP Salary Average	\$187,595	\$159,743	\$184,878	\$123,301	\$104,270	\$118,985	\$114,716	\$84,766	\$102,557
AAUP 60%			\$149,194			\$105,197			\$92,052



** Cells are blank where N<5

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

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

GW Market Basket Institution	Professors										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	%Change
Georgetown University	\$158,900	\$167,100	\$173,592	\$177,900	\$178,200	\$188,250	\$195,800	\$203,400	\$206,100	\$221,400	7.4%
New York University	\$175,900	\$182,400	\$187,618	\$195,700	\$196,900	\$205,588	\$209,700	\$214,500	\$218,300	\$221,000	1.2%
Boston University	\$143,900	\$151,700	\$157,044	\$161,600	\$165,500	\$171,686	\$177,400	\$183,600	\$190,500	\$197,700	3.8%
University of Southern California	\$151,000	\$155,900	\$160,517	\$164,600	\$166,800	\$170,567	\$175,800	\$181,600	\$185,400	\$189,500	2.2%
George Washington University	146400	152000	\$156,018	\$161,400	\$163,500	\$168,799	\$174,600	\$179,400	\$183,300	\$187,600	2.3%
Northeastern University			\$153,200	\$157,600	\$165,400	\$169,202	\$175,300	\$179,900	\$184,900	\$178,200	-3.6%
University of Rochester			\$138,600	\$143,500	\$150,300	\$152,648	\$159,000	\$166,700	\$168,300	\$173,600	3.1%
University of Miami	\$137,000	\$140,800	\$144,778	\$151,100	\$156,000	\$160,210	\$165,000	\$164,200	\$166,600	\$170,600	2.4%
University of Pittsburgh				\$140,200	\$144,200		\$149,400	\$153,000	\$156,700	\$162,500	3.7%
Tufts University	\$130,700	\$134,900	\$138,390	\$143,200	\$145,800	\$150,660	\$152,500	\$154,400	\$155,200	\$162,200	4.5%
Wake Forest University				\$140,300	\$144,100	\$145,600	\$149,300	\$151,700	\$152,000	\$158,300	4.1%
Tulane University	\$134,200	\$140,200	\$140,190	\$147,100	\$145,300	\$145,389	\$152,300	\$149,700	\$155,900	\$158,000	1.3%
Syracuse University			\$122,800		\$127,700	\$130,959	\$134,700	\$129,900	\$133,400	\$137,800	3.3%
Mean (excludes GW)	\$147,371	\$153,286	\$151,673	\$156,618	\$157,183	\$162,796	\$166,350	\$169,383	\$172,775	\$177,567	2.8%
Median (excludes GW)	\$147,450	\$153,800	\$156,018	\$151,100	\$153,150	\$160,210	\$162,000	\$165,450	\$167,450	\$172,100	2.8%
AAUP 80th percentile	\$137,637	\$140,726	\$143,125	\$146,405	\$152,123	\$156,140	\$155,359	\$165,639	\$166,627	\$173,602	4.2%

* Sorted by 2019-20 overall averages

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

GW Market Basket Institution	Associate Professors										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	%Change
Georgetown University	\$104,100	\$109,000	\$109,355	\$111,300	\$114,200	\$118,953	\$125,200	\$130,000	\$136,900	\$139,600	2.0%
Boston University	\$99,800	\$105,000	\$106,896	\$110,200	\$113,600	\$117,126	\$120,000	\$124,800	\$131,300	\$135,100	2.9%
New York University	\$103,800	\$106,000	\$107,656	\$112,100	\$114,700	\$120,222	\$122,800	\$124,900	\$128,000	\$131,400	2.7%
George Washington University	\$100,200	\$103,100	\$106,102	\$109,400	\$109,900	\$114,557	\$115,000	\$117,000	\$118,800	\$119,000	0.2%
University of Miami	\$90,000	\$92,000	\$94,764	\$99,400	\$102,500	\$105,535	\$108,300	\$110,600	\$113,600	\$118,200	4.0%
University of Rochester			\$100,900	\$101,700	\$103,400	\$105,522	\$109,300	\$112,200	\$115,000	\$118,000	2.6%
University of Southern California	\$103,300	\$105,300	\$107,766	\$110,000	\$104,700	\$107,158	\$109,900	\$113,800	\$117,100	\$117,900	0.7%
Tufts University	\$96,000	\$97,500	\$101,152	\$102,300	\$104,500	\$104,816	\$107,200	\$109,500	\$111,100	\$114,000	2.6%
Northeastern University			\$108,000	\$111,800	\$114,700	\$117,725	\$121,800	\$124,100	\$124,800	\$111,600	-10.6%
Wake Forest University				\$95,500	\$96,500	\$98,700	\$98,500	\$101,900	\$103,900	\$106,000	2.0%
University of Pittsburgh				\$93,000	\$96,400		\$99,900	\$101,100	\$103,200	\$105,100	1.8%
Syracuse University			\$87,700		\$94,600	\$95,683	\$97,700	\$97,400	\$102,000	\$102,100	0.1%
Tulane University	\$85,300	\$86,600	\$88,736	\$92,000	\$90,800	\$90,876	\$92,100	\$92,500	\$95,300	\$98,800	3.7%
Mean (excludes GW)	\$97,471	\$100,200	\$101,293	\$103,573	\$104,217	\$107,483	\$109,392	\$111,900	\$115,183	\$116,483	1.1%
Median (excludes GW)	\$97,900	\$101,250	\$101,152	\$102,000	\$103,400	\$105,529	\$108,300	\$110,600	\$113,600	\$115,950	2.1%
AAUP 80th percentile	\$96,232	\$98,023	\$101,072	\$101,658	\$103,801	\$106,347	\$107,719	\$113,023	\$114,499	\$118,235	3.3%

* Sorted by 2019-20 overall averages

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

GW Market Basket Institution	Assistant Professors										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	%Change
Georgetown University	\$88,900	\$94,400	\$96,014	\$101,200	\$103,300	\$112,865	\$115,700	\$115,600	\$120,300	\$117,400	-2.4%
Tulane University	\$69,300	\$71,500	\$73,956	\$79,800	\$83,200	\$91,517	\$92,500	\$93,300	\$108,500	\$117,300	8.1%
New York University	\$95,600	\$99,700	\$105,299	\$110,100	\$111,200	\$115,037	\$117,500	\$115,200	\$113,400	\$114,000	0.5%
Boston University	\$85,100	\$87,800	\$91,001	\$93,200	\$96,800	\$99,071	\$101,100	\$105,000	\$108,700	\$110,700	1.8%
University of Rochester			\$94,700	\$96,000	\$98,000	\$100,620	\$102,400	\$106,900	\$108,200	\$110,600	2.2%
University of Southern California	\$91,500	\$93,300	\$93,452	\$95,600	\$92,900	\$93,870	\$97,400	\$97,900	\$100,200	\$103,200	3.0%
George Washington University	\$82,100	\$84,200	\$86,896	\$87,500	\$90,100	\$90,821	\$92,700	\$96,200	\$99,600	\$102,600	3.0%
University of Miami	\$77,700	\$81,100	\$83,406	\$83,500	\$86,900	\$95,682	\$98,000	\$98,200	\$99,600	\$101,000	1.4%
Tufts University	\$78,200	\$79,000	\$82,898	\$86,400	\$86,500	\$88,317	\$90,500	\$92,200	\$94,000	\$97,500	3.7%
Northeastern University			\$96,700	\$99,100	\$102,200	\$108,103	\$110,700	\$112,300	\$114,200	\$97,000	-15.1%
University of Pittsburgh				\$77,800	\$80,900		\$81,500	\$85,600	\$87,000	\$89,400	2.8%
Wake Forest University				\$79,000	\$80,900	\$81,100	\$77,900	\$76,200	\$85,000	\$85,800	0.9%
Syracuse University			\$75,500		76500	\$77,599	\$79,600	\$80,900	\$80,600	\$82,600	2.5%
Mean (excludes GW)	\$83,757	\$86,686	\$89,293	\$91,064	\$91,608	\$96,707	\$97,067	\$98,275	\$101,642	\$102,208	0.6%
Median (excludes GW)	\$85,100	\$87,800	\$92,227	\$93,200	\$89,900	\$95,682	\$97,700	\$98,050	\$104,200	\$102,100	-2.0%
AAUP 80th percentile	\$81,135	\$84,236	\$86,896	\$87,456	\$91,183	\$95,281	\$95,273	\$100,020	\$100,993	\$104,126	3.1%

* Sorted by 2019-20 overall averages

Salary Equity Ratio* Between Female and Male Professor Average Salary: AY 2020-21

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	11	\$240,767	26	\$209,882	37	\$219,064	114.72
CCAS	58	\$145,258	103	\$149,712	161	\$148,108	97.02
ESIA	6	\$174,900	18	\$193,699	24	\$188,999	90.29
SEAS	9	\$180,946	41	\$192,848	50	\$190,706	93.83
LAW**	12	\$280,515	32	\$274,115	44	\$275,860	102.34
GWSPH	17	\$199,591	23	\$204,141	40	\$202,207	97.77
Grand Total***	118	\$179,065	251	\$186,337	369	\$184,012	96.10

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

** Law school statistics exclude clinical and legal writing faculty. If clinical and legal writing faculties were included, the salary equity ratio would be 96.9.

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

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

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

Salary Equity Ratio* Between Female and Male Associate Professor Average Salary: AY 2020-21

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	9	\$179,837	18	\$172,387	27	\$174,870	104.32
CCAS	81	\$101,356	93	\$105,681	174	\$103,668	95.91
ESIA	10	\$101,060	14	\$122,551	24	\$113,596	82.46
GSEHD	21	\$105,149	15	\$106,244	36	\$105,605	98.97
GWSPH	24	\$131,653	16	\$131,739	40	\$131,687	99.93
Grand Total**	171	\$114,097	184	\$120,699	355	\$117,519	94.53

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

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

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

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

Salary Equity Ratio* Between Female and Male Assistant Professor Average Salary: AY 2020-21

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	7	\$171,149	12	\$192,407	19	\$184,575	88.95
CCAS	58	\$88,365	61	\$89,855	119	\$89,129	98.34
SEAS	5	\$118,987	9	\$110,669	14	\$113,640	107.52
GSEHD	12	\$86,661	5	\$90,448	17	\$87,775	95.81
GWSPH	10	\$104,636	9	\$108,859	19	\$106,636	96.12
Grand Total**	117	\$97,690	101	\$105,760	218	\$101,429	92.37

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

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

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

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



QUESTIONS/COMMENTS?

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Faculty Senate

Faculty Senate Executive Committee Nominating Committee (FSECNC) Slate

The FSECNC will convene to nominate the 2021-2022 Faculty Senate Executive Committee slate.

CCAS: Guillermo Orti, Chair

ESIA: Nicholas Vonortas

GSEHD: Michael Corry

GWSB: Phil Wirtz

GWSPH: Melissa Perry

LAW: Karen Brown

SEAS: Jason Zara

SMHS: Tony Sidawy

SON: Mary Jean Schumann



Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)

February 12, 2021

Arthur Wilson, Chair

Faculty Senate-Led Survey on University Leadership

The faculty-led survey of faculty perspectives on the campus climate and leadership has completed. Following a review of the survey results with the President and with the FSEC and standing committee chairs, a report on the survey's findings will be produced and reported out via the Senate website in the last week of February.

Transparency in Shared Governance

For future discussion and consideration as the Senate continues to engage with the administration on sensitive issues, I am providing the AAUP statement on confidentiality (entitled "Confidentiality and Faculty Representation in Academic Governance") in attachment with this report. I encourage Senators to read this statement and its recommendations as we consider how best to proceed with our shared governance work.

Standing Committees

The annual call for volunteers for Senate committee service went out on February 1st and will be open through March 31st. The committee service volunteer form is available on the Senate website. Standing committee chairs are encouraged to remind committee members that committees are restaffed each year; anyone wishing to continue service should complete the online form to indicate their interest in continued service.

Beginning with today's meeting, I am rekindling the custom of routine, very brief reports from Senate standing committee chairs during General Business. These reports will provide regular, transparent updates on what committees are working on, as well as what information or data they have requested and received from various university entities in support of that work. Each report should take no more than a minute or two to deliver and will be duly recorded in the minutes. Beginning with the March meeting, these updates will take place during the "Reports of Senate standing committees" agenda item. Today, I invite two brief reports at this point; please hold any questions about these brief reports for the "Brief Statements and Questions" agenda item following the Chair's report:

1. Fiscal Planning & Budgeting: report delivered by Co-Chair Joe Cordes
2. Educational Policy & Technology: report delivered by Co-Chair Jason Zara

Personnel Actions

The grievance in the School of Medicine and Health Sciences involving two faculty members is now in its second mediation.

Calendar

The next scheduled meeting of the Faculty Senate Executive Committee is February 26, 2021. All agenda items to be considered by the FSEC for the March 12 Faculty Senate agenda should be submitted to Liz as soon as possible and not later than February 19.

Confidentiality and Faculty Representation in Academic Governance

(JUNE 2013)

The statement that follows was prepared by a subcommittee of the Association's Committee on College and University Governance and approved for publication by the parent committee.

In recent years, the Association has received an increasing number of complaints from faculty members whose service on a variety of institutional governance bodies has been conditioned on their agreeing to confidentiality—sometimes including secrecy before, during, and after deliberations—although they serve on those bodies as designated representatives of the faculty. In some cases, faculty members have been required to sign formal confidentiality agreements.¹

The present statement argues that, except in personnel matters, imposing a precondition of confidentiality on faculty representatives serving on institutional governance bodies is incompatible with AAUP-supported governance standards and that those who would seek to impose various degrees of

confidentiality in decision-making processes should be required to justify their position.²

The AAUP's *Statement on Government of Colleges and Universities* identifies decision-making areas in which the faculty should have primary responsibility, such as matters of curriculum and faculty status, and areas in which the faculty does not have primary responsibility but nevertheless should participate jointly and meaningfully with the governing board and the administration. In major areas of decision making, regardless of whether the faculty's responsibility is primary, the *Statement on Government* calls for the establishment of "[a]gencies for faculty participation in the government of the college or university," such as a "faculty-elected senate or council," for which "[f]aculty representatives should be selected by the faculty according to procedures determined by the faculty."³ The Association's statements on *The Role of the Faculty in Budgetary and Salary Matters* and *Faculty Participation in the Selection, Evaluation, and Retention of Administrators* elaborate on the principles set forth in the *Statement on Government* and speak specifically of the role of faculty representatives.

1. At Idaho State University, faculty members participating in a task force reviewing institutional governance policies and procedures were required to sign the following agreement: "I acknowledge that my participation in the meetings of the Advisory Group on Faculty Governance Committee is done under conditions of strict confidentiality and that I will not share or discuss the discussions had, presentations made, or any material presented or distributed with anyone not on this committee" ("College and University Governance: Idaho State University," *Bulletin of the American Association of University Professors* 97 [2011]: 72, note 10). At Carleton College, those faculty members who met with finalists in the 2010 presidential search report having been required to sign confidentiality agreements. See http://apps.carleton.edu/campus/president/search/updates/?story_id=621762.

2. Consideration of senior faculty status for a candidate for a senior academic administrative position may fall into the category of faculty personnel matters.

3. AAUP, *Policy Documents and Reports*, 10th ed. (Washington, DC: AAUP, 2006), 139, <http://www.aaup.org/report/1966-statement-government-colleges-and-universities>.

Confidentiality requirements are more likely to be imposed in certain areas where the faculty does not have primary responsibility: budgeting in the broadest sense, including the development of salary and benefit policies; administrative searches; and long-range planning, also conceived broadly. Administrations, rather than faculty senates, have tended to appoint ad hoc groups to make decisions in these areas, despite the admonition of the *Statement on Government* that the faculty should select its own representatives. A central feature of these three kinds of governance activities is the extent to which the results of the deliberations have ramifications for the faculty collectively. For example, deliberations over faculty salary policies involve significant collective consequences, as do decisions about the appointments of provosts or other senior academic administrators. Whenever the work of a decision-making body entails such consequences, the faculty members on the body should consult periodically with the colleagues whom they represent by keeping them informed of the body's discussions and by soliciting their views regarding the matters under consideration.

The decision-making areas cited above differ from those of faculty committees dealing with such matters as appointments, reappointments, tenure, promotions, grievances, or internal grants. In these decision-making areas, faculty members are elected, selected, or appointed not so much to represent their faculty colleagues as to exercise their own professional judgment in interpreting and applying relevant faculty-established criteria. This distinction—as well as the need to protect individuals' privacy—is critical to understanding why one but not another kind of governance activity should appropriately be conducted with an expectation of the highest degree of confidentiality, to which exceptions (for example, discovery processes at law) would be rare.

Lesser degrees of confidentiality may be invoked in other circumstances, but each claim of confidentiality must be justified discretely. Discrete justification means, for example, that a committee member might offer privileged information conditioned on its remaining confidential to a committee; a faculty representative might nevertheless then inform constituents, without revealing the content, that a pending decision has been strongly influenced by privileged information. The enumeration of exceptions to confidentiality would normally include a representative's ability to consult with persons whose expertise is critical.

Representation, like confidentiality, admits of degrees and modes. Except in the smallest colleges, direct democracy is impossible, and even in those institutions, committees may deliberate and offer advice before the faculty as a whole casts its vote. When such committees are elected rather than appointed, the opinions expressed by representatives can reasonably be expected to mirror the views of their constituents, implying a high level of consultation. At large universities at the opposite end of the spectrum, the so-called broker system of representation is widespread: constituents, having elected their representatives to a body, resist attempts at consultation, often for the good reasons that the matter under discussion is far outside their own areas of expertise or that they have other governance issues about which to deliberate and provide advice at the department, school, or university level. In the modern university, it is common for a faculty member to occupy a position across several units, each of which may view participation in governance as an expected form of service to the institution. Equally common is a system in which a faculty senate or similar body is elected, but virtually all other faculty participants in governance are then selected by the senate or by the senate in cooperation with the administration; in such cases, representatives may report to and consult with the senate. Institutions should have policies on the nature of representation in various circumstances that reflect the best aspects of their cultures of governance.

Budget discussions. The Association's statement on *The Role of the Faculty in Budgetary and Salary Matters* provides that an "elected representative committee of the faculty [should participate] in deciding on the overall allocation of institutional resources and the proportion to be devoted directly to the academic program" and that such a committee will be of "critical importance in representing faculty interests and interpreting the needs of the faculty to the governing board and president."⁴ Imposing a blanket requirement of confidentiality on committees that advise the administration on budgetary matters is inconsistent with this basic AAUP-recommended governance standard.

Searches for higher administrative officers. Unless mandated to be open by state law, many such searches have an initial, confidential screening stage conducted by a search committee that includes faculty members. The next stage is normally one in which finalists are

4. *Ibid.*, 149–50.

interviewed. At this point in the process, the names of finalists should be made public to the campus community so that the community at large, faculty committees, or at least selected faculty members have an opportunity to interview the finalists and forward their views to the search committee or to a consulting firm employed by the college or university.

Recent years have witnessed an increased tendency to keep searches confidential, with little or no faculty involvement. Two primary reasons seem to account for the trend: candidates for positions are usually administrative officers elsewhere and do not want it known on their home campuses that they are seeking other employment, and search-consultant firms engaged by colleges or universities have sought to take on (and thus be compensated for) ever-greater responsibility in searches, including functioning as evaluators of candidates. These firms may lack appreciation for the ways in which the mission of an institution of higher education differs from that of a corporation or from some other types of nonprofit organizations. Faculty members should be aware of this possibility when searches are in prospect.

The following principles on confidentiality in faculty searches, set forth in the statement on *The Ethics of Recruitment and Faculty Appointments*, demonstrate the Association's support for the right of a candidate to withdraw from the search at the time finalists are publicly announced, and these principles are clearly applicable to administrative searches as well: "Institutions should respect the confidentiality of candidates for faculty positions. The institution may contact references, including persons who are not identified by the candidate, but it should exercise discretion when doing so. An institution should not make public the names of candidates without having given the candidates the opportunity to withdraw from the search."⁵

AAUP-recommended standards call for faculty participation in searches for administrators commensurate with "the primacy of faculty concern" in the particular position.⁶ Searches with an open (usually

final) stage are thus preferred when the administrative role is expected to involve extensive interaction with faculty members. Even a confidential search should involve representatives from as many of the institution's applicable faculty constituencies as possible. If this objective would be impracticable to accomplish with the search committee itself, then it should be accomplished through the interview process.

Long-range planning. The *Statement on Government* asserts that "[t]he framing and execution of long-range plans" is "one of the most important aspects of institutional responsibility" and "should be a central and continuing concern in the academic community."⁷ Long-range planning projects—which can entail major decisions related to budget, institutional organization, academic programs, majors, and faculty personnel—often are undertaken by appointed institutional task forces in which faculty members may constitute a minority. Regardless of their numbers or minority status, faculty members who participate in such projects under the constraints of complete confidentiality would represent the faculty only in the minimal sense of serving as the agents of the faculty, in many cases undermining the type of joint decision making that characterizes the best of shared academic governance. In any event, some level of consultation should be expected.

A scenario in which confidentiality of *all* deliberations is a condition of participation in a particular governance activity denies faculty representatives the opportunity to ascertain the views of their constituents and speak on their behalf. In cases where a direct form of representation is desirable, a confidentiality requirement with respect to a committee's deliberations isolates representatives from those whom they represent and diminishes the weight accorded their statements. By contrast, administrative officers serving on governance bodies in many cases represent the administration directly; they are not obliged to keep information confidential from those administrative officers to whom they report. Depriving faculty

5. *Ibid.*, 179–80.

6. The *Statement on Government* indicates that the selection of a president should "follow upon a cooperative search by the governing board and the faculty" and that the "selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty" (*ibid.*, 137). The derivative *Faculty Participation in the Selection, Evaluation, and Retention of Administrators* refers to the "primary role" of the faculty

and governing board in the search for a president and identifies the role of the faculty in searches for administrators other than the president as reflecting "the extent of legitimate faculty interest in the position." It further identifies academic administrators such as "the dean of a college" as "directly dependent upon faculty support," and it concludes by noting that "sound academic practice dictates that the president not choose a person over the reasoned opposition of the faculty" (*ibid.*, 145).

7. *Ibid.*, 136.

representatives of the opportunity to speak on behalf of their constituents thus amplifies the already significant asymmetry of power. In areas such as budgeting, administrative searches, and long-range planning, where the faculty does not exercise primary responsibility, the ability of faculty representatives to convey the views of their constituents should lend more authority to their statements. Imposing complete confidentiality as a prerequisite for participation in governance bodies reduces the extent to which the views of the broader faculty will be brought to bear on the issues at hand and thus frustrates one of the chief purposes of shared academic governance.

In its 2009 report *Protecting an Independent Faculty Voice: Academic Freedom after Garcetti v. Ceballos*, Committee A on Academic Freedom and Tenure recommended that colleges and universities include speech on institutional matters under handbook or collective bargaining agreement definitions of activities protected by academic freedom. This recommendation was based on the AAUP's conception of academic freedom as including "the freedom . . . to address any matter of institutional policy or action" as a participant in institutional governance.⁸ By limiting the faculty's ability to address such issues, confidentiality agreements effectively curtail academic freedom.

When faced with unreasonable confidentiality requirements, faculty members may find themselves in a dilemma. If they refuse to submit to them and therefore decline to serve, the faculty's role in that particular governance body, activity, or decision is thereby diminished or eliminated entirely. The administration may charge recusant faculty members, because of an unacceptable requirement, with being uncooperative or uncollegial and even with declining generally to participate in governance service. On the other hand, if faculty members choose to participate under such conditions, the faculty role will be compromised, and the outcome may be at odds with the will of the faculty. In an attempt to legitimize the undertaking, an administration will be able to state that faculty members did participate. Apart from personnel matters, therefore, the faculty must insist that advocates of confidentiality be required, in each particular instance, to demonstrate that the need for secrecy outweighs the need for transparency. A senate or similar representative faculty body can create these favorable conditions

for the work of faculty representatives by establishing standards of conduct and recommending their incorporation into the faculty handbook or collective bargaining agreement.⁹ The expectation of consultation is an essential element of shared governance.

Recommendations

1. Because requiring a pledge of confidentiality as a precondition for participation in any governance activities, other than serving on committees that deal with personnel matters, is incompatible with widely accepted standards of shared governance, faculty members should not agree to preemptive confidentiality mandates or agreements.
2. Confidentiality expectations appropriate to various modes of participation in governance should be specified, and faculty representatives should be mindful of their responsibility to keep their constituents informed and to seek their opinions.
3. Searches for presidents and other chief academic officers should have an open phase that allows individual faculty members as well as faculty bodies to review the credentials of finalists, ask questions, and share opinions before a final decision is made. ■

8. *Academe* (November–December 2009): 88, <http://www.aaup.org/NR/rdonlyres/B3991F98-98D5-4CC0-9102-ED26A7AA2892/0/Garcetti.pdf>.

9. At the University of Memphis, the faculty senate asks faculty representatives to sign a "Faculty Representative Agreement" that states, "As an appointed faculty representative, you are to represent the opinions and interests of the faculty as a whole, not just your own opinions and interests." It includes the following expectation: "After each committee meeting, e-mail a brief summary report of the meeting to the office of the Faculty Senate so that all faculty can be informed of committee activities via the senate's web site."