



Faculty Senate

MINUTES OF THE REGULAR SENATE MEETING HELD ON MARCH 10, 2023 via WEBEX

- Present: President Wrighton, Provost Bracey; Faculty Senate Executive Committee Chair Tielsch Parliamentary Binder; Acting Registrar Cloud; Senate Office Staff Jenna Chaojareon; Deans Goldman, Henry, Lach, Mehrotra, Riddle, and Wahlbeck; Professors Anenberg, Bamford, Briggs, Callier, Clarke, Cordes, Eakle, Griesshammer, Grynawski, Gutman, Johnson, Joubin, Kay, Kulp, Marotta-Walters, Mazhari, McHugh, Mylonas, Olesen, Orti, Pittman, Roddis, Sarkar, Schultheiss, Schwindt, von Barghahn, Vyas, Wagner, Wilson, Wirtz, Yezer, and Zeman.
- Absent: Senate Office Staff Liz Carlson; Deans Ayres, Bass, Feuer, and Matthew; Professors Borum, El-Ghazawi, Feldman, Gore, Gupta, Kieff, and Vonortas.

CALL TO ORDER

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

President Wrighton recognized the Parliamentary, Professor Binder, for some brief comments on agenda setting.

The Parliamentary noted that the Senate received two versions of today's meeting agenda: one that went out last Friday, seven days in advance of the meeting (as per the *Faculty Organization Plan* (FOP)), and a second, slightly revised agenda that was posted this past Monday.

The revised version moved the Physical Facilities (PF) committee report from the committee reports section into the Updates section. In the course of rearranging the agenda and with concerns that a quorum could be lost during a long meeting on the eve of spring break, the Fiscal Planning & Budgeting (FPB) committee chairs were willing to move their report to April. Separately, the Professional Ethics & Academic Freedom (PEAF) committee decided that Resolution 23/8 might be better pushed back to the April Senate agenda. The revisions therefore rearranged one report and took two items off the agenda.

Some senators reasonably questioned whether the FOP and Roberts Rules of Order allow those sorts of revisions to a pre-circulated agenda without bringing the changes to the Senate.

The Parliamentary assured the Senate that, when these issues were raised, she did look carefully to make sure that the revised agenda was allowable under her interpretation of the rules. She noted that she is quite comfortable that the changes comply with the rules. That said, she thought it would be

helpful for today (but also for the future) to very briefly explained what the Faculty Senate Executive Committee (FSEC) can do and what it can't do:

- 1) FOP: FSEC must circulate agenda at least 7 days before meeting. That is why Ms. Carlson typically circulates the agenda on the Friday before a Senate meeting;
- 2) FOP does explicitly require a **vote** of the **full Senate** if someone wants to **ADD** an item of business that was **not** included on the pre-circulated agenda;
- 3) But the FOP is silent on **re-arranging the agenda or dropping measures** from the agenda; and
- 4) Roberts Rules of Order do explicitly provide some flexibility in the **makeup** of the agenda for organizations like the Faculty Senate that do not formally adopt an agenda at the start of the meeting. Roberts says that such a **pre-circulated agenda** is "not binding as to detail or order of consideration" other than that it conforms to the organization's standard order of business.

Professor Binder noted that she is therefore comfortable that these changes are consistent under the rules:

- moving up the update from PF;
- with the agreement of the FPB chairs, defer their report to a future meeting; and
- at the request of PEAFF, defer consideration of their agenda item until a future meeting.

APPROVAL OF THE MINUTES

The minutes of the February 3, 2023, Faculty Senate meeting were approved by unanimous consent.

INTRODUCTION: Ellen Granberg, President-Elect (Mark Wrighton, President)

President Wrighton enthusiastically welcomed President-elect Dr. Ellen Granberg to today's Senate meeting. Since the announcement of her appointment, he noted, Dr. Granberg has been busy touring GW's campuses and meeting many members of the university community. He and Dr. Granberg have been working closely together to ensure a smooth transition of the presidency in July, and the President stated that the university is very fortunate that such a distinguished and collaborative leader will be the 19th President of the George Washington University. He recognized that some members of the faculty leadership have had an opportunity to meet Dr. Granberg, and he was very pleased she has this opportunity today to address this important group. He invited Dr. Granberg to say a few words.

Dr. Granberg thanked the Senate for the opportunity to visit today's meeting and shared what her activities and impressions have been since her appointment was announced. She noted that, while it is still early days, she is starting to hear some themes in the conversations she is having. In her two visits thus far, she has toured the Foggy Bottom campus and looks forward to seeing the Mount Vernon and Virginia Science and Technology campuses soon. In meetings with President Wrighton, the deans, FSEC, student government leaders, and other university administrators, she has heard about GW's big opportunities as well as major challenges. These conversations have helped her learn about GW's organizational structures, what some of the major initiatives are, and what kinds

of things she will be most immediately involved with in July. Recently, she added, she has started to have one-on-one meetings with the trustees after beginning with a Board Executive Committee meeting. In addition, she is reading myriad documents (as well as *The Hatchet*), and she and Professor Tielsch specifically discussed the important shared governance documents she should review, including the recent shared governance principles document, the *Faculty Code*, and the FOP. While still completing some major initiatives at her current institution, she expressed that she is very much enjoying her visits to GW.

She outlined a few themes that have emerged in her conversations on campus so far. First, she has heard a lot of optimism and hope for GW's third century as well as real gratitude to President Wrighton for his leadership and for everything he has done to bring the university together. From her conversation with FSEC, she heard particular things that FSEC and other faculty appreciate about President Wrighton's leadership, particularly a new level of transparency and willingness to consider multiple views when making critical decisions. She affirmed that this is also the way she likes to lead and was therefore glad to hear that there is consistency between President Wrighton's approach and her own.

Second, Dr. Granberg relayed hearing that there is a feeling that GW has for a long time been on the brink of reaching its next level, and there seems to be a lot of interest and excitement about moving forward. There is not unanimity about how to move forward but a sense that bright days with new opportunities lie ahead.

She is also hearing broad-based interest in establishing and building on elements of the GW experience that go beyond its physical location—the idea of continuing to value and celebrate what GW can do because of its location but also to go beyond that and to really establish both in the student experience and in the work of faculty and staff a sense of identity, purpose, and opportunity that isn't wholly dependent on physical location, which has been a very prominent theme.

Dr. Granberg relayed hearing a lot of interest from faculty in interdisciplinary research and education as well as observations that this is a time-consuming endeavor. This points to the importance of taking these things up with the right kind of resources and time to do them well. There is also keen interest in and questions about the academic medical enterprise and what's happening there.

She noted that she is starting to think about strategic planning and possible initiatives and is looking forward to discussing these with the Senate in the future. She added that she has always admired GW, and her regard for the institution and its people has only grown since January. She expressed that she could not be more excited to be joining the university community, and she thanked the Senate for the opportunity to join today's meeting.

Professor Wilson noted that he is co-chair of the Senate committee on University & Urban Affairs, which is charged with finding ways to document and improve relations with the District and the surrounding community. The committee is considering a tour of university endeavors in the District, and he invited Dr. Granberg to participate. Dr. Granberg responded that she would love to do so and that she is very interested in learning more about GW's relationship with the city.

PRESIDENT'S REPORT (Mark Wrighton, President)

The President recognized that, as usual, with the spring well underway, many are working hard to balance competing teaching and research priorities and ensuring GW's students are well supported in their academic pursuits. He hoped faculty would find some respite from these demands next week during Spring Break and noted that he would be traveling during the break to meet with alumni in New York and southern Florida. Following break, the usual race to Commencement will begin.

He began his report today with some very nice news, particularly for some of the newest members of the university community. This week, GW presented ten full-ride scholarships to deserving D.C. high school students as part of the annual SJT Scholarship Program. Having the opportunity to hand-deliver acceptance letters to these happy students and learn from them and their families what this scholarship means to them was a very rewarding way to spend Wednesday this week. The scholars in this program have long been among GW's most successful students.

Much has happened since the last Senate meeting, including several opportunities to showcase the work and accomplishments of the faculty. The President noted a few examples:

- During this Women's History Month, he attended an event yesterday celebrating 10 years of GW's Global Women's Institute. The contributions of this institute in advancing gender equity and fighting violence against women and girls are extremely impressive.
- Yesterday, he also had an opportunity to recognize the research contributions of GW faculty for members of Congress, as he hosted a breakfast with members of the U.S. House on Capitol Hill showcasing the research enterprise at GW and emphasizing the importance of federal funding and partnerships in advancing the university's research mission and having a positive impact on society.
- Finally, he noted two specific achievements of GW faculty in recent days that are deserving of recognition:
 - Last week, the university formally installed Dr. LaQuandra Nesbitt as the Bicentennial Endowed Professor in the School of Medicine and Health Sciences. This is the result of the university's investment in 14 endowed faculty positions to accelerate progress in the academic medical enterprise.
 - He also highlighted a very nice event held earlier this week honoring Ted Turner and formally introducing John Sutter as the Ted Turner Visiting Professor of Environmental Media. This is an exciting way in which GW will advance its commitment to sustainability and storytelling in the School of Media and Public Affairs.

The President also shared a few university-wide initiatives that he hoped Senate members and their colleagues have been engaged in:

- Moniker: The university has just completed its first round of community feedback through "Moniker Madness" community input and activities during a recent men's basketball game. The university is assessing the feedback so far and will refine the list of moniker options for the next round of engagement. The President hoped faculty would continue to share their thoughts.
- Diversity Summit: The President recognized and congratulated the many students, faculty, and staff involved in the three-day Diversity Summit. It was an impactful and meaningful

way to engage in discussions about diversity, equity, and inclusion and the GW community's dedication to strengthening the university's commitment in this regard.

Finally, President Wrighton addressed the unionization effort underway. On March 3, the Committee of Interns and Residents of the Service Employees International Union filed a petition with the National Labor Relations Board (NLRB) seeking to represent interns, residents, chief residents and fellows employed by George Washington University, who work at George Washington University Hospital. The university will follow the processes set forth by the NLRB, including election procedures, to allow eligible residents to make their choice about union representation via a democratic and secret ballot election overseen by the NLRB.

Resident physicians are an important part of the university community. The university embraces the important mission of training the next generation of physicians, ensuring that they develop the competencies they will need as independent physicians through the School of Medicine's diverse and comprehensive training programs. Resident physicians play a key role on patient care teams, and the university is grateful for their contributions to the health and wellness of the patients they serve. The university remains committed to ensuring that its resident physicians have a meaningful and successful training experience at the university. This is an important decision, and the university believes each resident should cast their own vote and should inform themselves about this important decision they. The university will provide more information to the residents as the process proceeds.

BRIEF STATEMENTS & QUESTIONS/PRESIDENT'S REPORT

Professor Wirtz raised the issue of the financial situation of the Medical Faculty Associates (MFA), which remains a matter of great concern to the Senate. As last communicated to the Senate, he noted, the \$140 million loan from the university to the MFA is insufficient to cover the MFA's needs this year, with the President and CFO Fernandes recently relaying to the Senate that an additional \$60 million would be needed to cover the MFA's budget deficiencies this year. He noted that the Senate is very grateful to the President for his candor and for telling the Senate exactly what the situation around the MFA is; he asked whether the \$60 million figure is still correct and whether there are any updates the President might provide on this serious situation.

President Wrighton responded that predictions on the MFA are especially challenging as the organization is experiencing headwinds (as are other similar practices around the country). Before asking CFO Fernandes to add his comments, the President confirmed that leadership worked with the Board of Trustees, who have approved advancing up to \$200 million to support the needs of the MFA. This was done with the understanding that the MFA will undertake and execute a plan to come to financial well-being over a period of time. CFO Fernandes noted that, at present the university has advanced about \$172 million of the approved \$200 million; the MFA is still trending to the \$55-65 million loss previously projected on revenue of about \$375-400 million. At this point, he stated, it is a little bit early to see how February is going, but volume is trending better in terms of what occurred in January and earlier. Once his office receives the information of how this volume trends to the bottom line, there will be a better sense of where the MFA stands with respect to the rest of the year. He expressed his belief that the approved \$200 million will be enough to get through the rest of the fiscal year but added that the next couple of months will be critical in that

process, as his office did anticipate that the volume improvements would start to trend to the bottom line with respect to financial improvement.

Professor Wirtz followed up, asking if this means that projections hold for the MFA breaking even by the end of FY2024. CFO Fernandes responded that those projections have not changed at this point. President Wrighton stated that, while the increases in volume are good news, nationally, work in academic medicine is being challenged by increasing and ongoing effects of inflation; in medicine, too, there are serious shortages in terms of the professionals providing clinical care. The MFA is not immune to these challenges in the DC area, and there is a lot of competition for the talented people it needs to provide clinical care.

RESOLUTION 23/7: Of Appreciation for Professor James Tielsch (Kim Roddis, Faculty Senate Executive Committee)

Professor Roddis read the [attached](#) resolution into the record. The resolution was adopted by unanimous consent. President Wrighton congratulated Professor Tielsch and expressed his deep appreciation not only for the work he has done with FSEC and the Senate but also for his administration and the entire university community, all the while remaining a very distinguished member of the Milken Institute School of Public Health (GWSPH) faculty. Professor Tielsch expressed his appreciation for the resolution and the President's comments.

UPDATE: Future Campus Master Planning (Eric Grynawiski & John Traub, Co-Chairs, Physical Facilities Committee)

Professor Grynawiski noted that the last time campus master planning was undertaken at GW was during the LeBlanc administration a few years ago. That last round left many in the university community, including faculty and staff, feeling excluded from the process. With the plan on hold, the committee took this opportunity to clarify what the faculty might mean when they say they want to be involved in the process. This report recommends some different options without being overly prescriptive of ways faculty might be included and works to avoid controversy by stepping back from specific projects and focusing on master planning in general, learning from other schools' experiences.

The last master planning effort reimagined the campus as a whole, with a diagonal that connected GWSPH all the way down to the Elliott School of International Affairs (ESIA) with green space as well as substantial renovations to Kogan and Potomac Plazas. It also included an expanded medical district, expanded sciences, and converting the current student center into an integrated building. This campus master plan represented a sizable redesign of the entire campus. A major problem with this last process is that it included just two faculty members. In addition, as the campus has continued to evolve, a major change in student life is the new dining halls on campus, which provides an opportunity to rethink the plan. Due to these and other changes in student services locations, pedestrian traffic on campus has changed since the last plan was developed.

With these comments, Professor Grynawiski presented the attached [report](#) and accompanying [slides](#) on Future Campus Master Planning. Following Professor Grynawiski's slide review, President Wrighton asked that the slides be shared directly with him, noting that they will be important guides

as he wraps up his presidency and that he would speak with Dr. Granberg about the suggestions made here.

Professor Wirtz complimented and thanked the committee on the hard work that went into this report. He asked whether the university has commissioned any formal reports with architects that are on the books and ready to be used in preparation for a campus master plan or if, instead, the university is at the stage Professor Grynawiski suggested, namely, determining how to do this process correctly.

President Wrighton responded that, last fall, he approached Board Chair Speights and Vice Chair Chichester suggesting that the board consider establishing a committee on real estate, campus planning, and facilities. The university has a lot of real estate and important academic aspirations, and he recalled the recent Senate resolution supporting the construction of a new residence hall on campus. These aspirations exist, yet there is no comprehensive campus plan.

He noted that he has asked Executive Vice President Sharon Paulson and Provost and Executive Vice President for Academic Affairs Chris Bracey to co-chair a working group within the administration, and he affirmed that this group will want to work closely with the faculty on this issue. However, he also felt that the Board, with its responsibility for stewarding the university's finances, should have a committee in this area. The Board agreed with this recommendation, and Trustee Michelle Reuben, who is an expert in real estate, has agreed to chair that committee. That committee will meet in May, and one of the topics to be discussed is the progress on planning for the new residence hall. He also anticipated that advisors would be brought together in connection with campus planning, but no campus planner has yet been recruited; the university is very early on in the consideration of candidates for this.

He noted that a walk around campus shows many facilities needs. There are also important academic aspirations that will require constructing new facilities and having a robust process for developing a good campus plan. Working on facilities will be very important. He also noted the need to be mindful of the fact that GW has two other campuses beyond Foggy Bottom. Several trustees have toured the Virginia Campus of Science & Technology, and he hoped the Board would continue to build its understanding of what GW has in Virginia, including the School of Nursing, financial operations, and research facilities. All of these elements need to be included as the university thinks about its physical future.

Professor Sarkar recalled that the last Senate discussion on this matter included an issue raised by the administration, namely, that there was a sense of urgency around acting on the plan because of development commitments and timelines imposed by the District. He asked whether the committee considered this part of the issue in its study. Professor Grynawiski responded that the committee did discuss this issue, which centers on city rules in terms of the amount of square footage that the university can develop in different time frames; this guided the previous campus master planning exercise. The committee found that the peer institutions they looked at all faced similar issues as many of them are in urban areas. He noted that it is not something the present report can comment on in the sense that it is subject to negotiation between the university and the District.

President Wrighton added that there is a framework that has been approved by the District. There are, however, many considerations (including of neighbors) before moving forward with any specific project. The site discussed previously for the new residence hall is included in this framework and

would be permitted in principle, but the university must still go through a fulsome process to be able to construct a new residence hall. The university needs to undertake a process that scopes out what this report suggests—finding the academic core and the support facilities needed for students. The District also requires that GW have a certain number of places for students to live on campus. With regard to the District's provisions for building out square footage expiring, President Wrighton noted that the university could always approach the District to extend this time. With the current economic challenges in the District, university leadership feels that it is in a very good situation with respect to developments GW might like to see on its campus.

Professor Yezer noted his experience that what gets developed and built is, at some universities, dependent on benefactors. He asked whether seeking philanthropic support (as opposed to using budget that otherwise might be spent on faculty salaries) for new construction is being included as part of this process and what the committee considered around the question of how to fund new facilities. Professor Grynawski responded that there is a substantial amount of fundraising around the strategic campus master plan and that it is not just about buildings; it is also about getting alumni involved in reconnecting with the university. He noted that alumni are a core stakeholder group at Georgetown, for example, that works closely with campus spaces whether they are giving to financial aid, the campus master plan, or another endeavor. He added that the typical process is to develop a strategic plan, figure out what kind of academic space is necessary, design the campus, and then determine costs and funding. This provides a number of different opportunities for people interested in giving to the campus to engage, depending on what they are interested in doing, at a variety of giving levels. As an aside and because President Wrighton mentioned the new residence hall, he noted that the committee remains very supportive of this project.

President Wrighton added that he has a lot of experience in developing new facilities within the constraints of a campus plan and within the financial constraints that all academic institutions work with and that he would be happy to talk with Dr. Granberg about these experiences. One thing that is clear, he noted, is that GW has many talented people who are advancing top priorities; this can create the temptation to say that the university has a vertical, prioritized list. However, GW has many needs, and it can be more productive to move forward with a horizontal list of top priorities. The order in which those might be pursued in terms of physical developments might well depend on who comes forward with a major gift. In this environment, the buildings the university might envision will likely be very expensive, and it is rare that a single donor will provide all of the funds required for a construction of that magnitude. He agreed that projects should not be funded with faculty salaries, adding that this is a compromise he would refuse to make. The university needs new money that will be available for physical development; if GW has exciting things to do in new facilities, it will be able to attract support aligning with the interests of philanthropists.

REPORT: Core Indicators of Academic Excellence (Chris Bracey, Provost)

Provost Bracey prefaced his presentation by reminding the group that the core indicators report is meant to provide faculty with data in a narrative to explain how the university's academic enterprise is performing. Overall, he stated, the data in this report will point to a certain resilience of GW's academic enterprise despite all the challenges encountered by the university over the past few years: the global pandemic, pivoting between in-person and remote instructional modalities, budget mitigation, staff reductions, leadership changes, and other transitions. GW's academic enterprise has

proven resilient through all of this, maintaining continuity of instruction without sacrificing the quality of the learning experience or the safety of the campus community.

Provost Bracey provided an executive summary for the presentation, articulating three top-line principles which serve as guideposts for the university's academic enterprise:

1. GW remains committed to the attainment of preeminence as a comprehensive global research university. This goal was established at the beginning of President LeBlanc's term; the Provost stated that he continues to perceive this as a compelling goal, as does President Wrighton.
2. GW remains committed to its fundamental mission. GW is a mission-based institution and strives to create a rigorous high-quality and structured environment to train the future leaders of the world and to push the frontiers of knowledge with the production and dissemination of impactful research. As the university continues to invest in its academic medical enterprise, it folds in the fundamental commitment to clinical medicine and patient care.
3. Academic excellence must be the cornerstone; the university therefore strives to do things that create positive academic reputation enhancement for the university. The university wants to be grounded in academic rigor, which is key to challenging students and enhancing reputation.

Referencing the [attached](#) slides, the Provost noted that, as in past years, the focus of this report is on the two most important cohorts within an academic institution, the students and the faculty. GW's aspiration is to attract students of the highest quality and caliber who will bring to the university a diversity of experiences and perspectives that enrich the learning environment and who are prepared to succeed in their studies at GW. He reviewed data on enrollment numbers, student quality (using GPA data and noting that less than half of applicants to GW now submit test scores), retention rates, students with majors or minors in more than one school, students majoring in STEM fields, 4- and 6-year graduation rates, new international student enrollments, and students graduating with two majors. In several areas, the Provost noted the pandemic's impact on the university's ability to retain and graduate students; however, the university should begin to see the 4-year graduation rate recovery for the entering class of 2021.

The Provost then reviewed faculty data, noting that the faculty is the university's most critical asset it aspires to achieve. Every preeminent academic enterprise needs to have a north star and an agreed-upon set of objectives to guide investment decisions and efforts expended in service of advancing the institution. For GW, the north star must involve the faculty on a fundamental level. This is because, in a very real sense, the faculty are the university—they devise the curriculum, deliver the instruction, evaluate student performance, produce scholarship, and drive GW's academic reputation forward. The Provost then reviewed data on faculty numbers, percentages (by tenure status), gender, race and ethnicity, salaries (including gender equity), courses taught by full- and part-time faculty, and personnel against student headcount.

In looking at tenure data, the Provost noted that, just as a depletion of faculty occurred over several years, he imagined that the restoration and replenishment of the faculty would also be a multi-year strategy. The bottom line is that GW is now flat in terms of overall faculty numerology. Non-tenure faculty numbers have decreased slightly, but the university has experienced slight increases in its tenure and tenure-track faculty post-pandemic. The Provost stated he is hopeful that GW will

continue to see an upward trend in this area and that next year's data will show the reestablishment of *Faculty Code* ratios in the out years.

In reviewing faculty race and ethnicity data, the Provost recalled his comment during last year's core indicators presentation that there was work that needed to be done in this area to recover from the pandemic; he added that he shared this sentiment with the deans of the schools. The uptick seen in this year's data is reflective of the hard work of the faculty appointments committees and their commitment to attracting a qualified, diverse applicant pool and the efforts of the deans to recommend the hiring of highly qualified and diverse candidates.

In closing, the Provost noted that GW continues to fulfill its two-fold mission by creating and maintaining a high-quality learning environment and by pushing the frontiers of knowledge. The core indicators highlight some of the challenges confirmed by the student population but also some of the ways that the student body has shown resilience. The core indicators regarding faculty indicate a strong impact of the pandemic on GW's faculty as well, particularly on tenure-track faculty and faculty of color. However, these indicators also represent areas of opportunity and demonstrate a certain resilience. The university's task will be to continue to excel and fulfill its academic mission while shoring up areas identified in today's report that will help GW demonstrate an even stronger posture as it moves into its third century. The core indicators highlight the challenges of the pandemic as well as areas of focus and investment required to ensure continued world-class status. There is a lot of work ahead, and the Provost invited all faculty to join him in this work.

Professor Wilson asked where the university stands on reaching the *Faculty Code* requirement that 75% of faculty be tenured or tenure-track. The Provost responded that this requirement is referenced in the report with data on the distribution of tenure-track faculty in each of the schools. He observed that this has been largely aspirational. In looking at this data back to 2018, he found that some schools have met this requirement consistently, while others have struggled. In 2018, overall, the university was in compliance with this rule, meaning that 75% of all regular faculty were tenure track, but the requirement specified in the *Faculty Code* states that each school should be at this level. That has been more of a challenge. President Wrighton noted that, overall, the university is close to this mark. He observed that the recruitment of junior tenure-track faculty—those entering GW in their first faculty position—is growing. This assures refreshment of the academic community and is a significant achievement. This effort is being led by search committees, the deans, and the Provost.

Professor Wirtz followed up, observing that there is a trichotomy that should be noted here. The *Faculty Code* speaks to regular faculty, which is divided into two pieces: the non-tenured and the tenured regular faculty. The 75% requirement relates only to these regular faculty. This leaves aside the separate category of specialized faculty, which appears from the data presented today to be growing. He noted that what appears to be happening is that there has been a decline in the regular faculty and an increase in the specialized faculty, and the specialized faculty are not subject in any way to the 75% rule. The Provost confirmed that the 75% rule applies only to regular faculty (as shown on slide 13) and that this population is not growing, while the specialized faculty population is growing very slightly. This small increase could be noise, and the Provost noted that a longitudinal look at the data would be needed to see if this is a trend.

Professor Yezer noted that the university is concerned about student retention but also dropped the fixed tuition plan. Part of the purpose of this plan was to reward students who stayed by giving them

the incentive of fixed tuition. He wondered if there was any consideration that the ending of that plan might have been a mistake. The Provost responded that he wouldn't consider this an error on the university's part but rather a move to a different strategy for improving retention. In more recent years, the university has focused on other things that are likely to improve the ability of a student to matriculate year over year. It changed the way students' aid was packaged on the front end, but it also provided other enhancements as part of the student success initiatives to get them to stay at GW. He invited Vice Provost Goff to add his comments.

Vice Provost Goff noted that a financial analysis of the fixed tuition plan showed that, for the fifteen years it was in place, the plan appeared to have no effect in terms of improving student persistence. Student retention and graduation rates did improve when the university met a greater percentage of students' unmet financial need, especially among students from lower income families. Ending the fixed tuition policy allowed the university to shift more financial aid dollars into its need-based financial aid packages. GW has been following this gapping strategy since the 2019-20 academic year. This practice has helped a great deal with Pell Grant eligible students, who previously were graduating at lower levels. After the university improved the need-based financial aid and provided targeted support services, Pell Grant eligible students started persisting to graduation at rates equal to the general student population.

Professor Grynawski observed that students in his courses have experienced substantial financial shocks, which can come at any point during the academic year. For example, two students' parents lost jobs partway through the year, and the family was unable to meet its financial commitment to the university. This does not involve the original aid package but adjustments to the aid package and the agility of GW's financial aid support system to provide for these students. He asked whether there was any sense of how much of the retention changes are due to this type of substantial economic uncertainty. He added that the faculty strongly appreciate the university leadership's commitment to fundraising around financial aid and the importance of this for the strength of the university.

Before recognizing Vice Provost Goff to respond, the Provost noted that when a stronger financial aid package on the front end creates less stress, students are more likely to persist year over year. The Open Doors campaign is designed to close that gap so that GW can, like many of its peer institutions, meet full need. Vice Provost Goff noted that the pandemic's impact on student retention was strong; a significant portion of the group that did not return were international students who could not re-enter the country. The majority of the more than 400 undergraduate students who took leaves of absence during the pandemic did return to GW; others, however, chose to remain at the institution they moved to during GW's remote year. In this, more attrition was directly related to the pandemic than to financial ability to persist. He added that GW is meeting close to 92% of unmet need for all undergraduate students in the pandemic impacted cohorts; when studying student cohorts by financial aid package levels, his team did not observe a significant change in the attrition rate during the pandemic.

President Wrighton added that, when students experience severe shocks (e.g., income loss, death of a parent, an event like the Russian invasion of Ukraine), the university has stepped forward with emergency funding. These occurrences are relatively rare, but, when they occur, the university would like to be able to help. This is another fundraising opportunity, and he noted that GW has been doing pretty well with its matching program for new endowed undergraduate financial aid support. The best thing the university can do, he added, is to build its financial aid endowment to assure that

it can continue to admit students independent of their financial circumstances. This assists the university in building a great and diverse student body.

INTRODUCTION OF RESOLUTIONS TO BE REFERRED TO COMMITTEE

No new resolutions were introduced at the meeting.

GENERAL BUSINESS

- I. Nominations for Membership to Senate Standing Committees
None were offered. The annual call for committee service volunteers remains open until March 17.
- II. Senate Standing Committee Reports
None beyond today's report from Physical Facilities. Standing committee chairs should submit their committee annual reports to the Senate office by April 6, 2023.
- III. Report of the Executive Committee: Professor Jim Tielsch, Chair
Professor Tielsch's report is [attached](#).
- IV. Provost's Remarks
The Provost's remarks are [attached](#).

BRIEF STATEMENTS AND QUESTIONS

None.

ADJOURNMENT

The meeting was adjourned at 4:39pm.



A RESOLUTION OF APPRECIATION FOR PROFESSOR JAMES TIELSCH (23/7)

WHEREAS, Professor James M. (“Jim”) Tielsch’s term of continuous service on the Executive Committee of the Faculty Senate (most recently as Chair) reaches its three-year limit under the Faculty Organization Plan in April 2023; and

WHEREAS, Professor Tielsch has guided the Faculty Senate with extraordinary skill across a tumultuous year, including a major presidential transition and COVID-19; and

WHEREAS, As Chair of the Faculty Senate Executive Committee, Professor Tielsch forged important collaborative connections leading to increased trust between the faculty and the Board of Trustees; and

WHEREAS, Professor Tielsch’s efforts as co-chair of the Presidential Search Committee were instrumental to the recruitment and selection of President-Elect Ellen Granberg; and

WHEREAS, Professor Tielsch is to be particularly acknowledged for advancing the principles of Shared Governance throughout his tenure on both the Faculty Senate and the Senate Executive Committee; and

WHEREAS, Professor Tielsch has tirelessly invested countless hours in improving the lives of GW’s students, staff, and faculty, in addition to the quality and reputation of the University; and

WHEREAS, Professor Tielsch has earned the highest level of respect, gratitude, and admiration of his colleagues on the Faculty Senate as well as the esteem and appreciation of the entire University community;

**NOW, THEREFORE, BE IT RESOLVED
BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY
THAT THE FOLLOWING STATEMENT OF APPRECIATION BE ISSUED:**

Professor James Tielsch has provided distinguished service as a member of the Faculty Senate since 2016, as a member of the Senate Executive Committee since 2020, and as Chair of the Executive Committee for the 2022-2023 Senate session.

As Chair of the Executive Committee, Professor Tielsch has provided outstanding leadership to the University, particularly in the area of shared governance.

As a consequence of his extraordinary leadership, THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY HEREBY EXPRESSES ITS DEEPEST ADMIRATION, APPRECIATION, AND GRATITUDE TO PROFESSOR JAMES TIELSCH FOR HIS DISTINGUISHED SERVICE.

Adopted by Unanimous Consent of the Faculty Senate
March 10, 2023

Mark S. Wrighton, President

Memorandum to Faculty Senate on Strategic Campus Master Planning by its Physical Facilities Committee

March 2, 2023

Summary: The GW Faculty Senate Physical Facilities Committee conducted a study of mechanisms for faculty participation in campus master planning efforts. The purpose of this memo is to memorialize the findings and process, and to provide recommendations for options for future requests to the Faculty Senate.

Method: The Physical Facilities Committee was charged by the Faculty Senate Executive Committee with exploring Campus Master Planning. Early in the fall, we learned that there was a temporary pause in planning efforts. We used this as an opportunity to examine the history of campus planning at GW and look to other universities for best practices for more effective and inclusive planning.

The committee examined the master planning process at regional schools (e.g., Georgetown and American University) and market basket schools. Most universities publish planning documents, their plans are well described in the local media and student newspapers, and there is an extensive legislative history provided by the records of city council meetings. This provides a robust archival record of the success and failure of campus planning. Examining market basket and regional schools provides useful comparisons as some universities have successful processes that are lauded by students and faculty (e.g., Georgetown and Wake Forest) and others provoke outrage, votes of no confidence, and even legal action (e.g., NYU's 2031 Plan). The central conclusion from a methodological perspective the committee reached is that comparing our processes to other universities is an effective way of improving our own planning processes.

Two successful approaches: Most campus planning efforts can be divided into two types. First, there are *narrow* planning efforts. By narrow, we mean that the campus master plan does not affect the academic core of a university. The academic core refers to the central area of campus that serves as the heart of the campus community, including academic buildings, residence halls, the library, dining halls, and student services buildings. It does not usually (but can) include areas like the Mount Vernon Campus as these are auxiliary sites that feed into an academic core.

For example, in Figure 1, we show the master planning document produced by the University of Southern California. The plan included creating the University Village site, which was adjacent to the Academic Core but did not affect it directly.

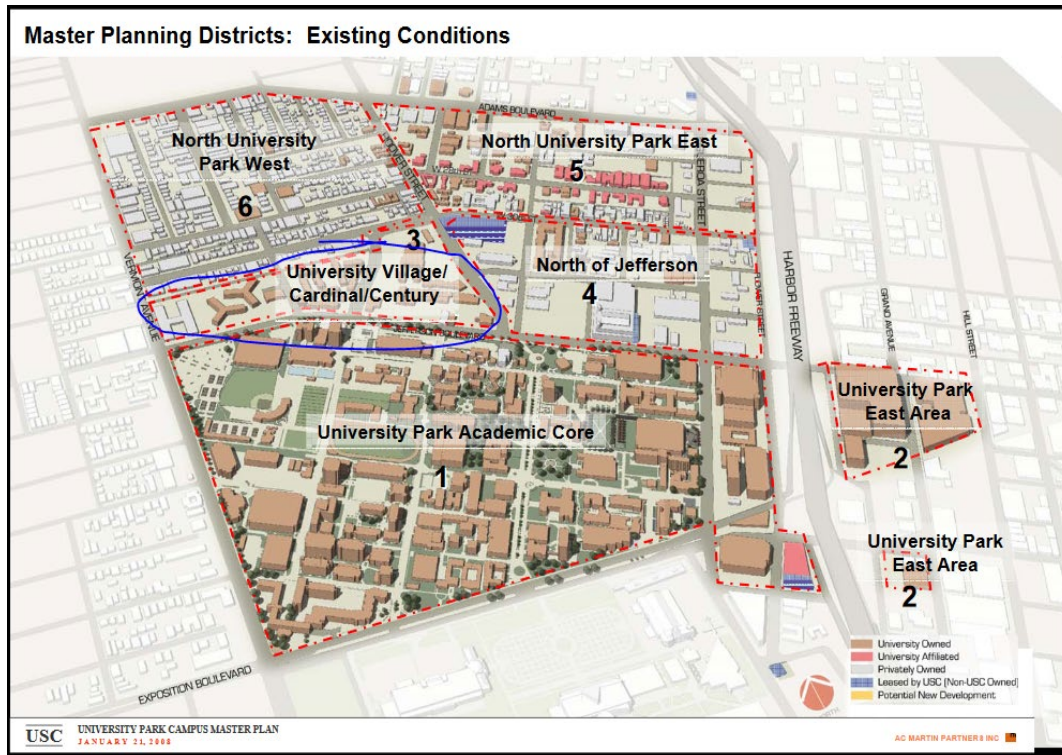


Figure 1: USC Master Plan (Circled is main area for development)

When planning does not affect the academic core directly, universities often have a single committee composed of faculty from affected schools, students, trustees and administrators. The group is inclusive but limited. The University of Rochester, for example, engaged in a narrow strategic planning process that affected sites across the river from campus and also expanded the connections between the medical center to the east of campus and the academic core; it has a single faculty and staff working group with fourteen members.

By contrast, there are also *broad* planning efforts. Broad planning efforts affect the academic core of an institution, for example, by relocating schools or academic buildings, substantially changing the look and feel of campus, or expanding the academic core of the university. When planning affects the academic core of an institution, most market basket and regional schools engage in extensive planning efforts that are more inclusive of faculty, students and staff.

Georgetown provides an example. It's most recent strategic plan called for substantial redevelopment of buildings on campus, including residence halls, academic buildings, the library, and other facilities. It created several committees to examine different aspects, including a group focused on academic space, transportation, historic preservation, and other areas. They also provided early notification to community members, providing tours of affected spaces, a blog to describe and solicit feedback on their plans, and open forums and workshops to enhance transparency. The student newspaper lauded the university for its transparent and collaborative approach to campus planning as it engaged the entire community or students, alumni, staff and faculty in the process. Figure 2 shows how the proposed building impacted the Academic Core and thus makes it an example of broad planning.

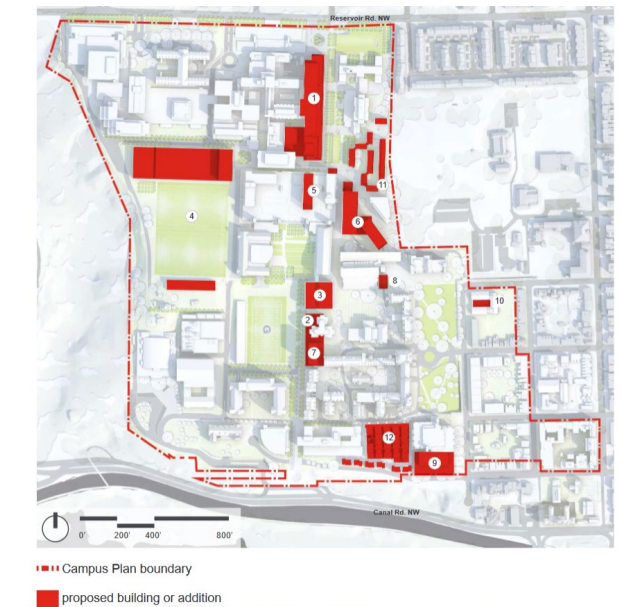


Figure 2: Georgetown Master Plan, with bold red for buildings affected.

Unsuccessful Planning: Several universities engaged in planning that was less successful and proved divisive on campus or in the community. Examples of these schools include Pittsburg, Syracuse, and New York University. In the first two cases, planning was limited to a small committee and it made clear mistakes in the planning process. For example, Pittsburg’s presentation of its campus master plans accidentally omitted an entire school. When asked, the planners reported that this was a known problem with their plans. Similarly, Syracuse’s Provost was tasked with announcing the Campus Master Plan. In a public forum, he was unable to explain the plan or its assumptions, and struggled to answer basic questions about the assumptions upon which the plan was based. This undermined confidence in the plan. Some faculty protested elements of the plan.

New York University provides the most spectacular case of failure. President Sexton launched a controversial planning effort, called the 2031 plan. He relied on a handpicked group of faculty to participate in a single committee. The plan called for the creation of new superblocks. The faculty strongly opposed the plan, and every school except one voted no confidence in the President due to the plan. President Sexton then handpicked another committee, which listened to faculty complaints, before recommending that Sexton move ahead with the plan. The faculty sued, and the New York State Supreme Court sided with the faculty, blocking most of the 2031 plan. The net result was a costly and protracted struggle that did not advance the mission of the university and created substantial discontent within the faculty and student body.

In sum, when planning is broad and not inclusive, planning is ineffective and divisive.

Options: The task the committee set itself was to clarify what faculty mean when they ask for input into the process of campus master planning. We therefore wanted to present options to the Senate so that they can consider them in advance of future planning efforts. We are also specifically focusing on faculty involvement; however, an equal case can be made for student, alumni, or staff involvement. The central finding is that *providing more opportunities for input turns campus planning into a community building process.*

- (1) Campus master planning should follow after strategic and academic planning. There is no university engaged in broad campus planning that has not identified a strategic plan and developed academic plans in support of the strategic plan first. This is a necessary and logic sequence. Faculty traditionally are heavily involved in strategic planning, providing an opportunity for helping set the future direction of the university that guides campus planning.
- (2) Carefully consider the kind of committee structure likely to produce effective shared governance over facilities issues. Most universities engaged in narrow planning have a single committee or small set of committees. Broad planning, however, often involves many committees. Most campus planning efforts include changes to classroom, office, and research space, retail space, residential spaces, and student life spaces. The most common approach is to treat these as themes and form working groups around each. For example, Wake Forest created Steering Committee (composed of faculty, leadership and trustees). Reporting to the steering committee was a large advisory committee tasked with soliciting community feedback, an Academic Life committee (the deans), a Student Life Committee (largely staff, such as Residence Life, admissions, police), and an Athletics group. This provided opportunities for different groups to meet and discuss needs. Other universities pursue a different thematic composition, for example by having working groups on Housing, Energy, Transportation, Academic Spaces, and Student Services. Faculty inclusion depends on expertise; for example, many faculty may not be well equipped to engage in discussions of Housing, but faculty working with LLCs have experience in designing community spaces and strong working partnerships with residence life staff.
- (3) Consider identifying an academic core and insisting on extensive faculty involvement in changes to the academic core. The Foggy Bottom footprint is very small, especially compared to peer institutions. The academic core should be designated on planning documents. One consistent goal should be to preserve and expand the core. The committee met and discussed what we view as the academic core. However, we believed that the process of identifying a specific area must include students as their lived experiences on the campus are important. When planning affects the academic core, it is important to include faculty from the residential schools owing to the central importance of the campus for the undergraduate student experience.
- (4) Early and transparent communication is an effective way to enlist faculty support. Our neighboring universities post all of their planning documents online. Georgetown was the most effective. It created a blog with consistent updates to the community. In making plans, it developed tours for the community to see spaces and understand why they needed renovation. It provided opportunities for public comment and discussion, online and in-person. It detailed

plans early in the process and tried to make clear where community feedback led to adjustments in the plans. When plans are suddenly sprung on the community, by contrast, plans are often not received well (in part because they are worse plans).



Master Planning

Presented by Eric Grynaviski and John Traub
On Behalf of the Physical Facilities Committee

Committee's Charge

- Investigate master planning at GW as faculty (and others) felt excluded from the process of developing the GW master plan.
- Since the plan is on hold, the committee decided to clarify what the Faculty Senate *might* mean when it asks for inclusion, recommending options.
- Avoid controversy by stepping back from GWs projects to focus on master planning in general, learning lessons from market basket and neighboring schools.
- Conclusions highlight (1) faculty inclusion in strategic and academic planning, (2) broader committees with more opportunities for input, (3) identification of an academic core, and (4) transparency in planning processes.

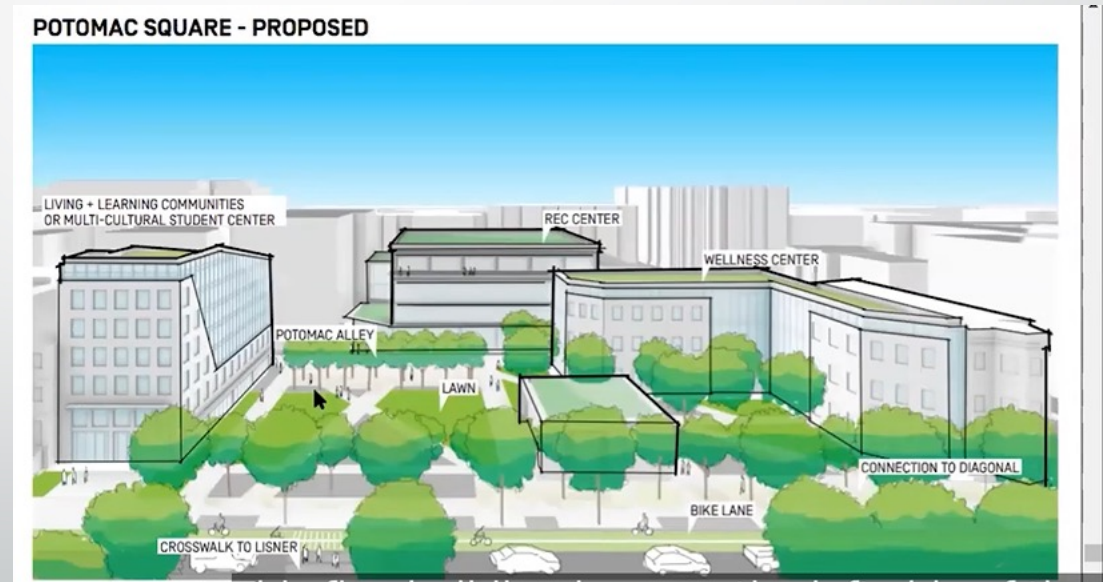
Why is this not a resolution?

- Our goal was to clarify what the Faculty Senate might request in the future
- The nature of the request varies depending on the kinds of master planning processes envisioned by the administration
- Therefore, we hope this might inform future debates rather than prescribe a single set of options

GW Master Planning: A Brief Review

Core Concepts

- A Diagonal
- A Renovated Kogan Plaza and Potomac Plaza
- Expanded Medical District
- Expanded Science Buildings (at site of Academic Center)
- Integrated CCAS Building



The process

Planning errors

- Lack of strategic plan
- Inadequate attention to sequencing of projects
- Schools not consulted in design of projects affecting their space
- Little inclusion of faculty from residential schools
- Omission of high priority buildings
- And on and on

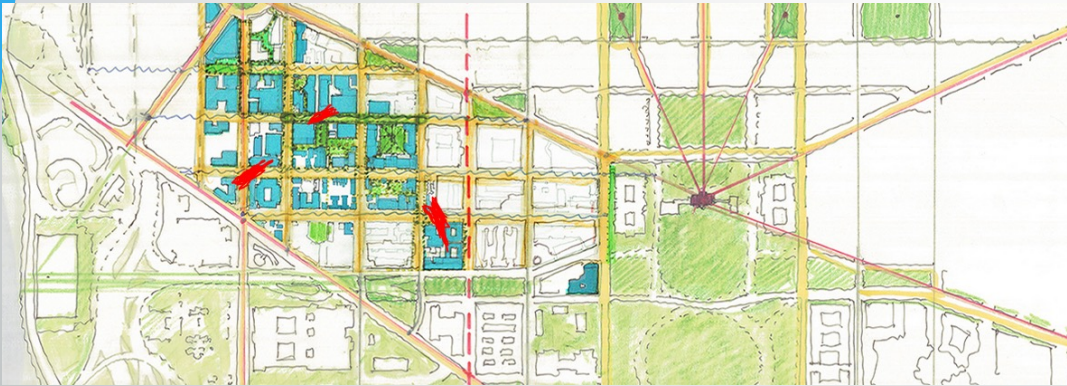
Executive Sponsors

- **Mark Diaz**, Executive Vice President and Chief Financial Officer
- **Cissy Petty**, Vice President for Student Affairs and Dean of Students

Committee

- **Ellen Costello**, Director, Physical Therapy; Chair of the Faculty Senate Committee on Physical Facilities
- **Robert Miller**, Vice President for Research
- **Yannik Omictin**, Student
- **Anton Sidawy**, Chair, School of Medicine and Health Sciences; Faculty Senate
- **Robert Snedden**, Student
- **Brian Snyder**, Director, Facilities Resources and Planning
- **John Square**, Associate Athletics Director for Operations
- **Seth Weinschel**, Assistant Dean of Students, Housing
- **John Wetenhall**, Director, the George Washington University Museum
- **Karen Zinn**, Associate Vice President of Business Services

The evolution of campus





Comparative Analysis of Campus Planning

Brief Note on Method

Included Schools (discussed today)

- Local universities
 - American, Catholic, Georgetown
- Market basket schools
 - New York University, Pitt, Rochester, Syracuse, USC, Wake

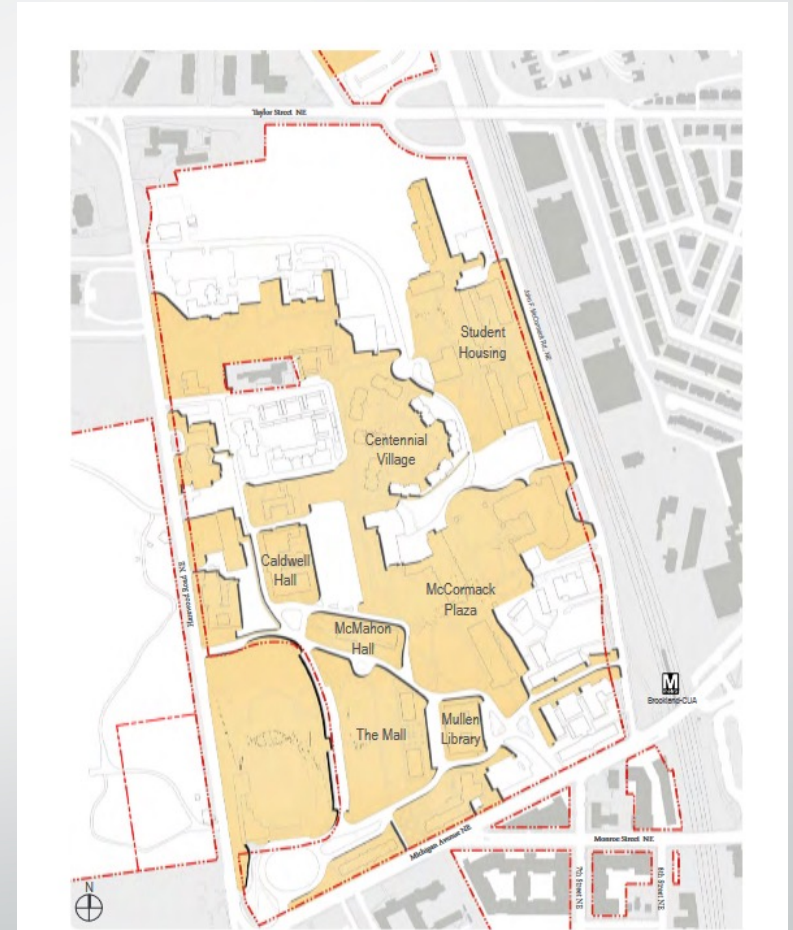
Excluded Schools

- Regulatory plan schools where master planning process was designed to satisfy local regulations
 - Creation of storm water plan
 - Creation of traffic mitigation measures
 - Hurricane-readiness plans

One key concept

Academic Core: The district which is the heart of the student experience, with an emphasis on the residential undergraduate student experience.

Academic core does not necessarily equate to the campus boundary. e.g., Support buildings, parking, satellite housing, agricultural campuses, and specialized sports facilities *can* be designated as “off core” facilities as they are special use



Academic Core at Catholic University (Smaller than campus boundary)

Two Dimensions

Narrow or Broad

- Project impacts specific sites, usually not near campus core (USC)
- Holistic Plan that impacts campus core (Wake)

Limited Inclusion/Broad Inclusion

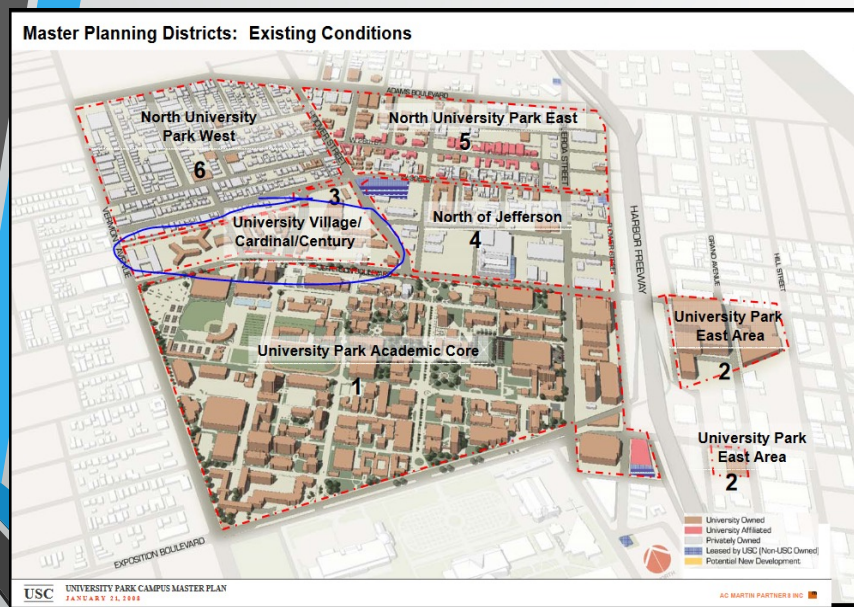
- Limited Inclusion (Syracuse/Rochester)
- Broad Inclusion (Georgetown/AU)

Creates a typology

	Faculty Highly Involved	Faculty Limited
Broad (affects Academic Core)	Georgetown, Wake, AU, OSU	<i>NYU, Syracuse</i>
Narrow (does not affect Academic Core)		USC, Northeastern, Rochester

- Excludes cases where plans appear to be satisfying regulatory requirements or appeasing neighbors with no real changes (e.g., Miami).
- *Italicized plans led to faculty outrage*

Narrow (USC)



University Village

- The university wanted to develop an area called university village into mixed use retail
- Neighbors concerned as it displaced local residents and reduced number of stores available for low income students and area residents
- Faculty and students seem to have been excluded from the process
- *Note: Does not affect Academic Core*

Broad (Wake Forest)

Strategic Plan Requires Large Expansion

- Wake strategic plans require additional academic and residence hall space
- Academic assessment led to identification of projects
- Substantial and thorough faculty and staff input at all stages
- Note: *Heavy impact on Academic Core*

Phase I of the master plan will likely include these projects:

1. **Renovation and Addition to Carswell Hall** provides additional program space and much needed improvement to the existing facility. Likely new location for the Anthropology Department, which would unlock potential capacity west of the Miller Center.
2. **Academic building on Davis Field** provides additional classroom and office space to facilitate renewal of other academic buildings; defines western edge of new Library Quadrangle that contributes to campus arrival experience.
3. **Science Building** addresses well-documented needs for additional program space and further defines the Science Quadrangle.
4. **Admissions Building** is already being planned and designed. This new facility will strengthen the University's welcome of prospective students.
5. **Realignment of Wake Forest Road** improves the campus arrival experience and expands the southwestern edge of Davis Field.
6. **Upper-class residence hall** and student services building work together to define two sides of a new residential quadrangle. The residence hall provides additional on-campus housing for upper-class students and facilitates the renovation of other on-campus housing. The student services building accommodates additional dining services and other student amenities.
7. **Freshman residence hall** expands the freshman experience and provides on-campus housing for planned student enrollment.
8. **Campus Recreation Center** addresses pressing need for improved on-campus recreation facilities. The building also defines the east side of a new quadrangle and takes advantage of existing grade change to include structured parking. Improvements to the site will strengthen the pedestrian connection between Worrell Professional Center and the campus core.
9. **Relocation of Poteat Field** provides expanded recreational play fields and makes way for a new quadrangle of high-quality open space.
10. **Golf Practice Expansion** is in early stages of planning and includes expanded indoor and outdoor practice areas to better accommodate program needs; quiet neighbor to Faculty Drive residents.
11. **Improvements to Reynolda Village path** support interaction between campus and Reynolda House and Village.
12. **Initiate path to Deacon Boulevard** to create interim access to Groves Stadium and other University facilities.

First Findings

- Peer schools initiate strategic and academic planning processes that include faculty from all schools prior to developing campus master plans that affect the academic core
- Peer schools designate an area of campus – after thorough input – as an academic core.
 - When the academic core is impacted, peer schools ensure broad faculty input, especially from the residential schools as undergraduate students disproportionately use the academic core.

Broad Participation (Georgetown)

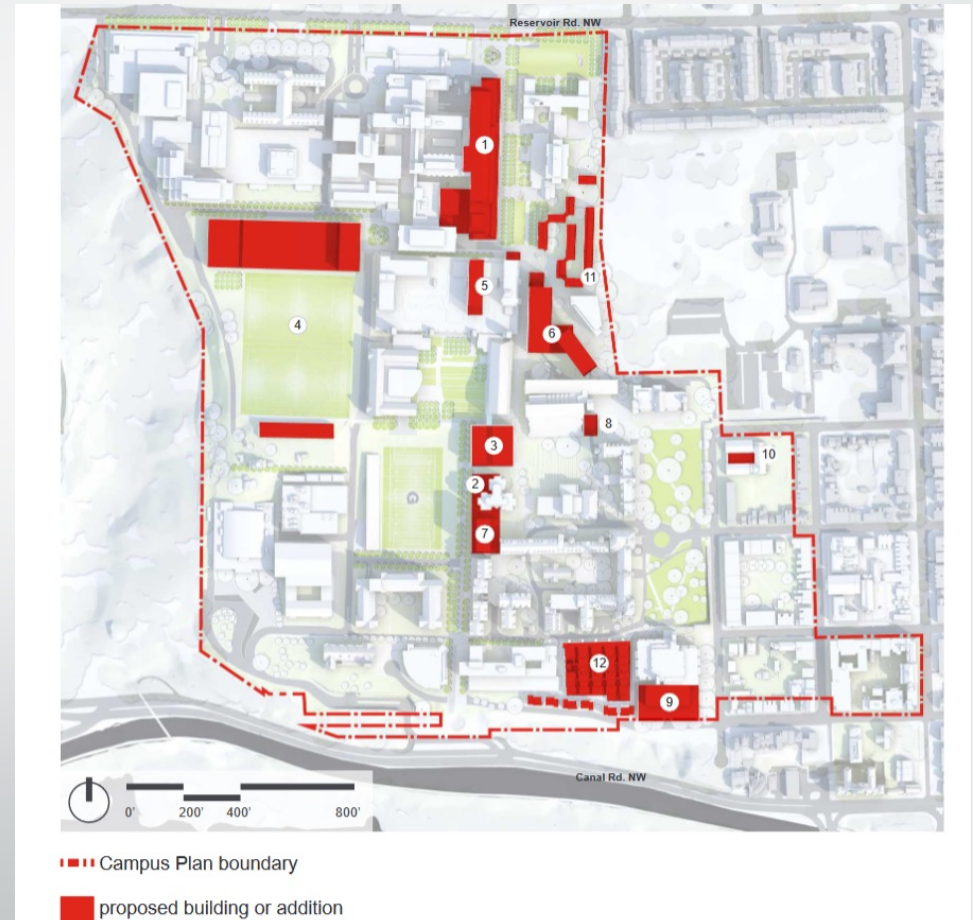
Internal Working Groups on aspects of plan (included faculty,
notably Senators)

Committees working with neighbors (included faculty)

Other transparency measures

- All plans published
- Blog for public discussion with open posting of
comments
- All supporting documents (including drafts) shared with
entire campus community
- Tours of affected buildings

Note: Heavy impact on Academic Core



A second example of broad participation

During the course of the planning process, the design team traveled to campus eight times. On campus, the project team hosted five campus tours and about forty meetings with more than eighty individuals, including the members of two committees and three work groups. The University hosted six public forums and welcomed more than two hundred participants including students, staff, faculty, neighbors, and alumni. The University is grateful to every person who participated in the process, preserving traditions and outcomes that have long distinguished Wake Forest.

Steering Committee

The Steering Committee served as the principal working group for the Master Planning process.

Matthew S. Cullinan, Vice President for Administration, *Chair*
James E. Alty, Associate Vice President for Facilities and Campus Services
Jermyn M. Davis, Student Body President (2008-2009)
Carolyn E. Harbaugh, Student Trustee (2007-2008)
Lauren K. Hubbard, Student Trustee (2008-2009)
James I. Kuzmanovich, Professor of Mathematics
Robert E. Lamy, Associate Professor, Babcock Graduate School of Management
Whitney A. Marshall, Student Body President (2007-2008)
Mary E. Pugel, Senior Executive Assistant to the President
Kathleen B. Smith, Professor of Political Science
Nancy D. Suttenfeld, Senior Vice President and Chief Financial Officer
Jill M. Tiefenthaler, Provost
Ronald D. Wellman, Director of Athletics
Kenneth A. Zick, Vice President for Student Life

Advisory Committee

The Advisory Committee captured the views, input, and feedback of a broad range of campus constituencies.

Matthew S. Cullinan, Vice President for Administration, *Chair*
Martha B. Allman, Director of Admissions
James E. Alty, Associate Vice President, Facilities and Campus Services
Deborah L. Best, Dean of the College (2007-2008)
Jermyn M. Davis, Student Body President (2008-2009)
Kelley L. Gaugler, Student Representative, Capital Planning Committee
Carolyn E. Harbaugh, Student Trustee (2007-2008)
Harold R. Holmes, Associate Vice President and Dean of Student Services
Lauren K. Hubbard, Student Trustee (2008-2009)
Charles H. Kennedy, Professor of Economics
Michael S. Lawlor, Professor of Economics
Bill J. Leonard, Dean, Divinity School
Stephen T. Maciag, Student Representative, Capital Planning Committee (2007-2008)
Whitney A. Marshall, Student Body President (2007-2008)
Donna P. McGalliard, Director, Residence Life and Housing
Minta A. McNally, Associate Vice President, University Advancement
Ananda Mitra, Associate Professor of Communication
Lorna G. Moore, Dean, Graduate School of Arts and Sciences
Blake D. Morant, Dean, School of Law
Ajay Patel, Dean, Babcock Graduate School of Management (2007-2008)
Allison C. Perkins, Executive Director, Reynolds House
Steven S. Reinemund, Dean of Business (2008-2009)
Paul M. Ribisl, Interim Dean of the College (2008)
Gale Sigal, Professor of English
Lynn S. Sutton, Director, Z. Smith Reynolds Library
Ralph B. Tower, Professor, Calloway School of Business and Accountancy
Robert W. Ulery, Professor of Classical Languages
Mark E. Welker, Associate Provost for Faculty Affairs
Jack E. Wilkerson, Dean, Calloway School of Business and Accountancy (2007-2008)
David A. Wurtzbacher, Student Representative, Capital Planning Committee (2008-2009)

Academic Life Work Group

Martha B. Allman, Director of Admissions
Deborah L. Best, Dean of the College of Arts and Sciences (2007-2008)
J. Kline Harrison, Associate Provost for International Affairs
Bill J. Leonard, Dean, Divinity School
George E. (Rick) Matthews, Associate Provost for Information Systems
Gordon E. McCray, Senior Associate Dean, Calloway School of Business and Accountancy
Lorna G. Moore, Dean, Graduate School of Arts and Sciences
Blake D. Morant, Dean, School of Law
Ajay Patel, Dean, Babcock Graduate School of Management (2007-2008)
Paul M. Ribisl, Interim Dean of the College of Arts and Sciences (2008)
Cecilia H. Solano, Associate Dean of the Graduate School of Arts and Sciences
Jill M. Tiefenthaler, Provost
Mark E. Welker, Associate Provost for Faculty Affairs
Jack E. Wilkerson, Dean, Calloway School of Business and Accountancy (2007-2008)

Student Life Work Group

Timothy L. Auman, Chaplain
Sylvia T. Bell, Associate Director, University Student Health Services
James R. Buckley, Director, Benson University Center
William C. Curran, Director, Career Services
J. Maxwell Floyd, Director, Campus Recreation
Mary T. Gerardy, Associate Vice President, Student Life
J. Kline Harrison, Associate Provost for International Affairs
Stephen E. Hirst, Director, Greek Life
Harold R. Holmes, Associate Vice President and Dean of Student Services
Regina G. Lawson, Chief, University Police
Donna P. McGalliard, Director, Residence Life and Housing
Donald J. (Buz) Moser, Executive Director, Business Services
Cecil D. Price, Director, University Student Health Services
Van D. Westervelt, Director, Learning Assistance Center
Kenneth A. Zick, Vice President, Student Life

Athletics and Recreation Work Group

Steven D. Adams, Assistant Athletic Director, Internal Operations
George E. (Rick) Matthews, Associate Provost for Information Systems
J. Maxwell Floyd, Director, Campus Recreation
Barbara G. Walker, Senior Associate Athletic Director
Rebecca Ward, Associate Athletic Director, Special Projects
Ronald D. Wellman, Director of Athletics

Project Team

Wake Forest University
James E. Alty, Associate Vice President for Facilities and Campus Services
Connie L. Carson, Assistant Vice President for Campus Services & Planning (2007)
James B. Coffey, Director, Landscape Services
Matthew S. Cullinan, Vice President for Administration
Ryan F. Swanson, University Architect
Marybeth S. Wallace, Special Assistant to the President
Carolyn C. Winebarger, Assistant to the Vice President for Administration

Contact Information:
Facilities and Campus Services
1834 Wake Forest Road
Winston-Salem, NC 27106
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F (336) 758-6060
<http://wf.edu/masterplan>

Master Planning

Ayers Saint Gross
1040 Hull Street, Suite 100
Baltimore, MD 21230
T (410) 347-8500
F (410) 347-8519

Transportation Planning

Martin/Alexiou/Bryson, PLLC
4000 West Chase Boulevard, Suite 530
Raleigh, NC 27607
T (919) 829-0328
F (919) 829-0329

Ecological Assessment

Biohabitats
The Stables Building
2081 Clipper Park Road
Baltimore, MD 21211
T (410) 554-0156
F (410) 554-0168

Utilities Infrastructure

Affiliated Engineers, Inc.
1414 Raleigh Road, Suite 305
Chapel Hill, NC 27517
T (919) 419-9802
F (919) 419-9803

Low Participation (Rochester)

Expansion on periphery of campus

A single faculty and staff working group forms, but does not have outsized role

Note: Does not affect academic core

Faculty Staff Working Group

Bradford Berk, M.D.
Holly Crawford
Lynne Davidson
Lamar Murphy
Ralph Kuncel
Peter Lennie
Mary Ockenden
Ronald Paprocki
Richard Pifer
Peter Robinson
Jamal Rossi
Paul Tankel, AIA, LEED AP
James Thompson
Kirk Swenson





Cautionary Tales

Broad Plan, Limited Inclusion (NYU)

The Sexton administration develops a Campus Master plan, called the 2031 plan.

It builds giant new buildings in existing campus core.

Faculty largely excluded from the process.

Faculty become upset, and begin votes of no confidence. Sexton hand picks faculty committee to approve plan.

Eventually sues university to block plan and wins

Note: Heavy impact on academic core.



NYU FASP member and NYU Professor of Media Studies Mark Crispin Miller speaks on the steps of City Hall, urging the City Council to vote "No" on the NYU expansion plan.

More Broad Plans, Limited Inclusion

Pittsburg

- Pittsburg developed a committee that included faculty
- Plans were not shared
- Forgot to include a School of Music
- Neighbors upset, especially at first

Syracuse

- Syracuse had a hand selected committee
- Plans views as an assault on diversity of students
- Provost unable to answer basic questions when plans shared as no faculty input and therefore a lack of preparation
- First elements of plan had faculty out with bullhorns
- Plan proved ineffective and was largely abandoned

Second recommendations

- If GW develops a broad plan, provide several opportunities for faculty input
 - Subdistrict committee composition – Residence Life, Academic Core (external space), Research, etc.
 - Functional committee composition – Housing, Dining, Energy, Traffic, Education
 - Faculty involvement by expertise is a key consideration (e.g., most faculty do not go into dorms, but LLC faculty may have a lot of insight)
- Create transparency measures, including:
 - Tours of buildings
 - A blog
 - Publication of planning documents
 - *Early transparency improves planning by avoiding mistakes.*

Summary – Best Practices

- Faculty should likely participate in strategic planning and academic planning (at central or school levels)
- Once scope of footprint is determined, design committees that are fit for the purpose should be created
 - Consider creating either functional or thematic committees to provide opportunities for input
 - Treat faculty as stakeholders, along with students and staff
- Consider the designation of an area as an academic core
- Create transparency measures

THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC

Annual Report on Core Indicators

Presentation to the Faculty Senate

Christopher Alan Bracey
Provost and Executive Vice President
for Academic Affairs
Professor of Law

March 10, 2023



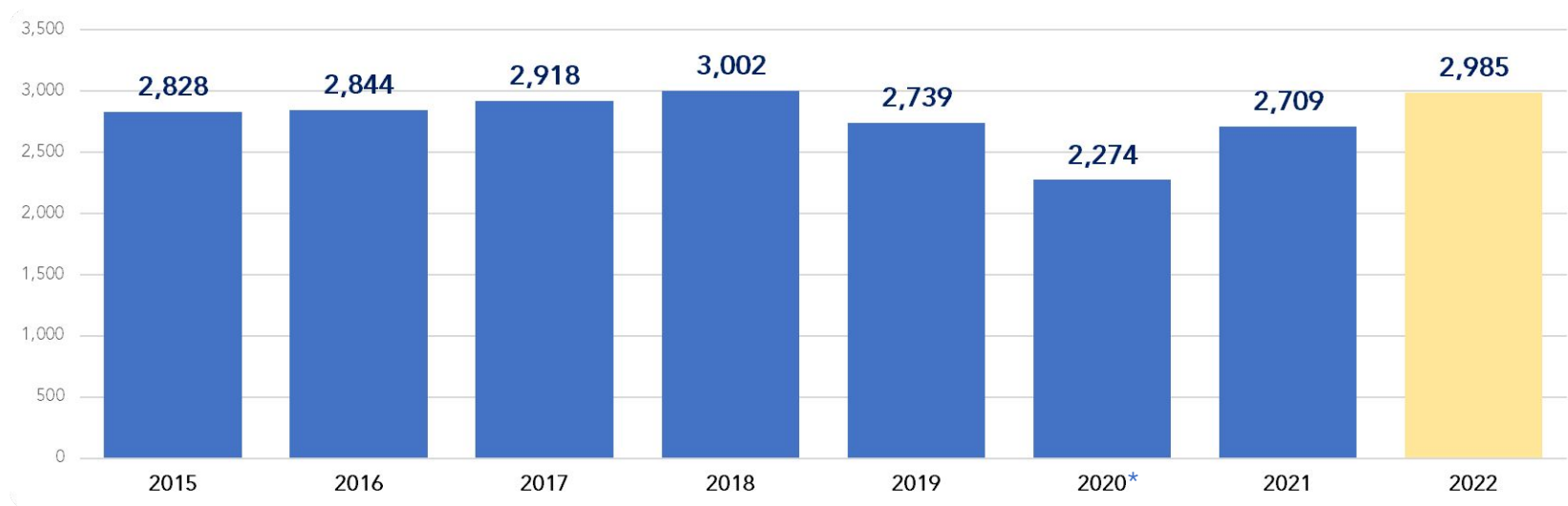
Overview

Executive Summary and Agenda

- Commitment to preeminence as a comprehensive global research university
- Sustained progress to strengthen academic reputation through strategic focus on the education and research missions
- The excellence standard is the touchstone of academic reputation and a rigorous program of academic study.
- Agenda
 - Students
 - Faculty
 - Conclusion

Students

New Residential Undergraduates: Fall First-Year and Transfers



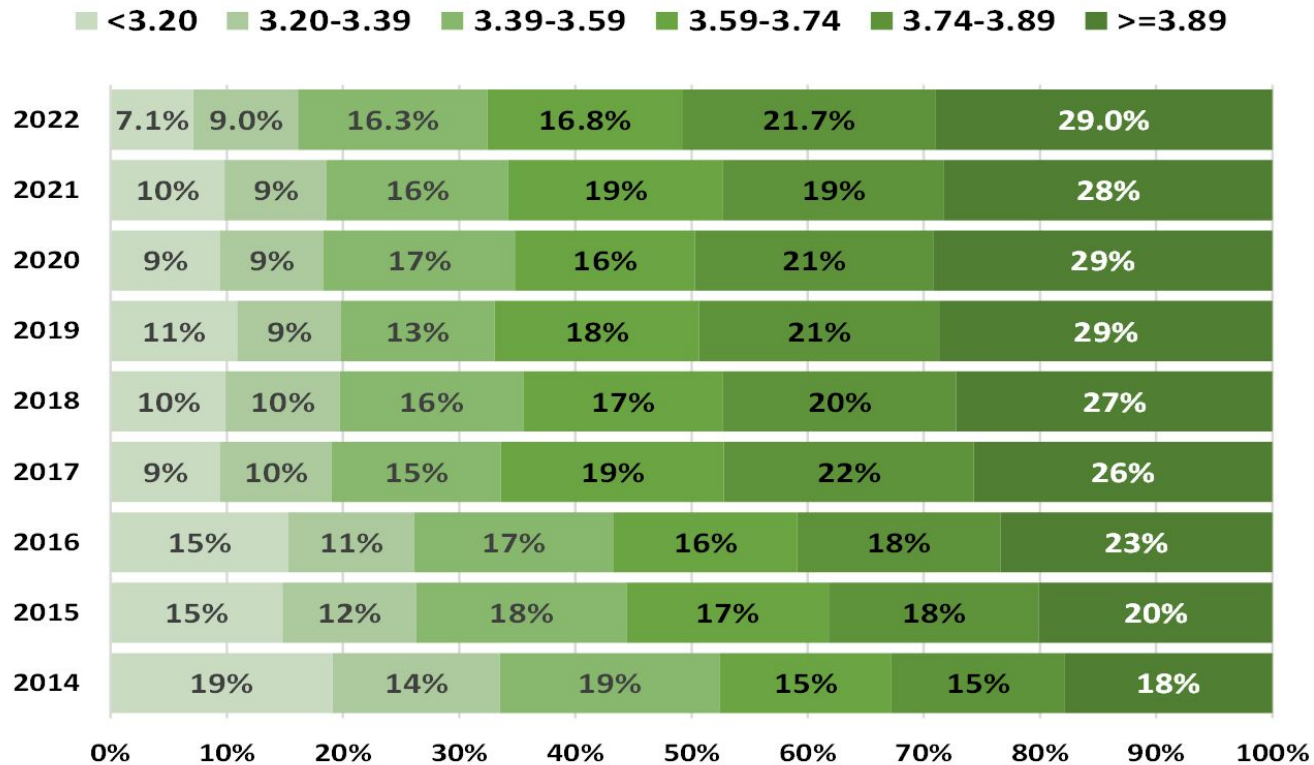
	2015	2016	2017	2018	2019	2020*	2021	2022
First-Year	2,578	2,525	2,610	2,845	2,619	1,978	2,571	2,941
Transfers	250	319	308	157	120	296	138	44
Total New Res UGs	2,828	2,844	2,918	3,002	2,739	2,274	2,709	2,985

*pandemic impact

2022 registrations as of Census on October 8, 2022.

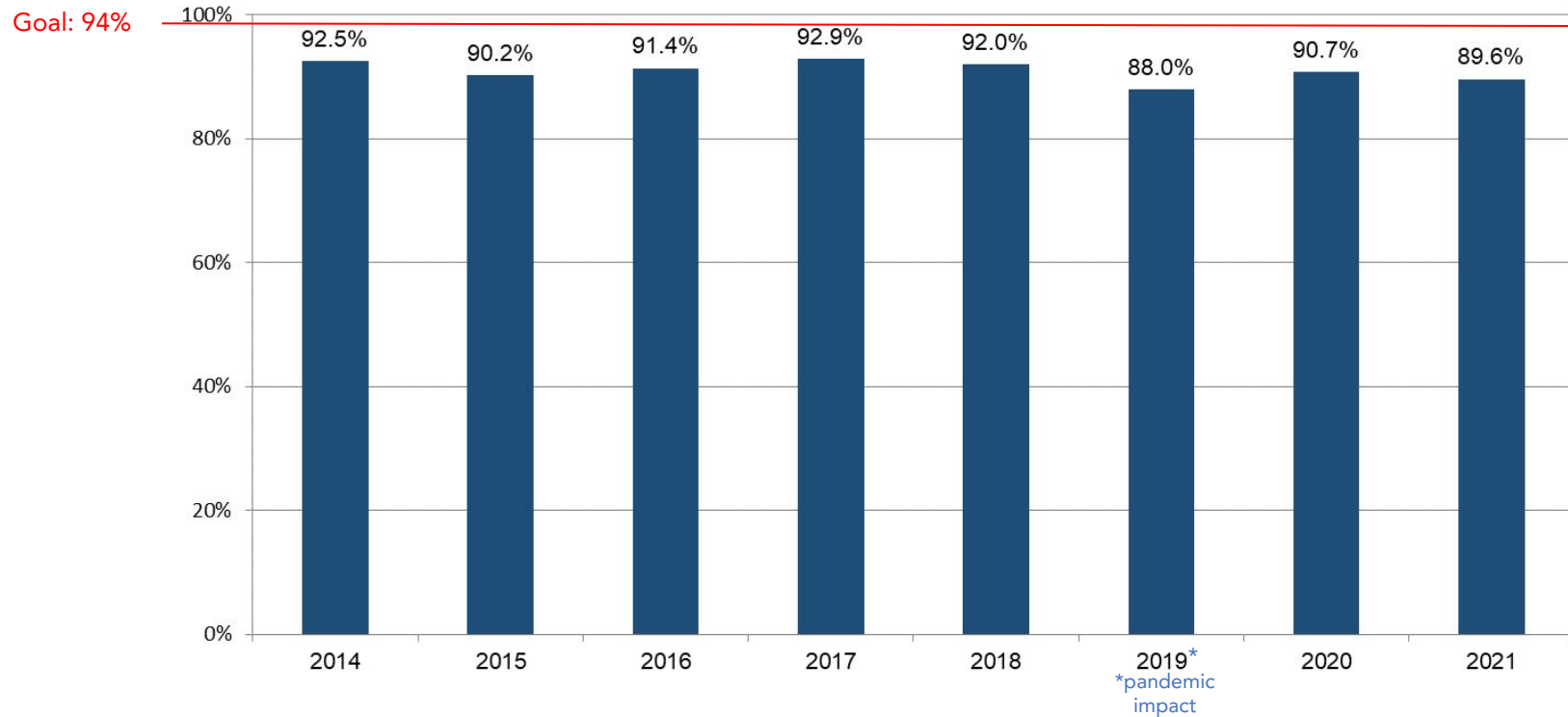
Fall 2020 new student class was all online/virtual due to the COVID-19 pandemic. Many students declined or deferred admission that academic year.

Distribution of High School GPA for First Year Enrolled



Source: Enrollment and Student Success

First Year Retention Rate, 2014-2021 Cohort



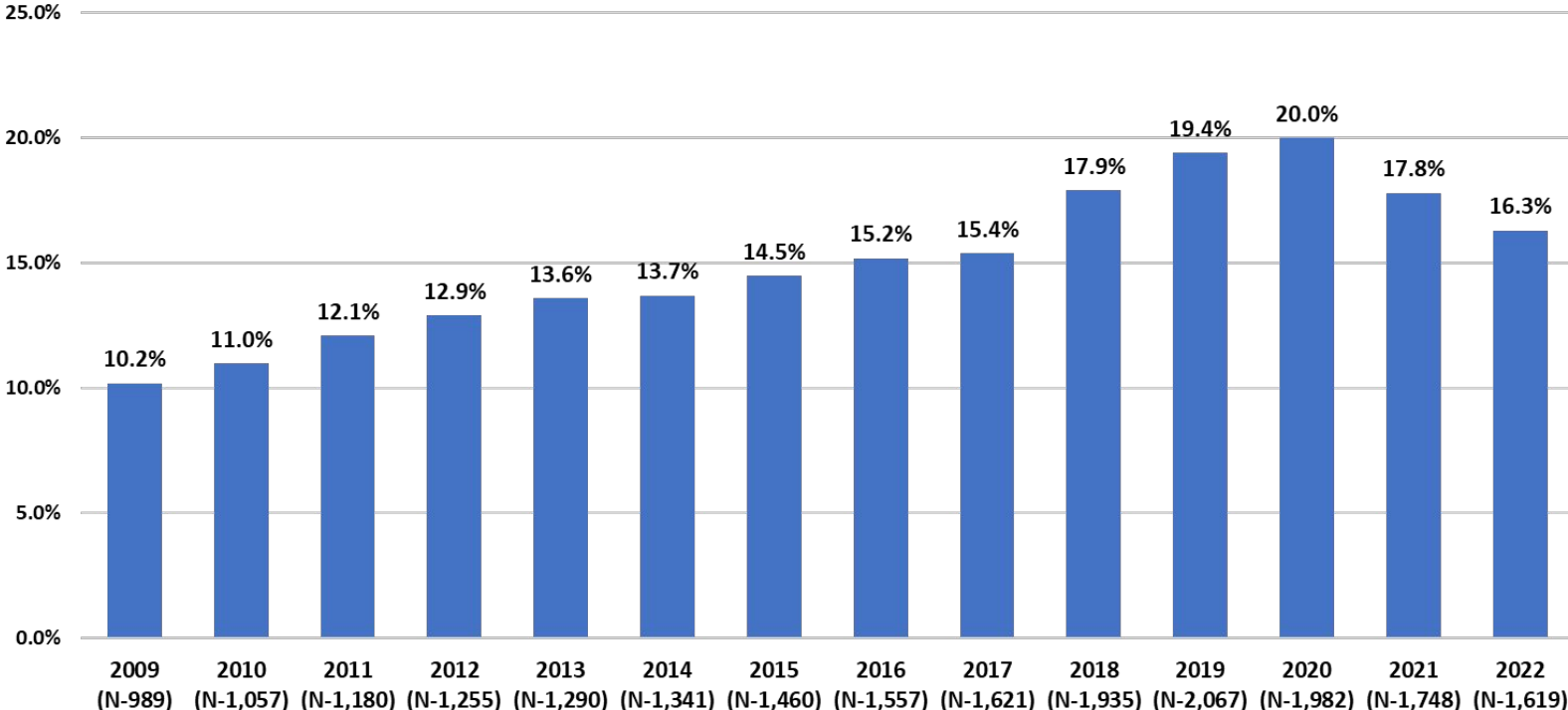
Source: Data for five residential schools

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

Year		2012	2013	2014	2015	2016	2017	2018	2019	2020 *	2021	2022
2 Majors Across Schools	Count	223	238	305	309	369	386	398	399	417	441	428
	Percent	2.3%	2.5%	3.1%	3.1%	3.6%	3.7%	3.7%	3.8%	4.2%	4.5%	4.3%
1 Major and 1+ Minor Across Schools	Count	568	663	679	791	964	1,223	1,199	1,276	1,312	1,189	1,442
	Percent	5.8%	7.0%	7.0%	7.9%	9.4%	11.6%	11.1%	12.0%	13.3%	12.0%	14.5%
Total Number of Majors and Minors Across Schools	Count	791	901	984	1,100	1,333	1,609	1,597	1,675	1,729	1,630	1,870
	Percent	8.1%	9.5%	10.1%	10.9%	13.0%	15.3%	14.8%	15.7%	17.5%	16.5%	18.8%
Total Enrollment		9,711	9,509	9,763	10,075	10,254	10,514	10,797	10,638	9,899	9,890	9,920

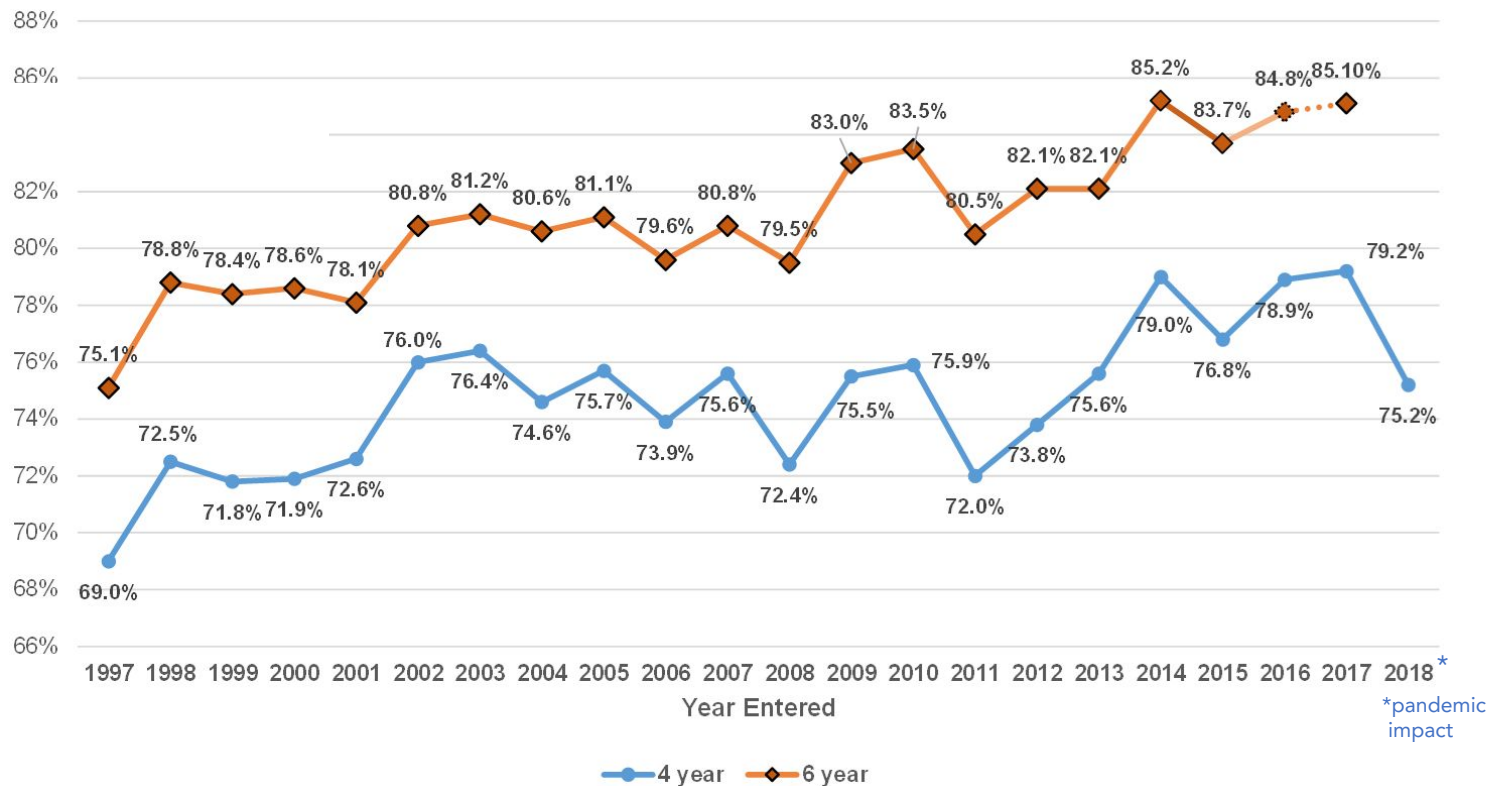
*pandemic impact

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



Source: Fall Census Data

Four- and Six-Year Graduation Rates and Projection* 1997-2018 Cohorts

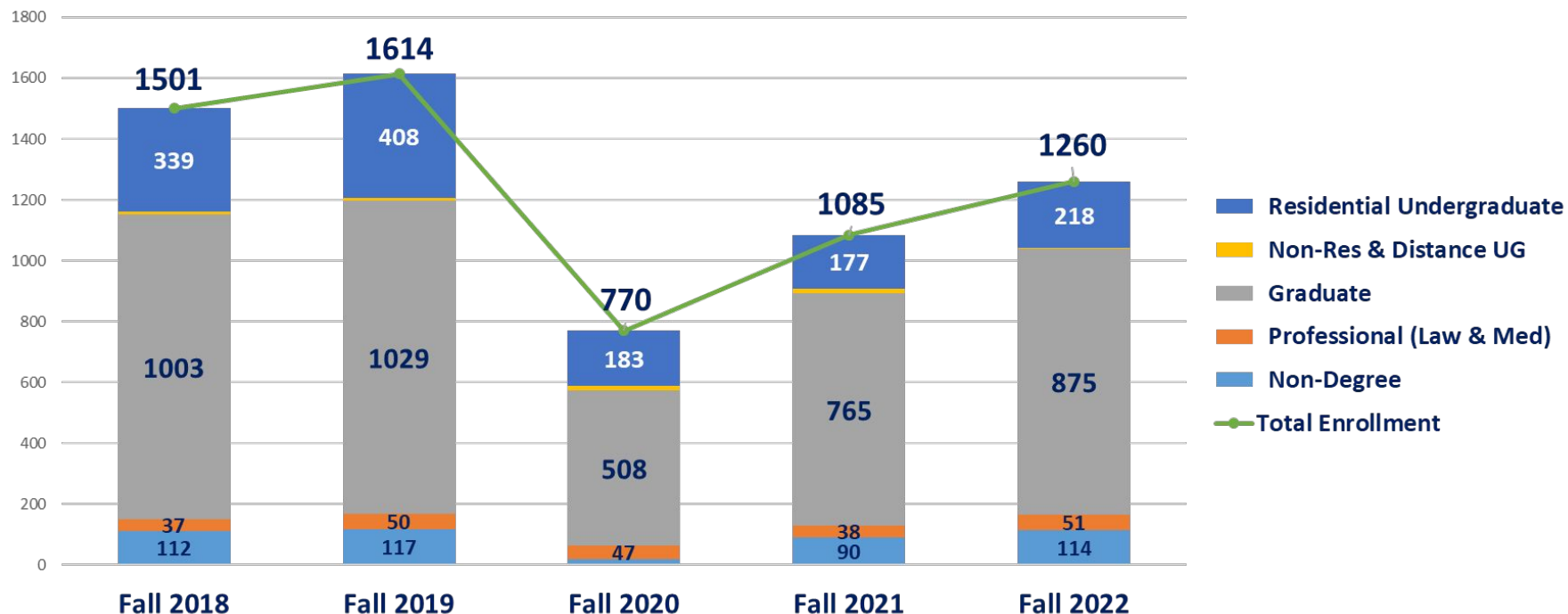


* Six-year graduation rate for cohort 2017 is estimate.

Total New International Student Enrollments

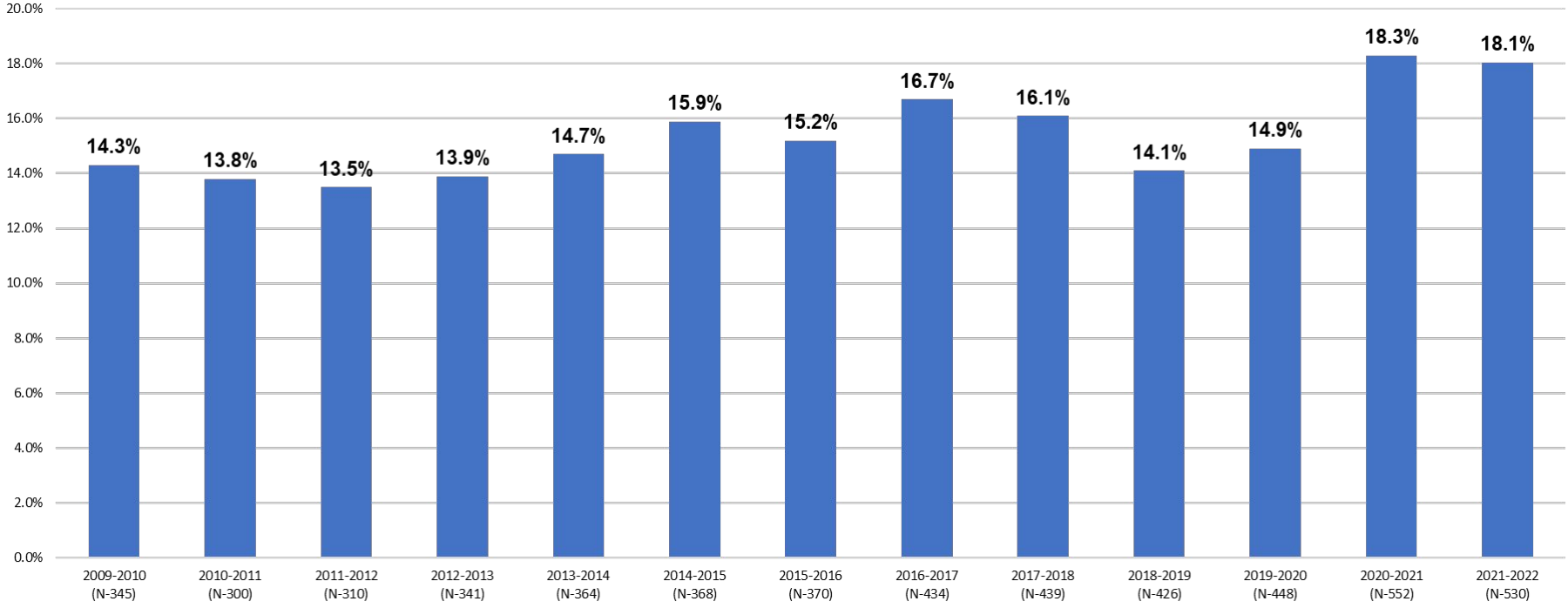
All Levels, All Countries: Fall 2018 – 2022

Growth Regions: India, South Korea, Saudi Arabia, Azerbaijan, Egypt, Brazil, Nigeria



SOURCE: GW Enrollment and Admissions Dashboard

Percentage of Residential Students Graduating with Two Majors



Source: IPEDS Data

Faculty

Number and Percentage of Regular Active Status Faculty by Tenure Status (MFA Not Included)



Tenured/Tenure Track Status as of Census

Legend:

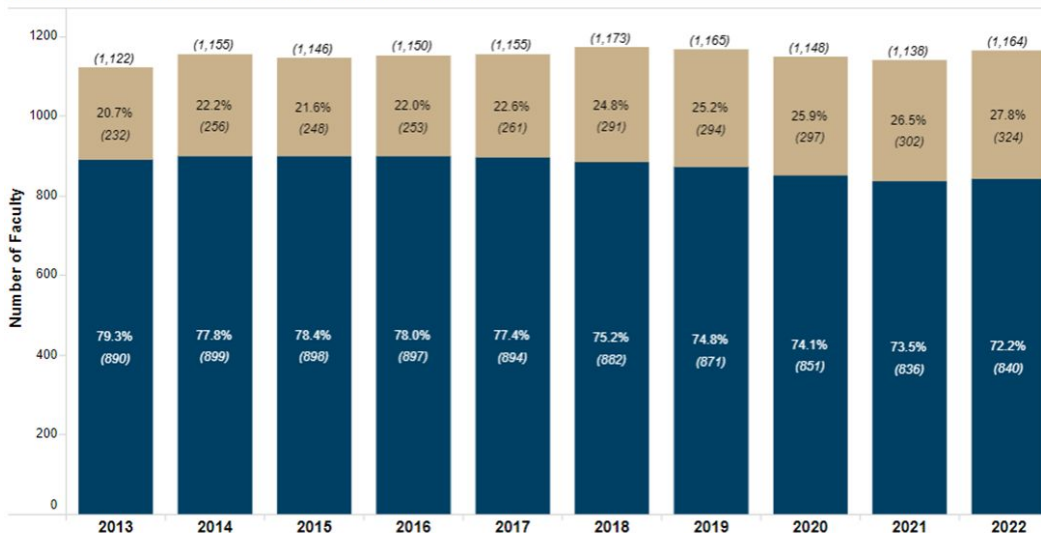
- Non Tenure Track
- Tenured/Tenure Track

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**



Number and Percentage of Regular, Research, and Special Service Faculty By Tenure Status (MFA Not Included)



Tenured/Tenure Track Status as of Census

Legend:

- Non Tenure Track
- Tenured/Tenure Track

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

School: All | Gender: All | Race: All

Faculty Type: **Regular, Specialized - Research, Specialized - Teaching** | Rank: **Assistant Professor, Associate Professor, Instructor and 4 more**

Department: All

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

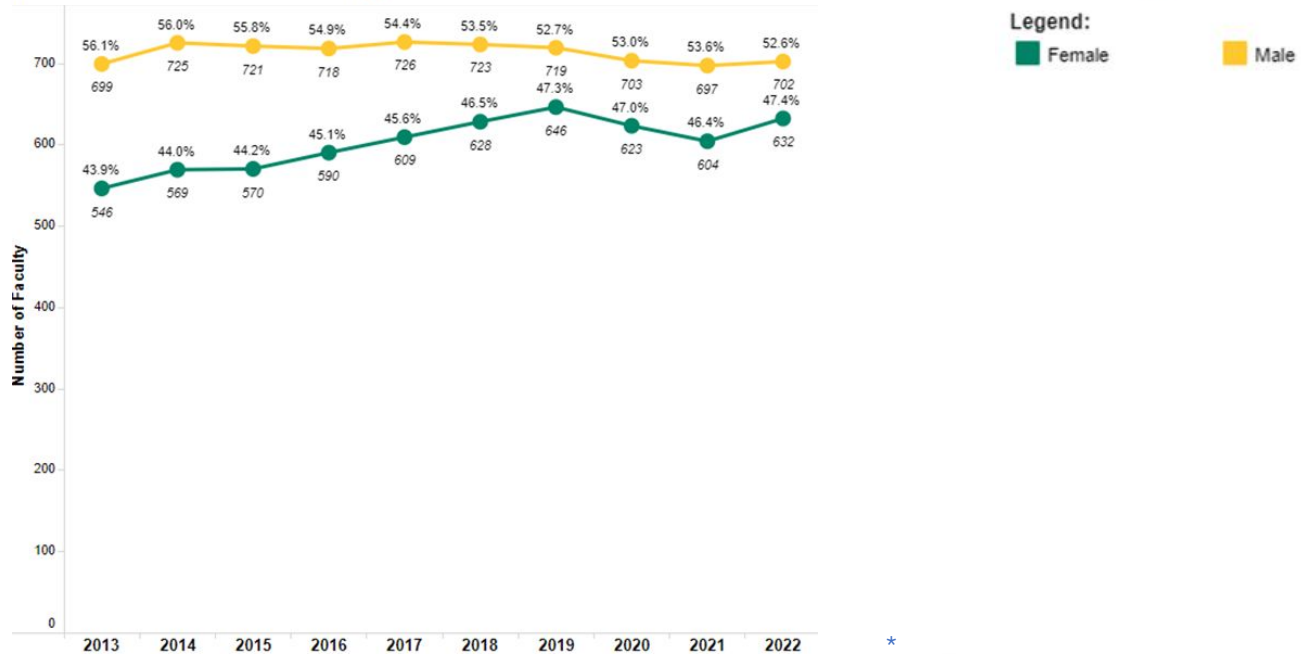


Full-Time Faculty By Gender



Faculty Gender as of Census

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



*

*pandemic impact

Full-Time Faculty By Race/Ethnicity



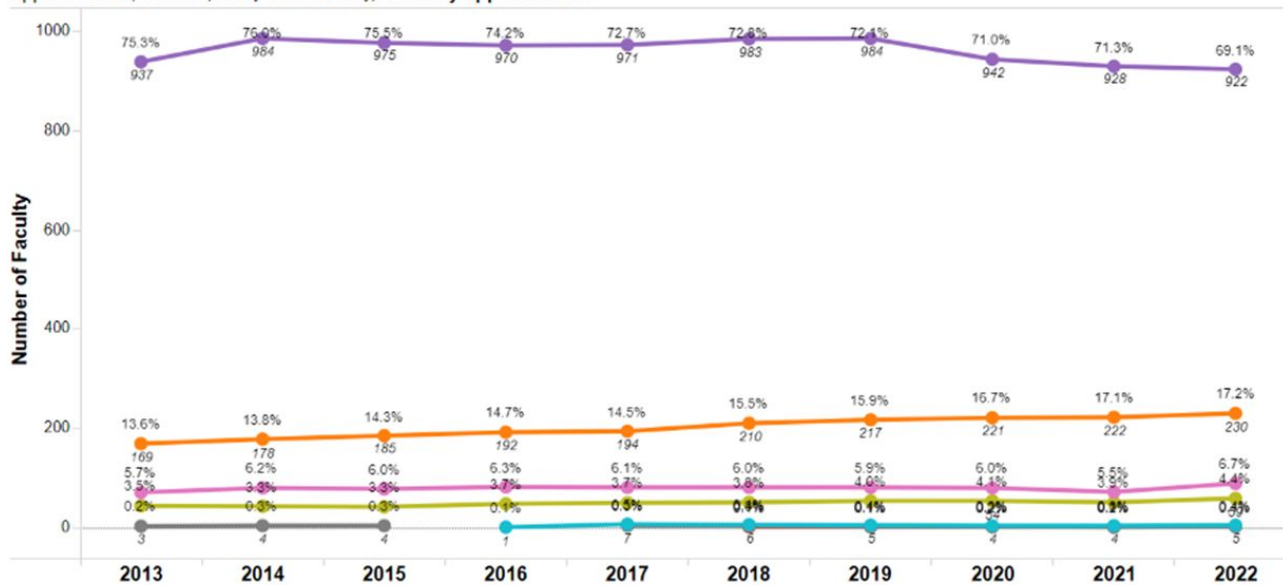
Faculty Race/Ethnicity as of Census

Include or exclude white? **Include White**

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

Faculty Type: **Regular, Specialized - Research, Specialized - Teaching** | Rank: **Assistant Professor, Associate Professor, Instructor and 4 more** | Department: **All**

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



Race Grouped Selector

- >= 2 Races
- African American/Black (URM)
- American Indian (URM)
- Asian
- Hispanic (URM)
- International
- White

Full-Time Non-White Faculty By Race/Ethnicity

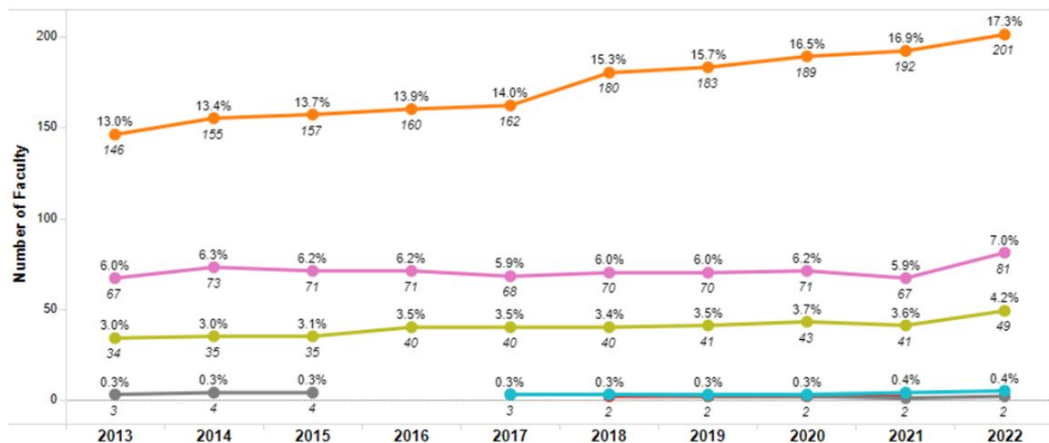


Faculty Race/Ethnicity as of Census

Include or exclude white? **Exclude White**

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

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



Race Grouped Selector

- >= 2 Races
- African American/Black (URM)
- American Indian (URM)
- Asian
- Hispanic (URM)
- International
- White

White	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
%	75.3%	76.0%	75.5%	74.2%	72.7%	72.8%	72.1%	71.0%	71.3%	69.1%
Count	937	984	975	970	971	983	984	942	928	922

Full-Time Asian and URM Faculty



Faculty Race/Ethnicity as of Census

Include or exclude white? **Exclude White**

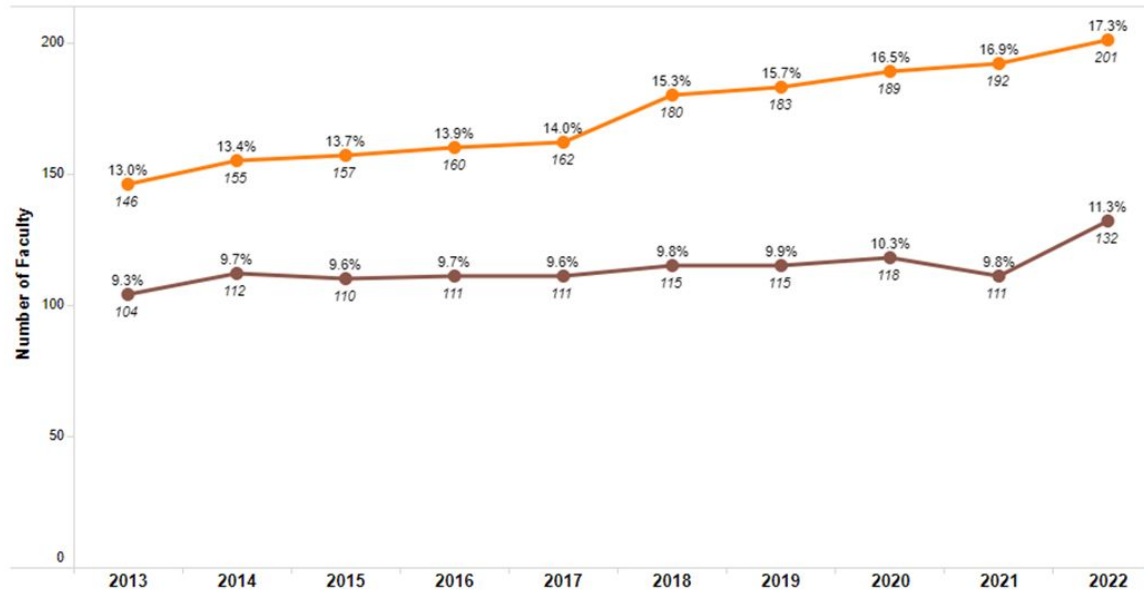
School: **All** | Tenure Status: **All** | Gender: **All**

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

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

Race Grouped Selector

- Asian
- URM



Full-Time URM Faculty



Faculty Race/Ethnicity as of Census

Include or exclude white? **Exclude White**

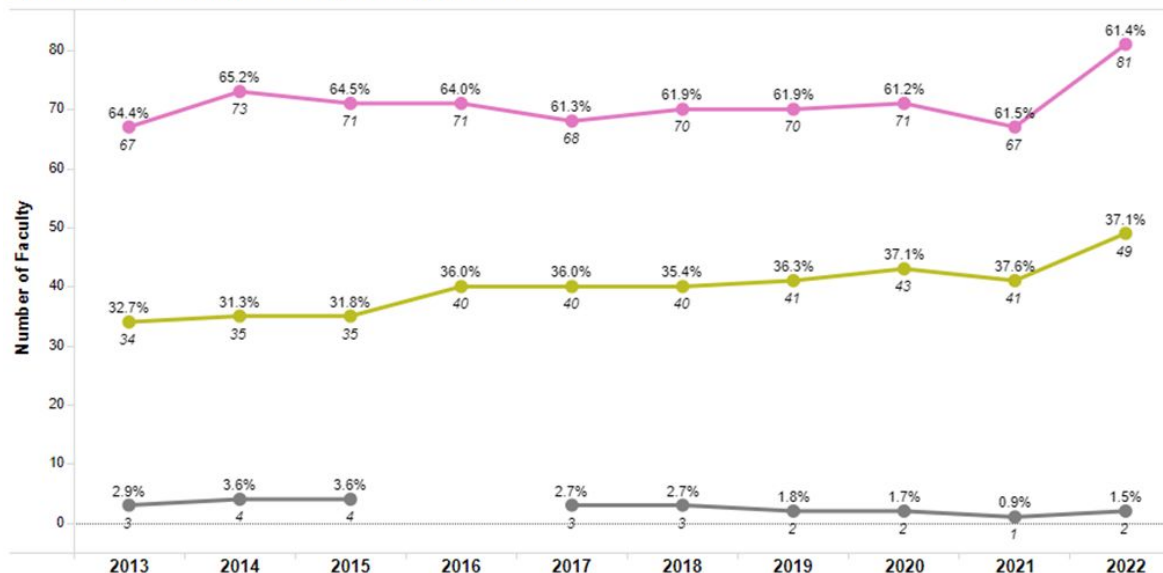
School: **All** | Tenure Status: **All** | Gender: **All**

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

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

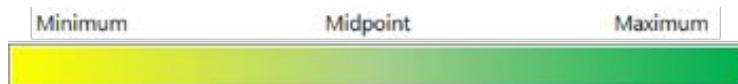
Race Grouped Selector

- 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 2021-22

School	Professors			Associate Professors			Assistant Professors		
	T/TT	NTT	Total	T/TT	NTT	Total	T/TT	NTT	Total
CCAS	\$ 151,439	\$ 143,572	\$ 150,863	\$ 109,475	\$ 98,738	\$ 106,679	\$ 101,720	\$ 85,771	\$ 93,340
ESIA	\$ 190,246	**	\$ 187,357	\$ 121,800	\$ 114,748	\$ 119,235	\$ 107,307	**	\$ 103,213
SB	\$ 230,615	**	\$ 227,819	\$ 185,467	**	\$ 184,677	\$ 191,029	NA	\$ 191,029
SEAS	\$ 200,337	**	\$ 197,729	\$ 143,101	**	\$ 141,445	\$ 115,071	**	\$ 113,982
GSEHD	\$ 147,217	**	\$ 145,988	\$ 110,258	\$ 109,790	\$ 110,144	\$ 95,644	\$ 83,824	\$ 89,734
LAW	\$ 272,784	**	\$ 268,425	\$ 190,719	NA	\$ 190,719	NA	NA	NA
CPS	NA	**	**	NA	\$ 105,507	\$ 105,507	NA	\$ 97,860	\$ 97,860
GWSPH	\$ 211,488	\$ 176,296	\$ 203,838	\$ 142,169	\$ 126,730	\$ 138,831	\$ 109,631	\$ 107,718	\$ 108,993
SON	**	**	**	\$ 116,367	**	\$ 116,184	\$ 97,976	\$ 96,248	\$ 96,988
GW AAUP Salary Average	\$ 190,644	\$ 157,835	\$ 187,338	\$ 127,263	\$ 107,625	\$ 122,579	\$ 117,251	\$ 88,638	\$ 104,672
AAUP 60%			\$ 151,956			\$ 107,136			\$ 93,627



Yellow to green color scheme represents how average GW faculty salaries compare to the relevant American Association of University Professors (AAUP) 60th percentile.

** Cells are blank where N<5
SMHS not included (not included in AAUP)

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

GW Market Basket Institution	Professors											
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	% Change from previous year
New York University	\$182,400	\$187,618	\$195,700	\$196,900	\$205,588	\$209,700	\$214,500	\$218,300	\$221,000	\$214,300	\$242,500	13.2%
Georgetown University	\$167,100	\$173,592	\$177,900	\$178,200	\$188,250	\$195,800	\$203,400	\$206,100	\$221,400	\$213,000	\$221,300	3.9%
Boston University	\$151,700	\$157,044	\$161,600	\$165,500	\$171,686	\$177,400	\$183,600	\$190,500	\$197,700	\$197,900	\$204,300	3.2%
Northeastern University		\$153,200	\$157,600	\$165,400	\$169,202	\$175,300	\$179,900	\$184,900	\$178,200	\$174,100	\$192,800	10.7%
George Washington University	\$152,000	\$156,018	\$161,400	\$163,500	\$168,799	\$174,600	\$179,400	\$183,300	\$187,600	\$186,000	\$189,700	2.0%
University of Southern California	\$155,900	\$160,517	\$164,600	\$166,800	\$170,567	\$175,800	\$181,600	\$185,400	\$189,500	\$187,600	\$189,100	0.8%
University of Miami	\$140,800	\$144,778	\$151,100	\$156,000	\$160,210	\$165,000	\$164,200	\$166,600	\$170,600	\$167,100	\$174,700	4.5%
University of Rochester		\$138,600	\$143,500	\$150,300	\$152,648	\$159,000	\$166,700	\$168,300	\$173,600	\$169,900	\$174,100	2.5%
Tufts University	\$134,900	\$138,390	\$143,200	\$145,800	\$150,660	\$152,500	\$154,400	\$155,200	\$162,200	\$159,000	\$162,300	2.1%
University of Pittsburgh			\$140,200	\$144,200		\$149,400	\$153,000	\$156,700	\$162,500	\$161,800	\$158,700	-1.9%
Tulane University	\$140,200	\$140,190	\$147,100	\$145,300	\$145,389	\$152,300	\$149,700	\$155,900	\$158,000	\$157,900	\$156,700	-0.8%
Wake Forest University			\$140,300	\$144,100	\$145,600	\$149,300	\$151,700	\$152,000	\$158,300	\$149,200	\$152,300	2.1%
Syracuse University		\$122,800		\$127,700	\$130,959	\$134,700	\$129,900	\$133,400	\$137,800	\$137,900	\$141,500	2.6%
Mean (excludes GW)	\$153,286	\$151,673	\$156,618	\$157,183	\$162,796	\$166,350	\$169,383	\$172,775	\$177,567	\$174,142	\$180,858	3.9%
Median (excludes GW)	\$159,400	\$148,989	\$151,100	\$153,150	\$160,210	\$162,000	\$165,450	\$167,450	\$172,100	\$168,500	\$174,400	3.5%
AAUP 80th percentile	\$140,726	\$143,125	\$146,405	\$152,123	\$156,140	\$155,359	\$165,639	\$166,627	\$173,602	\$169,909	\$176,358	3.8%

* Sorted by 2021-22 overall averages

SMHS not included; GW Law included

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

GW Market Basket Institution	Associate Professors											% Change from previous year
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Georgetown University	\$109,000	\$109,355	\$111,300	\$114,200	\$118,953	\$125,200	\$130,000	\$136,900	\$139,600	\$139,400	\$147,900	6.1%
New York University	\$106,000	\$107,656	\$112,100	\$114,700	\$120,222	\$122,800	\$124,900	\$128,000	\$131,400	\$125,200	\$142,800	14.1%
Boston University	\$105,000	\$106,896	\$110,200	\$113,600	\$117,126	\$120,000	\$124,800	\$131,300	\$135,100	\$136,200	\$141,000	3.5%
George Washington University	\$103,100	\$106,102	\$109,400	\$109,900	\$114,557	\$115,000	\$117,000	\$118,800	\$119,000	\$118,100	\$122,600	3.8%
Northeastern University		\$108,000	\$111,800	\$114,700	\$117,725	\$121,800	\$124,100	\$124,800	\$111,600	\$112,300	\$122,100	8.7%
University of Miami	\$92,000	\$94,764	\$99,400	\$102,500	\$105,535	\$108,300	\$110,600	\$113,600	\$118,200	\$118,300	\$122,000	3.1%
University of Southern California	\$105,300	\$107,766	\$110,000	\$104,700	\$107,158	\$109,900	\$113,800	\$117,100	\$117,900	\$117,000	\$119,200	1.9%
University of Rochester		\$100,900	\$101,700	\$103,400	\$105,522	\$109,300	\$112,200	\$115,000	\$118,000	\$118,300	\$118,600	0.3%
Tufts University	\$97,500	\$101,152	\$102,300	\$104,500	\$104,816	\$107,200	\$109,500	\$111,100	\$114,000	\$112,800	\$116,100	2.9%
Wake Forest University			\$95,500	\$96,500	\$98,700	\$98,500	\$101,900	\$103,900	\$106,000	\$100,700	\$106,400	5.7%
University of Pittsburgh			\$93,000	\$96,400		\$99,900	\$101,100	\$103,200	\$105,100	\$104,400	\$105,300	0.9%
Syracuse University		\$87,700		\$94,600	\$95,683	\$97,700	\$97,400	\$102,000	\$102,100	\$101,000	\$101,800	0.8%
Tulane University	\$86,600	\$88,736	\$92,000	\$90,800	\$90,876	\$92,100	\$92,500	\$95,300	\$98,800	\$99,600	\$101,800	2.2%
Mean (excludes GW)	\$100,200	\$101,293	\$103,573	\$104,217	\$107,483	\$109,392	\$111,900	\$115,183	\$116,483	\$115,417	\$120,417	4.3%
Median (excludes GW)	\$105,000	\$106,499	\$109,400	\$104,600	\$107,158	\$109,600	\$113,000	\$116,050	\$115,950	\$114,900	\$118,900	3.5%
AAUP 80th percentile	\$98,023	\$101,072	\$101,658	\$103,801	\$106,347	\$107,719	\$113,023	\$114,499	\$118,235	\$117,832	\$120,449	2.2%

* Sorted by 2021-22 overall averages

SMHS not included; GW Law included

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

GW Market Basket Institution	Assistant Professors											% Change from previous year
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
New York University	\$99,700	\$105,299	\$110,100	\$111,200	\$115,037	\$117,500	\$115,200	\$113,400	\$114,000	\$104,400	\$127,700	22.3%
Georgetown University	\$94,400	\$96,014	\$101,200	\$103,300	\$112,865	\$115,700	\$115,600	\$120,300	\$117,400	\$113,600	\$119,800	5.5%
Tulane University	\$71,500	\$73,956	\$79,800	\$83,200	\$91,517	\$92,500	\$93,300	\$108,500	\$117,300	\$118,800	\$118,400	-0.3%
Boston University	\$87,800	\$91,001	\$93,200	\$96,800	\$99,071	\$101,100	\$105,000	\$108,700	\$110,700	\$109,700	\$115,600	5.4%
University of Rochester		\$94,700	\$96,000	\$98,000	\$100,620	\$102,400	\$106,900	\$108,200	\$110,600	\$106,400	\$109,900	3.3%
University of Southern California	\$93,300	\$93,452	\$95,600	\$92,900	\$93,870	\$97,400	\$97,900	\$100,200	\$103,200	\$104,000	\$107,400	3.3%
George Washington University	\$84,200	\$86,896	\$87,500	\$90,100	\$90,821	\$92,700	\$96,200	\$99,600	\$102,600	\$101,400	\$104,700	3.3%
Northeastern University		\$96,700	\$99,100	\$102,200	\$108,103	\$110,700	\$112,300	\$114,200	\$97,000	\$97,500	\$102,000	4.6%
Tufts University	\$79,000	\$82,898	\$86,400	\$86,500	\$88,317	\$90,500	\$92,200	\$94,000	\$97,500	\$95,400	\$99,900	4.7%
University of Miami	\$81,100	\$83,406	\$83,500	\$86,900	\$95,682	\$98,000	\$98,200	\$99,600	\$101,000	\$98,800	\$99,700	0.9%
University of Pittsburgh			\$77,800	\$80,900		\$81,500	\$85,600	\$87,000	\$89,400	\$89,000	\$88,900	-0.1%
Syracuse University		\$75,500		76500	\$77,599	\$79,600	\$80,900	\$80,600	\$82,600	\$83,100	\$86,500	4.1%
Wake Forest University			\$79,000	\$80,900	\$81,100	\$77,900	\$76,200	\$85,000	\$85,800	\$80,900	\$81,900	1.2%
Mean (excludes GW)	\$86,686	\$89,293	\$91,064	\$91,608	\$96,707	\$97,067	\$98,275	\$101,642	\$102,208	\$100,133	\$104,808	4.7%
Median (excludes GW)	\$87,800	\$92,227	\$93,200	\$89,900	\$95,682	\$97,700	\$98,050	\$104,200	\$102,100	\$101,400	\$104,700	3.3%
AAUP 80th percentile	\$84,236	\$86,896	\$87,456	\$91,183	\$95,281	\$95,273	\$100,020	\$100,993	\$104,126	\$103,070	\$105,495	2.4%

* Sorted by 2021-22 overall averages

SMHS not included; GW Law included

Salary Equity Ratio* Between Female and Male Professor

Average Salary: AY 2022-23

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	12	\$253,058	25	\$230,648	37	\$237,916	109.72
CCAS	60	\$153,378	108	\$152,468	168	\$152,793	100.60
ESIA	7	\$185,971	21	\$192,782	28	\$191,080	96.47
SEAS	8	\$198,446	40	\$207,192	48	\$205,735	95.78
LAW **	11	\$294,341	27	\$299,942	38	\$298,321	98.13
GWSPH	20	\$203,385	27	\$211,392	47	\$207,985	96.21
Grand Total***	126	\$191,260	260	\$196,030	386	\$194,473	97.57

* "Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average mens 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 89.44.

*** 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 2022-23

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	9	\$194,812	21	\$195,072	30	\$194,994	99.87
CCAS	81	\$108,261	87	\$113,907	168	\$111,185	95.04
ESIA	7	\$110,190	8	\$130,897	15	\$121,234	84.18
SEAS	5	\$143,313	19	\$143,547	24	\$143,499	99.84
GSEHD	19	\$111,632	16	\$117,822	35	\$114,462	94.75
GWSPH	21	\$145,779	16	\$141,089	37	\$143,750	103.32
Grand Total**	175	\$122,717	178	\$131,659	353	\$127,226	93.21

* "Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average mens 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.

Salary Equity Ratio* Between Female and Male Assistant Professor

Average Salary: AY 2022-23

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	6	\$190,810	12	\$200,861	18	\$197,510	95.00
CCAS	51	\$95,760	56	\$99,707	107	\$97,825	96.04
ESIA	7	\$113,501	7	\$100,528	14	\$107,015	112.90
SEAS	6	\$121,822	8	\$119,031	14	\$120,227	102.35
GSEHD	12	\$90,104	5	\$91,656	17	\$90,560	98.31
GWSPH	10	\$112,935	7	\$112,968	17	\$112,948	99.97
Grand Total***	110	\$104,673	100	\$113,527	210	\$108,889	92.20

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

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

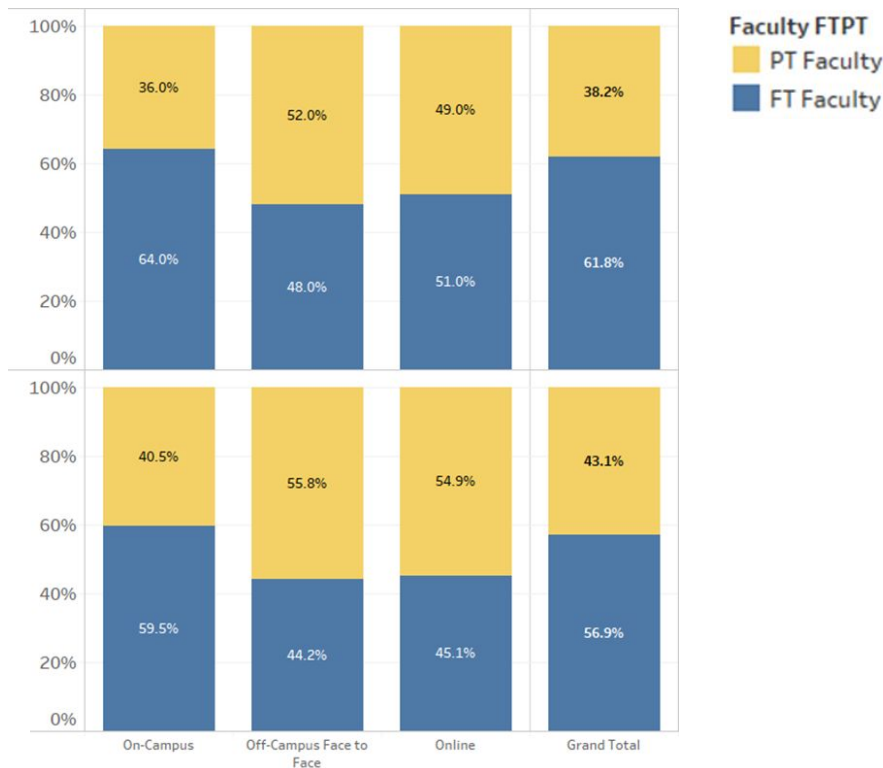
Source: American Association of University Professors (AAUP) final reporting file.

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

Full- and Part-Time Faculty Teaching* by Campus: Fall 2022

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

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



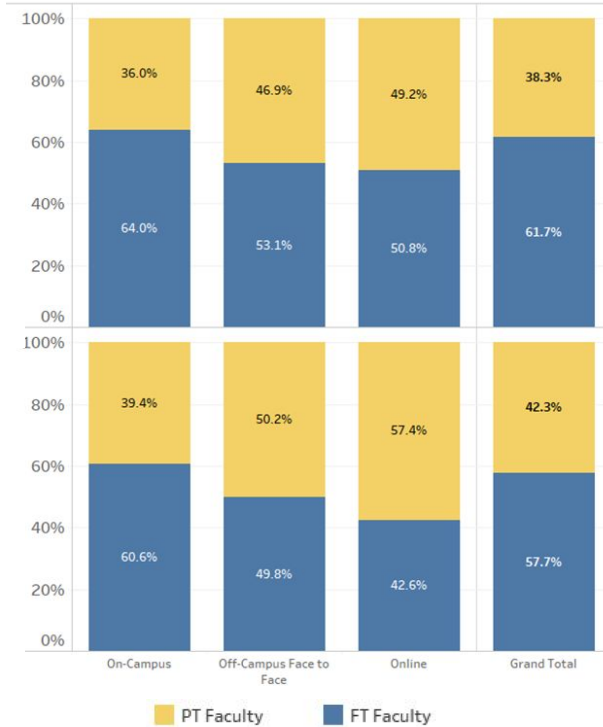
*SMHS courses are excluded because Banner does not record full / part-time status for medical school faculty.

"On campus" = Foggy Bottom and Mount Vernon Campus; "off campus" = all other GW locations

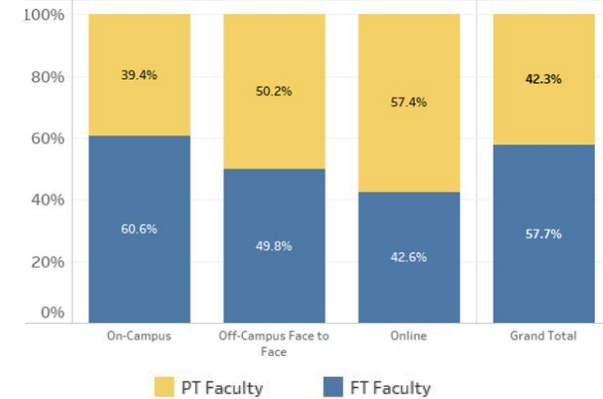
Full- and Part-Time Faculty Teaching* On Campus vs. Off Campus: *Fall 2021 and Fall 2022 Comparison*

Fall 2021

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

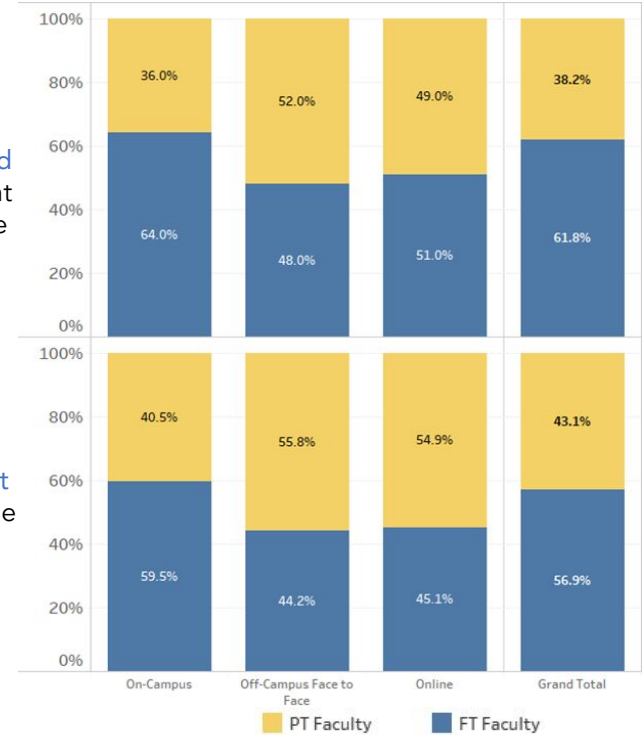


% of Course Sections Taught by Full/Part-Time Faculty

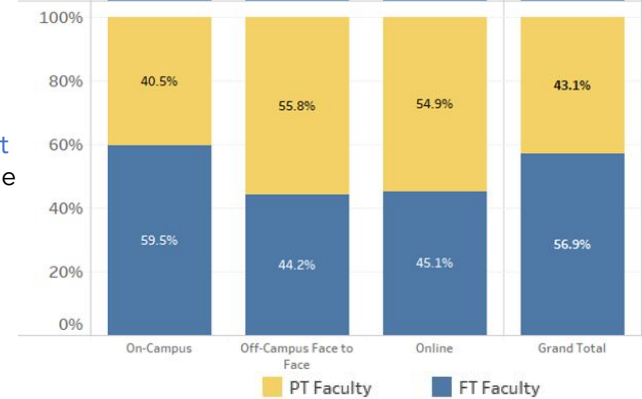


Fall 2022

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



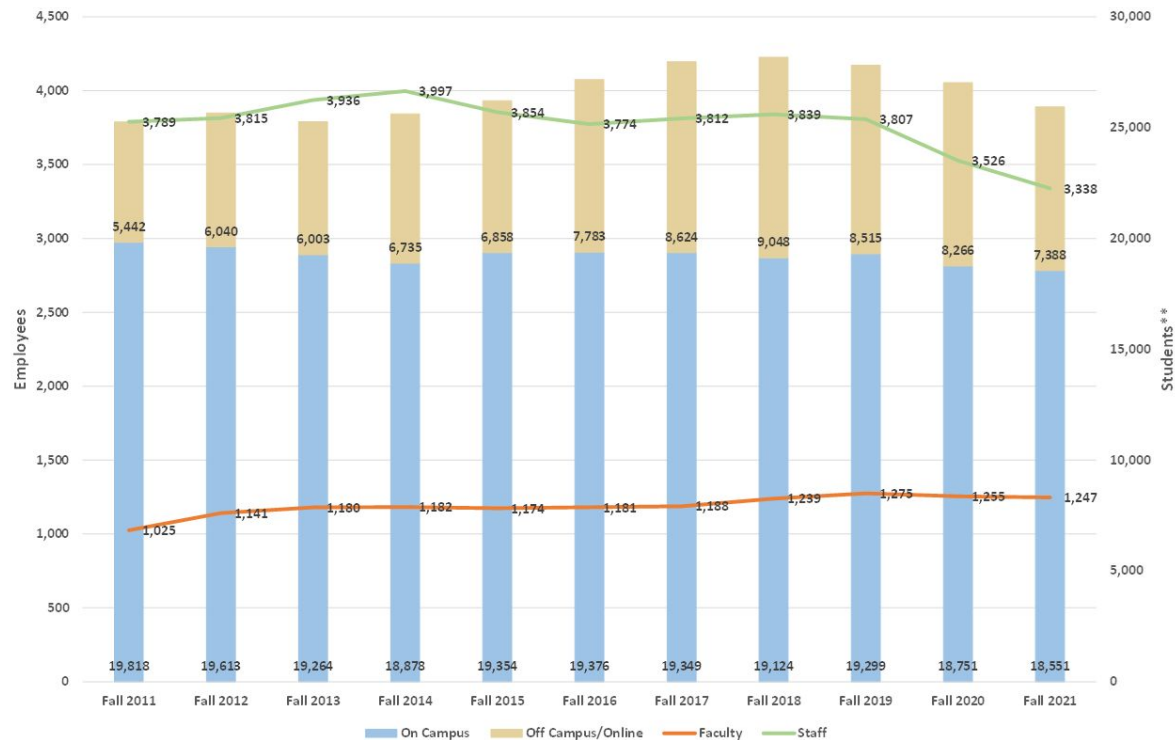
% of Course Sections Taught by Full/Part-Time Faculty



*SMHS courses excluded because Banner does not record full/ part-time status for medical school faculty.

"On campus" = Foggy Bottom and Mount Vernon Campus; "off campus" = all other GW locations

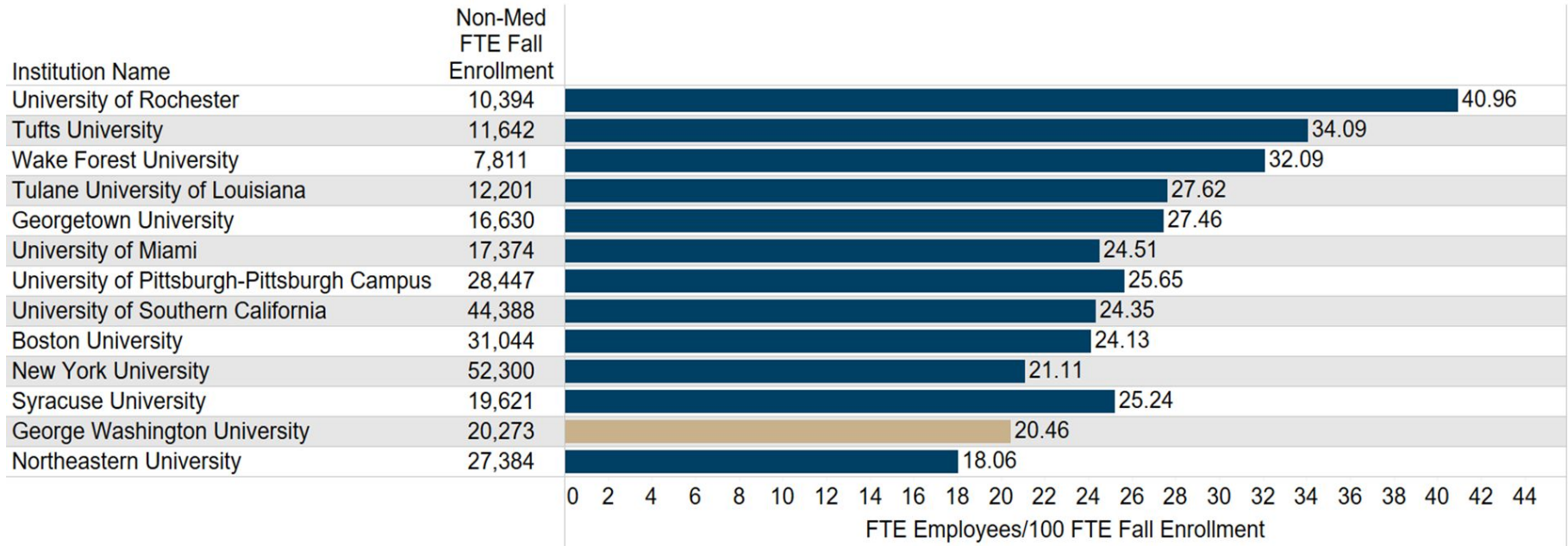
Full-time Personnel and Total Student Headcount



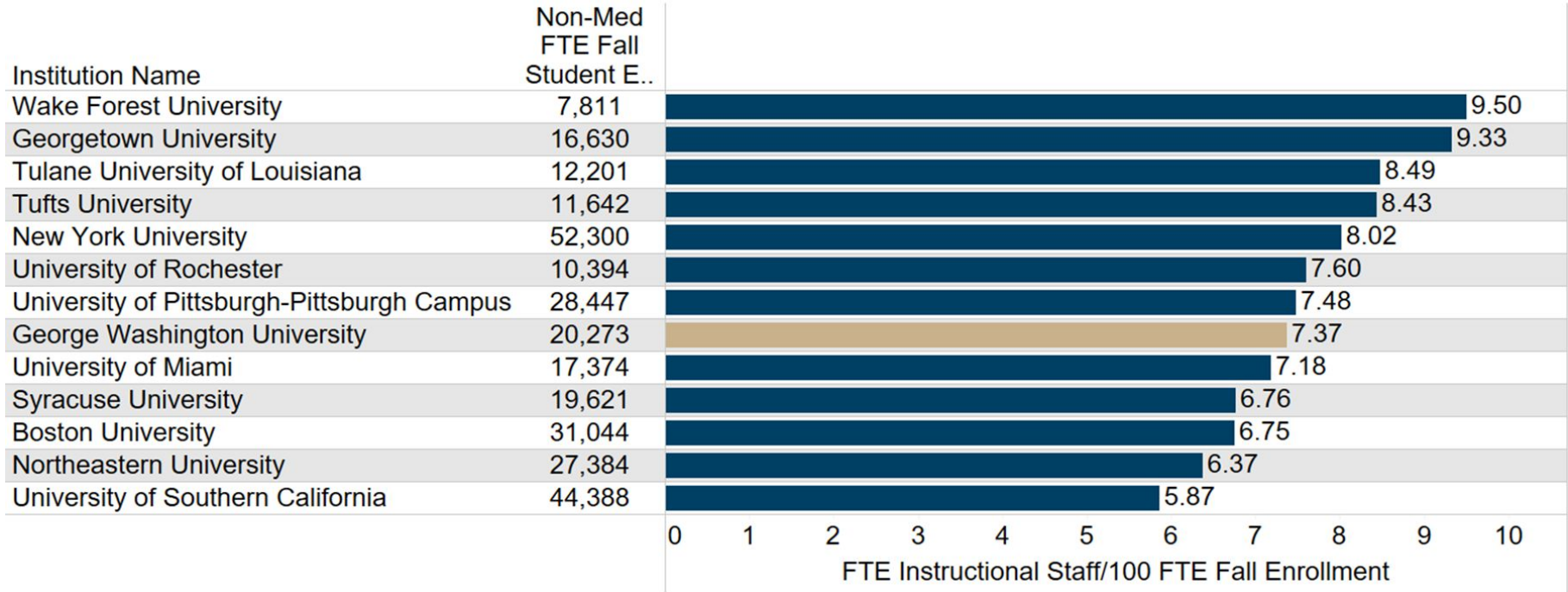
* Data based on IPEDS Human Resources Survey and IPEDS Fall Enrollment Survey.

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

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



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



Conclusion

Concluding Thoughts

- We continue to fulfill our two-fold mission:
 - Provide a high quality learning environment to train future leaders of the world
 - Push the frontiers of knowledge through the production and dissemination of high impact research
- Our Core Indicators of Student Success were challenged in 2020 by the pandemic, and we are still feeling the effects. But we continue to make a strong recovery and prospects look very promising in the out years.
- Our Core Indicators indicate the pandemic's impact upon faculty ranks, and areas of focus and investment to ensure continued world class status.

Appendix

Number and Percentage of Regular Active Status Faculty by Tenure Status *(Includes MFA)*



Tenured/Tenure Track Status as of Census

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

School: All | Gender: All | Race: All

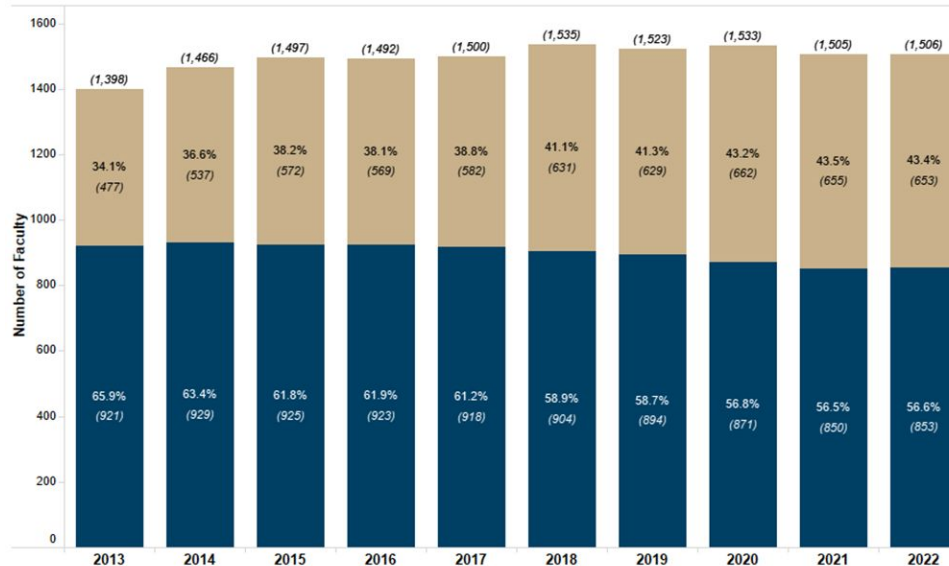
Faculty Type: Regular | Rank: Assistant Professor, Associate Professor, Instructor and 4 more | Department: All

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

Legend:

■ Non Tenure Track

■ Tenured/Tenure Track



Number and Percentage of Regular Active Status Faculty by Tenure Status (MFA Only)

GW Office of Institutional Research & Planning **Tenured/Tenure Track Status as of Census**

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

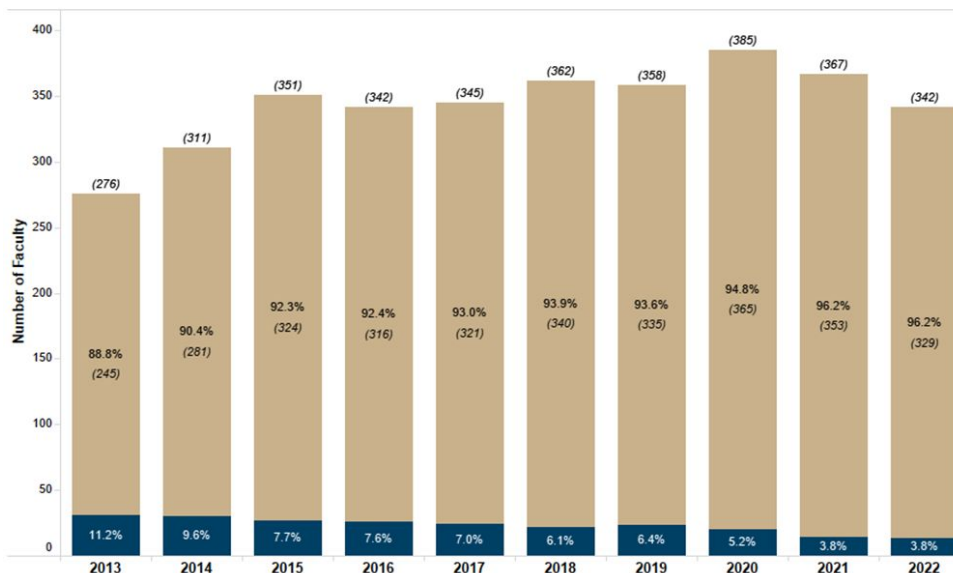
School: **MEDICINE** | Gender: **Null** | Race: **All**

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

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

Legend:

- Non Tenure Track
- Tenured/Tenure Track



Number and Percentage of Regular, Research, and Special Service Faculty by Tenure Status (*Includes MFA*)



Tenured/Tenure Track Status as of Census

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

School: All | Gender: All | Race: All

Faculty Type: Regular, Specialized - Research, Specialized - Teaching | Rank: Assistant Professor, Associate Professor, Instructor and 4 more

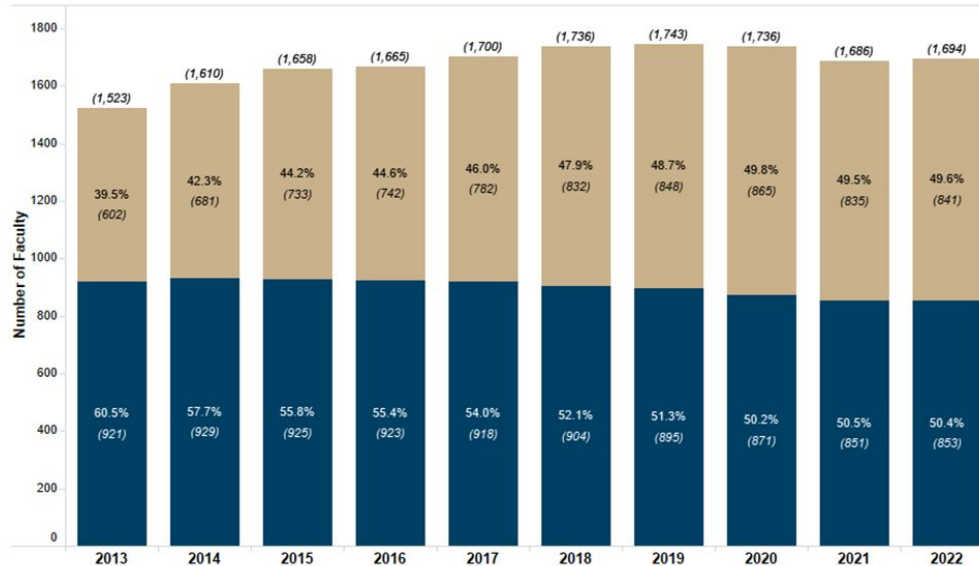
Department: All

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

Legend:

■ Non Tenure Track

■ Tenured/Tenure Track



Number and Percentage of Regular, Research, and Special Service Faculty By Tenure Status (MFA Only)

GW Office of Institutional Research & Planning **Tenured/Tenure Track Status as of Census**

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

School: **MEDICINE** | Gender: **Null** | Race: **All**

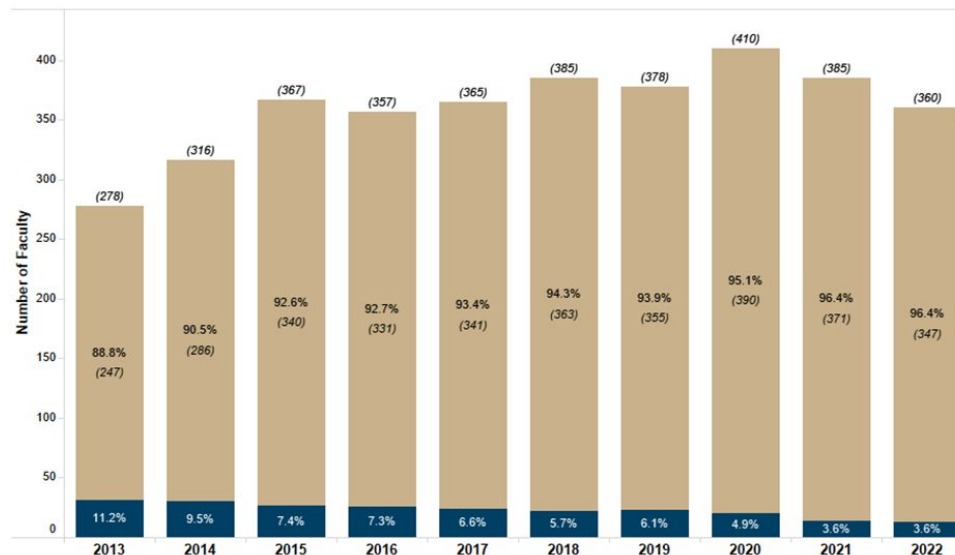
Faculty Type: **Regular, Specialized - Research, Specialized - Teaching** | Rank: **Assistant Professor, Associate Professor, Instructor and 4 more** | Department: **All**

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

Legend:

■ Non Tenure Track

■ Tenured/Tenure Track



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WASHINGTON, DC



Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)
March 10, 2023
Jim Tielsch, Chair

FSEC Activity

FSEC and the Board of Trustees Executive Committee (BoTEC) held their second joint meeting of the academic year on February 23 at 9am. The topic of the meeting was progressing on operationalizing sharded governance at GW. FSEC put forth a list of suggestions that could be initiated by the faculty and a list that could be initiated by the Board. The discussion was very positive and supportive of the suggestions raised. Chair Speights and others on the BoTEC mentioned that many of these items were doable over the short term and that a further discussion of the options would take place at the meeting of the full Board. We also reminded the BoTEC that there would be significant turnover on FSEC as of the end of April due to term limits and some members deciding to withdraw. I am quite optimistic about future progress in shared governance in the future.

Faculty Organization Plan

The joint subcommittee of PEAFF and FSEC continues to work on the question of Faculty Assembly membership. All revisions to the Faculty Organization Plan (FOP) passed by the Senate will be compiled into an Assembly resolution, to be taken up at the next Faculty Assembly and then forwarded to the Board of Trustees.

Faculty Senate Elections/Executive Committee Nominating Committee

Elections in the schools for Senate members are concluding, with results to be transmitted to the Senate office no later than March 15, 2023. The FSEC Nominating Committee will meet on March 22; Nominating Committee members will canvass their schools' Senate members prior to this meeting and will finalize the 2023-2024 FSEC slate (including the Chair) for approval at the April Senate meeting. (Note that the FOP revisions passed by the Senate last month affecting this process will not take effect until the revisions have been approved by the Faculty Assembly and the Board of Trustees.)

Senate Committees

The annual call for committee service volunteers remains open until March 17; a reminder email with links to committee descriptions and the volunteer form went out to all faculty on March 1. The form provides individuals the opportunity to volunteer for service on the Senate's ten standing committees as well as a number of administrative committees with faculty staffing components. The Senate staff asks that Senate members share the email and form link with those in their schools, including not only faculty but also staff and students. Broad participation in Senate committee service ensures that a wide range of perspectives go into the work of the Senate.

Personnel Actions

There are no active grievances at the university.

Calendar

The next regularly scheduled meeting of the Faculty Senate Executive Committee is March 31, 2023. Draft resolutions and any other possible Senate agenda items should be forwarded to Liz Carlson in the Senate office as soon as possible to assist with the timely compilation of the FSEC meeting agenda, ideally by March 24, 2023. The next regularly scheduled Faculty Senate meeting is April 14, 2023 and will be held in a hybrid format.



Faculty Senate
Provost Bracey Remarks
Friday, March 10, 2023

Diversity Program Review Community Forums

This week, we hosted two community forums in order to share the findings of the Diversity Program Review climate survey that was administered to the community in spring 2022. Overall, findings were positive. The majority of student, faculty and staff respondents reported that they found communities in which they feel a strong sense of belonging, and more than three-quarters of respondents believe that increasing the university's commitment to diversity is an important goal. The survey findings also showed opportunities for improvement – half of respondents reported experiencing some form of negative treatment, with this finding being more frequent for those with minoritized identities.

An executive summary of the findings, and the slides shared during the forums, are available on the Diversity Program Review page on the Provost site, along with a feedback form. We will post recordings of the videos when they are ready as well. I would like to thank Caroline Laguerre Brown, Jordan West, and the Office of Survey Research and Analysis for all their hard work in developing and administering the survey, analyzing the results, and reporting on the findings in a clear manner for the community.

Next, the Diversity Program Review Team will draft reports based on the survey findings and other data that will be reviewed by an external team, and a concrete diversity action plan will ultimately be submitted to university leadership and the Board of Trustees.

Enrollment and Student Success Updates

Some exciting updates in the Enrollment and Student Success world:

Career Fair

In February, we hosted our first in-person Career Fair since 2019, along with a virtual fair. The virtual fair on February 9 featured 30 employers and over 200 student attendees. The in-person fair on February 10 featured 70 employers and over 800 student attendees. These events received very positive feedback. I am grateful to Kelley Bishop and the Center for Career Services team for hosting these busy events, along with the Student Association for being a wonderful planning partner and a big help with the promotions.

President's Day Weekend campus tours

We finished our President's Day Weekend campus tour efforts with a 45% increase in total campus visitors over 2022. We jumped from just over 1,000 visitors last year to nearly 1,600 visitors this year during the same four days. Many thanks to all the campus partners who assisted with supporting the promotion for this event – these efforts paid off.

Inside GW

Our Inside GW admitted student visit days are nearly upon us. The first event is April 3 and they will run through the end of April. We expect over 6,500 guests over the course of the month, or about 800 visitors per Inside GW day. These numbers will include the Spring 2024 and American University of Paris admits. We are also hosting off-campus admitted student events in target markets.

Data show that the more times prospective students visit campus, the more likely they are to accept admission. That means we need to make the most out of each of their visits. During Inside GW, our goal is to make attendees feel welcome on campus, proud of their admission, and informed about what's ahead.

Admitted students will get a taste of the GW student experience (including housing and dining, as well as off campus experiences); develop a stronger understanding of GW academics; and feel better equipped to develop financial literacy (with regards to financial aid, dining budgeting, and affordability).

To help give admitted students a stronger understanding of our academics, Academic Symposium programming has been developed with schools and colleges to highlight their strengths and anything else they think is important for admitted students to know.

This is an event that requires the participation of the entire community in order to properly welcome admitted students and their families. I hope everyone takes note of when guests are visiting campus in April and makes every effort to chat with them or provide assistance if needed. If you need the full list of dates, please reach out to Jay Goff.

Tuition Rates for 2023-24

Earlier today, we announced tuition, housing and dining rates for the 2023-24 year. Beginning in fall 2023, undergraduate tuition will be \$64,700, a 4.2 percent increase from this year. This is a lower percentage increase than other D.C.-area schools have announced, including Georgetown at 4.9 percent and American at 5 percent. Full-time undergraduate students who entered GW prior to fall 2020 will pay the fixed-tuition rate of their entering class year. Graduate tuition rates vary by program and will be approved and communicated later this spring.

We remain committed to doing everything we can to ensure that we contain the cost of attendance so that the most talented students are able to come to GW. We continue to promote Open Doors, our scholarship fundraising initiative to increase need-based financial aid for students. Our enhancements to the overall student experience continue as well, to ensure that students are receiving an excellent return on the investment they make with us. This includes several all-you-care-to-eat dining options on campus, as well as expanded academic, health and wellbeing support services for students. We must continue to fulfill our promise that students will find their time at GW educational and enriching, both in and out of the classroom.

School of Nursing

Earlier today, I sent a leadership update to the School of Nursing. I shared that until we are able to name an interim dean to serve as a school leader during the search for a permanent dean, Forrest Maltzman will serve as my senior advisor and representative to oversee the school and identify who best to serve in the interim dean capacity. Forrest will work closely with nursing faculty and staff, and partner with school leadership to ensure the school continues to make progress on its educational and research missions. In this capacity, Forrest will serve in a volunteer role, similar to a role he served with the School of Business some years ago in which he assisted in a leadership transition and helped to identify an interim leader.

If you do not know Forrest, he exemplifies GW. He has worn many hats, including previously serving as deputy provost under Provost Lerman and then as provost. He worked closely with both Deans Jeffries and Johnson in building the School of Nursing and, most importantly, has been a very big champion of the school since its initiation. He has a deep respect for the School of Nursing and its mission, and he has the complete confidence of me and my leadership team.

Data Privacy Consultative Committee

I'm pleased to report that the Data Privacy Consultative Committee (DPCC) convened this morning for the first time, and I delivered them an official charge. You will recall that I formed the Data Privacy Task Force, which met through the spring of 2022; it made several recommendations about principles, the structure of data privacy reviews, and policies and procedures with respect to data privacy and the need to communicate better about our data privacy protections to the broader GW community. I previously announced that the university would adopt the guiding principles that had been recommended by the task force.

The DPCC is another feature that was recommended by the task force, and it is comprised of several faculty, staff, and students from across the university.

The DPCC will be tasked with reviewing university data projects undertaken by the university to ensure that such projects that use personal information align with the standard university business practices and policies that protect individual privacy here at GW. I'm really excited to have this committee in place, and I look forward to the work that they will do to ensure that the university can take full advantage of data analytics but do so in a way that is respectful of individual privacy interests.