



# Faculty Senate

**MINUTES OF THE REGULAR SENATE MEETING  
HELD ON MARCH 7, 2025  
HYBRID: 1957 E STREET/STATE ROOM & ZOOM**

Present: President Granberg; Provost Bracey; Executive Committee Chair Feldman; Parliamentarian Binder; Registrar Cloud; Senate Office Staff Liz Carlson and Jenna Chaojareon; Deans Ayres, Bass, Feuer, Goldman, Henry, Lach, and Riddle; Professors Akman, Badie, Bamford, Belenky, Borum, Briggs, Callier, Crandall, Cseh, Eakle, El-Ghazawi, Engel, Kay, Kieff, Kulp, Lu, Marvar, Morant, Mylonas, Orti, Parsons, Rain, Sarkar, Tielsch, Trangsrud, Vyas, Wagner, Warren, White, Wilson, and Wirtz.

Absent: Deans Kelly-Weeder, Matthew, and Wahlbeck; Interim Dean Perry; Professors Brinkerhoff, Cheh, Core, Gore, Hernandez, Kargaltsev, Schultheiss, Schwindt, Warshaw, and Zeman.

## CALL TO ORDER

The meeting was called to order at 2:07p.m.

## APPROVAL OF THE MINUTES

The minutes of the February 14, 2025, Faculty Senate open session as well as the minutes from the executive session on the same date were approved by unanimous consent.

## INTRODUCTION OF NEW SENATE MEMBER: KEITH CRANDALL, MILKEN INSTITUTE SCHOOL OF PUBLIC HEALTH (Ellen Granberg, President)

Following Professor Sacheck's departure from GW last month, the Milken Institute School of Public Health (GWSPH) has elected Professor Keith Crandall to complete her Senate term. The President welcomed Professor Crandall to the Senate.

## PRESIDENT'S REPORT (Ellen Granberg, President)

The [President's report](#) is attached.

## BRIEF STATEMENTS & QUESTIONS/PRESIDENT'S REPORT

Professor Wirtz observed that he couldn't imagine any report in recent memory given by the President that has more importance in terms of the number of points raised in today's report. He focused his comment today on one aspect of the report, returning to the issue of arming the GW Police Department (GWPD). A great deal of time and money has now been spent verifying that the three key points raised by The Hatchet in its investigation were exactly right. This raises questions about the wisdom of the ultimate decision that was made to arm the GWPD. He raised this comment in the context of the fact that American University—

just a few miles from GW—came to the opposite conclusion when considering arming its police force. GW's process did not do an adequate job of working with the community and with the university's experts on health policy matters in considering this question. The President's remarks today referenced improving upon the current process. Given GW's flawed process—and he expressed his appreciation for the President's candor on this point—he asked whether the right thing at this point would be to restart the process and do it right, including looking at why two schools so close to each other came to such opposing conclusions concerning this issue.

The President responded that she is not surprised that many in the GW community feel that revisiting the decision and its process would be the right course of action at this point. She stated that the Board of Trustees is not inclined to revisit this decision. An important and positive impact of this investigation are the very good recommendations from Chief Longo about how to improve GW's entire approach to campus safety. Baxter Goodly will be leading the community in a process to have those conversations; best practices will be used in conversation with the GW community. She stated again that revisiting the specific original decision is not something that she foresees, but she emphasized that this has been a real lesson for the whole community and certainly something that all involved take quite seriously.

Professor Bamford requested clarification that nothing is changing moving forward around implementation—specifically, there will not be a reversal of the decision to arm the GWPD, but the university is also not moving forward with arming additional officers. President Granberg confirmed that this is correct.

Professor Feldman thanked the President for her report, particularly the happy news of this year's SJT scholarships and the planned weekly informational communications around federal actions. Regarding the latter, she noted, knowing that there is regular attention to informing the university community is very helpful. She also thanked the President for her clear, forthright message and apology to the community around the GWPD report, noting that GW has not had a great track record of clear communication from its administration. She observed that the newest information in the report was the attention paid to who was involved in bringing the question to the fore in the first place. FSEC and the Senate were told that the Board drove this decision, directing the administration to implement it; however, this was not the case. This resulted in the Senate not knowing with whom they should engage on the issue. Not only was there a lack of consultation, but FSEC and the Senate were also not told in honesty about how the decision process was being undertaken. This revelation is not great, especially as the university moves forward into a time when everyone needs to work together on many important issues. The community needs to do all it can to make that possible, even when there will be disagreement.

The President asked for clarification as to what Dr. Feldman was referring to. Dr. Feldman clarified she was talking about the origination of the effort to arm, which FSEC had been led to believe came from the Board. The President confirmed that the final decision to arm was made by the Board but recognized Professor Feldman's concern about the original source of the idea. She also responded that conversations will sometimes have a clear alignment of opinions and sometimes won't, and the community will survive that and work together. She expressed her confidence that the GW community is capable of doing this.

Professor Akman observed that perhaps only the Civil War was a more difficult time for GW than what is occurring now. He noted that he has been struck in the past few days by the potential impact on the university of recent federal actions. He asked whether there has been any indication about why GW is one of ten universities flagged for a visit by the Department of Justice (DOJ) as part of its investigation of anti-Semitism on campus. The President responded that she did not know why GW was selected. Given the

publicity the encampment at GW received as well as its unique characteristics (involving students from all over the DMV, the visit from the House Oversight Committee), GW may have become more visible along with the other universities on the DOJ's list. She noted that the government opened a portal and asked people to submit reports; this may also be a contributing factor.

Professor Tielsch expressed his appreciation for the memo on the GWPD report and echoed Professor Feldman's comments on how FSEC was deceived about the initiation of process. He added that progress is about more than a conversation. The Milken Institute School of Public Health (GWSPH) spends a lot of time teaching its students to use an evidence-based strategy that was completely lacking in this particular decision-making strategy. There should be a structured process involved in the consideration of a policy decision, and the university needs to be more mindful and rigorous in its approach to these questions.

#### [PROVOST'S REPORT](#) (Chris Bracey, Provost)

The [Provost's report](#) is attached.

#### [BRIEF STATEMENTS & QUESTIONS/PROVOST'S REPORT](#)

None.

#### [EXECUTIVE COMMITTEE REPORT](#) (Ilana Feldman, Chair)

The [Report of the Executive Committee](#) (FSEC) is attached.

#### [BRIEF STATEMENTS & QUESTIONS/EXECUTIVE COMMITTEE REPORT](#)

None.

#### [RESOLUTION 25/7: TO REDUCE BARRIERS FOR TRANSFER STUDENTS](#) (Amita Vyas, FSEC Liaison, Educational Policy & Technology Committee, and Eric Grynaviski, Subcommittee on Future Enrollment Planning, Educational Policy & Technology Committee)

Professor Vyas introduced the resolution, recognizing Professor Grynaviski to provide background. Professor Grynaviski shared a [presentation on the subcommittee's work](#) that led to this resolution, highlighting the following points:

1. Transfer students are important, and numbers are increasing nationally.
2. The enrollment subcommittee has investigated how to make GW more transfer friendly. Three barriers were identified:
  - a. Progress on transparency: how do classes count when students transfer to GW? GW lags dramatically behind national best practices, but work is being done; the subcommittee endorses that work.
  - b. GW currently has cumbersome transfer processes.
  - c. At GW, there is an absence of a flexible equivalency approach to transfer equivalents as relates to GW's general education requirements. The subcommittee was informed this week that GW is working toward this, but faculty want to review this work to ensure sufficient flexibility has been incorporated.

3. The recommendation of a working group rather than specific policies reflects the fact that the devil is in the details; the Office of the Registrar's process is far preferable.

Professor Vyas moved adoption of the resolution; Professor Eakle seconded the motion.

Professor Wilson asked about the role of the departments in this process. He noted that he is occasionally asked about course equivalents but that the process seems haphazard. Professor Grynaviski responded that his understanding of the process is that, at present, if a student applies with a class for which the university has already made a decision about that class, then that information is already stored in the system, negating the need to go back to the faculty for each student transferring in with that class. Requests for review would come through for new classes or when a class in the system needs to be re-reviewed after a defined period of time. Exceptions to this come in the cases of some schools with particular concerns about technical prerequisites; these reviews are more involved. For this reason, a flexible equivalency approach works for general education requirements (GPAC) but not for school or departmental courses. The system GW will eventually move to will allow students to fill in the courses they've taken and see what their progress is at GW.

Professor Bamford thanked the subcommittee for their work on this issue. When thinking about equivalencies, she asked, is the considering just of courses that are already "GPAC'd" or also courses that could be GPAC. She observed that it can be difficult to get a course GPAC'd and that some faculty avoid doing so because of the cumbersome assessment process. She asked whether the process would work better if there were more GPAC courses. Professor Grynaviski responded that, when the Educational Policy & Technology committee (EPT) and the subcommittee discussed this issue, they decided that they did not want to die on the hill of GPAC reform; rather, that question is left to the deans and Provost to undertake at some point in the future. With that said, he felt it important to communicate that the faculty in this discussion are concerned that GPAC is a bit dated and that modifying it poses its own challenges. For the purposes of the present resolution, the committee took an intentionally neutral position on this issue.

Professor Warren asked whether GW has partnerships with area community colleges to develop a transfer program. Vice Provost Goff responded in the affirmative, noting that the university is currently working with Northern Virginia Community College now on a new agreement with the College of Professional Studies (CPS) taking the lead; two other partnerships have also launched within the past year. Professor El-Ghazawi noted that the School of Engineering & Applied Science (SEAS) has also been looking at developing this kind of partnership and suggested meeting with Vice Provost Goff to discuss this further.

Professor Wirtz moved to amend Resolving Clause 1 to add "and the Office of the Registrar" following "the Office of Undergraduate Admissions." The motion was seconded and then adopted by unanimous consent.

Professor White suggested expanding the definition of transfer students to include degree completion students, noting that the latter come into CPS via a separate admissions process but with similar challenges to those faced by transfer students. Professor Grynaviski responded that this is an excellent point and that the subcommittee agrees in principle. However, he noted, no definition of transfer students is included in the resolution, so this would be a substantial change. He suggested instead that the charge to the working group include a specific articulation that degree completion students be part of the group's attention. Professor White agreed with this approach.

Professor Wirtz moved to amend Whereas Clause 5 to read "...the Office of Undergraduate Admissions and the Office of the Registrar are striving..." in order to give credit where it is due to the two offices that have worked hard on this issue. The motion was seconded and then adopted by unanimous consent.

[Resolution 25/7](#) was adopted as amended by unanimous consent.

[REPORT: MFA FINANCIALS UPDATE](#) (Bruno Fernandes, Executive Vice President, Chief Financial Officer and Treasurer, and Bill Elliott, Chief Executive Officer, GW Medical Faculty Associates)

Mr. Elliott presented a [report on the Medical Faculty Associates \(MFA\)](#) including a financial summary for the first half of FY25 and initiatives being undertaken within MFA operations.

The MFA's financials through December 2024 show results around \$4.5 million better than the same point the previous fiscal year. Mr. Elliott observed that this is not much of a dent but noted that a lot of the first six months of the fiscal year involved assembling the teams that would be working on specific operational areas as well as acclimating himself to the various issues and developing action plans for the remainder of year. He expected that many initiatives will gain traction during the second half of FY2025.

Mr. Elliott noted that close attention is required in many different areas. To this end, he has established councils for specific areas throughout the fall; these councils are meeting every other week, and each has an identified owner. Trackers are in place for each council to measure progress.

Work is also being done to ensure that the volume of work the MFA has fits the number of providers on staff. Mr. Elliott affirmed that all clinical FTE reductions were achieved through attrition and not layoffs. Some FTE are being held for transfer to Cedar Hill in May, at which point those savings will be realized. Thus far, all work on FTE efficiency has been centered on clinical care providers; work is now beginning to assess staff numbers. Mr. Elliott confirmed that no savings are being counted before they are realized.

In addition, Mr. Elliott noted that the MFA is working to increase the number of patients coming in for care. This includes working on improving provider utilization, which ties directly to revenue. The MFA is also working on pharmacy growth and patient access (e.g., responsiveness when patients call the MFA, evaluating each physician's schedule and scheduling template to ensure they are maximized).

Mr. Elliott affirmed that the MFA will be in a better position at the end of this year as compared to the end of last year. He stated his reluctance to provide an exact number due to the volatility of the work being done toward operational improvements (including the timing around Cedar Hill, which will see savings realized for the MFA at the end of the fiscal year). He cautioned that the number will not be where anyone wants it to be and that not every problem will be solved this fiscal year. However, many more operational improvements under development now will be implemented in the next fiscal year and beyond (e.g., insurance contracts review, long-term lease reviews). The good news on the operational side is that the MFA now has a good handle on the elements it can control. Non-operational elements include the strategic and contractual issues that need to be worked through and present particular challenges.

Professor El-Ghazawi asked how the pharmacy can increase its revenue given the challenge of direct competition from other pharmacies, such as CVS, located close to patients' homes. Mr. Elliott responded that the MFA Pharmacy needs to provide excellent service to ensure patients bring their business back after a first visit. The pharmacy currently offers free delivery in the area, and he noted that he is working to add

an in-house service that would have the pharmacy fill a prescription and bring it to the patient in their physician's MFA office before they leave the premises.

Professor Wirtz appreciated the report, which points toward tremendous improvements. However, he observed that the elephant in room is whether this adds up to \$100 million, or even comes close. Mr. Elliott responded that operational improvements can only go so far; the remaining structural issues with the MFA's partners must be addressed as well. Professor Wirtz followed up, asking what the point is of all of these efforts if the outcome is not coming close to reducing the deficits the MFA has seen for years. Mr. Fernandes noted that the structural imbalance at the MFA is part of the non-operational issue being addressed concurrently with the operational improvements Mr. Elliott described. He affirmed that work is being done on these structural issues on a daily basis; at some point in the near future, he added, he will be able to talk about these specifics. The operational work, however, is very important and will fix some of the problem. Professor Wirtz noted that he in no way meant to minimize the importance of Mr. Elliott's operational improvements, which are important and represent good news in today's report. He asked whether there is there a date by which the proverbial elephant will be out of the room. Mr. Fernandes responded that he could not provide a date today but affirmed again that he will bring a report to the Senate as soon as this can be discussed.

Professor Parsons asked what the structural savings looks like in terms of a dollar amount, and how optimistic Mr. Fernandes and Mr. Elliott are about improvements to the MFA's situation. Mr. Fernandes responded that it is important to understand that the MFA's present circumstances did not happen overnight; this is therefore not an easy fix, and there are a number of ramifications that require very strict and careful analysis. He confirmed that he is working through these issues now with very capable people. He restated that this work is not yet in a place where he can engage in a discussion about the process now but that it is moving in the right direction to achieve a solution to the structural problem. There is now a much better understanding of the issues and what work needs to be done than was in place a year ago. Mr. Fernandes added that GW is not alone in this; medical enterprises are struggling nationwide. However, he noted, GW and the MFA are the only model in the country with a for-profit company joined to the enterprise. Many challenges are elements that the university will have to continue to support, with the understanding that that support will not be forever. He added that the goal is to de-risk the university. Professor Parsons clarified that he was asking about university funding sources—whether funds supporting the MFA are coming from the endowment, or additional debt, or another source. Mr. Fernandes responded that funding is not coming from debt or the endowment. The university pushes off a pretty good amount of operating cash flow on an annual basis, he stated, and this is eating into the operating cash flow from the university on an annual basis.

Professor Eakle asked to what extent the MFA is utilizing cutting-edge artificial intelligence to solve some of the problems on the operational side. Mr. Elliott responded that some of this technology can be used on the revenue cycle side, particularly in administrative processes. Some of this technology is also being used in medical coding and in the Epic system. Some AI will also be used to help with medical record charting, which will make documentation more efficient. Professor Eakle asked how much of an impact these efforts might have. Mr. Elliott responded that, on the administrative side and particularly on the revenue cycle side, a 30% improvement on some components of the expense base could be realized if these technologies were maximized.

Professor Akman asked what the MFA currently owes to the university in interest. Mr. Fernandes responded that the interest expense in FY24 was \$16 million and will be closer to \$20 million in FY25. Professor Akman then asked, of the amount that can be controlled operationally, what percentage

improvement is being realized. Mr. Fernandes responded that the MFA is at about 50% improvement on areas it can control. The other 50% will extend into the next fiscal year, with some tailing into future years on things like leases.

Professor Bamford voiced the concern of many faculty that, in the present volatile environment, this drain on the university is alarming. Understanding that it is what it is, she wanted to state this for the record.

[REPORT: ANNUAL CORE INDICATORS OF ACADEMIC EXCELLENCE](#) (Chris Bracey, Provost)

Before beginning his report, The Provost noted that he has proprietary information he would like to share with the Senate if the Senate adopts an executive session; such a motion would best come at the conclusion of today's General Business in order to ease Senate logistics.

The Provost offered the following remarks, which align with the [Core Indicators Report slides](#) shared ahead of today's meeting:

Good afternoon, and thank you for this opportunity to report out on the state of academic affairs at the university. I assume that you all have reviewed the slides in advance of this meeting, so my plan is to move more quickly through the slides than in years past. Recall that the Core Indicators Report is designed to provide longitudinal data on the core indicators of academic performance at the university. I will provide some additional context where it is useful but will more or less give the headlines and highlight where things have changed since last year.

Let me start by articulating three topline principles which serve as guideposts for our shared academic enterprise. First, we remain committed to maintaining preeminence as a comprehensive global research university. Since our invitation to join the Association of American Universities (AAU), which is the premier set of public and private research universities, we have worked to make progress up the ranks of AAU universities. This progress occurs because we remain committed to our fundamental mission. Our mission at GW is two-fold. We create a rigorous and high-quality instructional environment to train future leaders who will change the world, and we push the frontier of knowledge with the production and dissemination of impactful research. And, as our academic medical enterprise expands, we want to fold in a fundamental commitment to clinical medicine and patient care. The third topline principle is that academic excellence must be our cornerstone. So, we want to do the things that create a sticky but good academic reputation for the university. And we want it to be grounded in academic rigor. We want to challenge our students – academic rigor is an important component of programmatic excellence and, by extension, academic reputation.

For this presentation, I want you to keep these larger principles in mind as we delve into the Core Indicators of academic performance here at GW. As in years past, the focus of this report is on the two most important cohorts within an academic institution – the students, and the faculty. And, for the first time, I will present some comparative data on GW as it relates to the other AAU private institutions.

Let's start with students. Students are, of course, a primary focal point for us as a university. When we think about students, our aspiration is to attract students of the highest quality and caliber, who will bring to our university a diversity of experiences and perspectives that enrich our learning environment, and who are prepared to succeed in their academic studies here at the George Washington University, and in their personal and professional lives when they leave this university.

The largest fraction of our student population is actually graduate students. GW is the premier graduate education institution in the District of Columbia. However, the student population I want us to focus on primarily, but not exclusively, for this report is our residential undergraduate student population. This is, of course, the most resource-intensive population of our student population, and their experience lies at the heart of all that we do and ultimately drives our institutional reputation and ranking.

Let's start with our newest arrivals – first-year students and transfers. In this slide, you can see a couple of things. First, the bar graph on the top shows the overall size of the incoming first-year class and transfer students. Our all-time high of 3002 students was achieved in 2018. Here, you can see the decline in 2019 and during 2020—2020 being the year most affected by the pandemic—and you can see the recovery in 2021 and 2022. The large class in 2022 was an anomalous year. This is why you can see a return to “normal” by 2024, which is more in line with previous years.

Turning to the transfers, as you can see, in recent years, we tend to use transfer admits strategically to backfill when we have a smaller number of first year matriculants. Typically, when you see larger first year class, you will see a smaller transfer class. And vice versa. And we see that with the incoming class of 2024. What you are seeing here is an effort to manage the overall student population and revenue targets through the strategic use of transfer admissions. And this is designed to optimize our student population given our capacity.

We are generally excited when we see lots of students interested and admitted to the George Washington University. But do we have a good indicator of the quality of students that we admit? We've been test optional for some years, and we are now at the point where less than half of our students submit standardized test scores. Those that submit tend to be fairly high scorers (this year's entering class average was over 1400), but this can be misleading.

However, adjusted high school GPA is a pretty good indicator that can be compared year over year, and is commonly understood as an indicia of student quality. Here, you can see the distribution of student high school GPAs of the students who entered GW from 2014 to 2021, with 2021 at the top and 2014 at the bottom. The darker the green bar, the higher the GPA. So, what you see is that, year over year, we have generally increased the percentage of students enrolling with a GPA of 3.59 or higher and have shrunk the percentage of students enrolling with a GPA of 3.39 or below. On average since 2017, our lowest GPA band hovers near 10%, so 2024 is within that range. Regarding the top GPA band, for Fall 2023 we did not have to go into the waitlist nearly as far as we did for Fall 2024. So, we appear to be flattening off here – albeit at a strong position. However, some might argue that this just reflects a pandemic and post-pandemic period of plateaued grade inflation.

A strong indicator of our recovery is reflected in our international student enrollments. As you can see by the gray bars in this graph, we've recovered to pre-pandemic levels for graduate students – mostly attributable to SEAS. Much of this progress has occurred through diversifying our new international student markets and attracting new students from throughout the world. Our total new international student enrollment grew by 333 students to 1593 students this year.

Our loss of Chinese students over the pandemic has been significant. As we shared previously, students from China represent the majority of the decline in international students. Although we hope to regain much of this student population in the future, it is still difficult given the current relations and lingering travel and visa restrictions. Nevertheless, our top 5 countries, by volume, this past fall were India, China,



South Korea, Saudi Arabia, and Azerbaijan. And again, much of the growth is happening among our graduate programs.

Another good indicator of the performance of our academic enterprise is the first-year retention rate for our undergraduate students. This is because, like graduation rate, it is an indicator that takes into account the totality of the student experience. Students choose to come to GW for all sorts of reasons – most real, and perhaps some imagined. They all have high expectations regarding what their college experience will be. Much of what we do is attempt to deliver an academic experience that meets or exceeds those expectations. Students can vote with their feet, and transfer elsewhere, when the experience does not meet their expectations. The first-year retention rate is therefore an indicator of the strength of the student cohort's desire to remain at the George Washington University to continue with their studies. If we've struck the right balance – where we have world-class faculty teaching our courses, where students are thriving inside and outside the classroom, where students feel good about attending GW – we will see a very high percentage of our entering students returning in their second year.

Here, you can see longitudinal data on first year retention by cohort defined by the year that the student cohort entered. As you can see, we had a first-year retention rate high of nearly 93% in 2017. We dipped precipitously for the class that entered in 2019, and this is likely a pandemic effect, as we saw a rise in Leave of Absence (LOA) requests. Recall that we were remote for the 2020-21 academic year, and some students did elect to matriculate elsewhere at colleges and universities that were offering in-person learning options. Of course, we recovered nicely with the class entering in 2020, as students were eager to return to their studies, but this time in an in-person residential learning environment. But then things flatten off. This is an indication of the slow and difficult process of recovering from the pandemic. But it is trending in the right direction.

The bottom line here is that our first-year retention rates remain above the pandemic lows, but we face some challenges in terms of returning to and hopefully exceeding our peak of 92.9 percent in 2017. Indeed, we should strive to reach 94 percent, as that is where top 50 schools typically hover. This means finding 50 to 75 more students each year to succeed at GW and remain with us the following year. The retention rate also suggests, however, that the grade inflation from high schools on the previous slide is not necessarily a problem for us – high school GPAs remain a strong predictor of first year academic success. From my perspective, there is no immediate need to revert to requirement of standardized tests. We still have strong and reliable predictors of student success.

Now, let's take a look at students beyond the first-year cohort. Here, we see undergraduate students from the five residential colleges with majors or minors in more than one school. Double majors across schools continue to rise, while students with one major and one minor across schools have more or less flattened off at around 12 percent. This is a pretty good indicator of where things stand in terms of cross disciplinary or interdisciplinary education.

As you know, the university has over the past several years been looking for opportunities to increase the number of students majoring in a STEM field. Since the completion of the Science and Engineering Hall, we have seen growth in the number of STEM majors among students in the residential colleges. However, that's not the only reason our STEM majors have grown. Some of that comes from CIP codes used by the Department of Homeland Security and many colleges and universities to distinguish STEM from non-STEM majors. This is especially pronounced in the 2020 numbers. Growth from CIP classifications may occur for all sorts of reasons, but one significant driver is changes within the discipline. Economics and psychology have become more quantitative and are now deemed STEM

majors. New fields like data science have grown significantly across colleges and university, including GW with the introduction of the data science major in CCAS.

The growth in STEM majors appears to be settling in at between 16.5 and 17.5 percent. This does not necessarily reflect a change in enrollment strategy. Rather, it is a function of the applicant pool and the students who choose to matriculate through the George Washington University. Certainly, the decline in international students during the pandemic has impacted to number of STEM majors (our percentage of international students had dropped by 50 percent (from 13 to 6 percent of the incoming class). Fortunately, we are quickly recovering our international students with increased enrollment of students from countries other than China, which I will show you in a moment. And, although we certainly have strength in STEM, our reputation for strength in International Affairs, Public Policy, Political Science, and the other social sciences remains a strong attraction for many students who aspire to come to GW.

Next, we have the graduation rate; this is a key indicator because graduation rate more or less encapsulates – as a measurement – all the work and resources we expend to support student success. When we invest in our libraries, we are providing students with the resources they need in order to succeed in their academic work, which should enable them to reach the goal of graduation with greater confidence. When we hire world-class faculty to teach our students, we do so because we think improved pedagogy and profundity of thought in the classroom will increase the likelihood that a student will succeed in their coursework, and, again, reach the ultimate aspiration of graduating with a degree from the George Washington University.

It is important to understand that graduation rate is also impacted by cost of attendance. Every year, we have students – high performing students – who simply cannot afford to continue to matriculate at the university. The decisions we make in terms of tuition increases, additional fees, and financial aid budgets, as well as the whim and caprice of philanthropic contributions to need based scholarships, are likewise reflected in our graduation rate. It is also impacted by exogenous factors – like recessions and pandemics! So, graduation rate – both the four- and six-year rate – are core indicators of how well our academic enterprise is running and whether we are investing in areas that will allow us to improve upon these rates.

On this slide, I've provided you with some longitudinal data on graduation rates for entering student cohorts. You can see there was an uptick in the four- and six-year graduation rates for students entering in 2009 and 2010. You may be wondering what explains this. As you may recall, we had a financial crisis in 2008. In response, the university offered students entering in 2009 and 2010 much better financial aid packages in order to avoid a decline in the number students entering in those years. We increased the discount rate, and we saw an improvement in the graduation rate. And this makes sense after all: improved financial security allows students to focus more attention on coursework and extracurricular activities and to be more engaged with university life. In 2011, we reduced the discount rate to counterbalance the increase over the prior two years. And you can see a fairly dramatic decline in the graduation rate there. Since then, we've been pushing it up, except for the class entering in 2015, where we see a decline. It turned out that the Pell students graduated at 77 percent that year.

For the students who entered in 2018, you see another drop of about 4 percentage points in the four-year graduation rate. This amounts to an increase of 110 students who did not graduate within 4 years. When we looked at the data, it appears that this decline is largely COVID-related. Some students took a leave of absence to enroll in person at other colleges and universities, and these students did not return

to GW. However, other students took a leave of absence and did return. The total number of LOAs taken by 2018 was about 90 students — ordinarily, it is just a handful.

This pandemic effect will impact three classes—the first-year classes of 2018, 2019, and 2020—so we will continue to see this impact. Still, this is better than we anticipated, given strong student preference for in-person rather than a virtual learning environment. But what you are seeing here is the profound impact that the pandemic had on the ability of our students to succeed.

Last year, I said that we would see a bit of recovery of the four-year graduation rate for the entering class of 2020. This is because the first- to second-year retention rate for that class was greater than 90 percent. And you see that here with a rebound to 74.7 percent. I think you will see further recovery of the four-year graduation rate for the entering class of 2021. I anticipate that our six-year graduation rate – which saw a similar, but less dramatic decline, for the same reasons – will also rebound as the pandemic effect declines. Indeed, it may settle a bit higher because our Pell students now graduate at the same rate as students who require less financial assistance. The good news is that we see more students enrolled in the 5th year or graduating in the 5th year. So, the trends are pointing in the right direction.

Next, we can look at residential and non-residential students who graduate with two majors. One of the pillars of the university’s Vision 2021 strategic plan was an emphasis on innovation through cross-disciplinarity. Students responded to these efforts as opportunities grew to graduate with two majors. And this chart shows the growth that occurred over that ten-year span for the Vision 2021 strategic plan. Note that we closed out 2021 with a record high of 18.3% of our graduates graduating with two majors. For 2023, we are at about the same rate as our pre-pandemic peak. This is an example of how our strategic planning investments paid real dividends in terms of expanding the student experience and preparing our students to enter a world prepared to tackle issues – like public health crises, regulation of advanced technologies, or the advancement of sustainability policies – that do not fall neatly within one disciplinary field. I think this is something that we will want to prioritize in the coming years as well.

Finally, I wanted to offer a bit of data regarding our first- to second-year retention rate and our four- and six-year graduation rates as compared to all 4-year institutions, all public 4-year institutions, and all private 4-year institutions. As you can see, we compare quite favorably with national institutional averages, however you slice them.

Now let’s turn to the faculty, the university’s most critical asset. The George Washington University aspires to achieve preeminence. Every preeminent academic enterprise has a “north star” – an agreed-upon set of objectives to guide investment decisions and efforts expended in service of advancing the institution. An academic institution such as the George Washington University may establish different plans and objectives at different points and time – in effect re-establishing its “north star.” But there is no serious “north star” for an academic institution that does not involve and account for the faculty at the most fundamental level. This is because, in a very real sense, the faculty ARE the university. The faculty devise the curriculum, deliver the instruction, evaluate student performance, conduct the experiments, produce the scholarship, and drive the academic reputation of the university forward. When we look for core indicators of how the university is doing, we are, in many ways, asking how the faculty are doing.

One important indicator of our faculty strength is numerosity, and our trend lines. As you can see, among our Regular faculty, we hit a peak in 2018 with 1173 total Regular faculty members, with about 75 percent of those tenured or tenure track. And while our overall faculty numbers have increased, it

appears that our tenure-stream faculty percentages have been decreasing. As many of you know, the faculty code specifies that each non-health science school, excluding CPS, should have at least 75 percent of its Regular faculty tenured or on tenure track.

That, said, that previous slide included all schools. Here, we see the data for each of the schools. And what we see is that only CCAS falls below what is specified under the code, at least for the school-level compliance. All other schools are at or well above the 75 percent mark. Now, in addition to this, the faculty code recommends that no department have fewer than 50 percent of its faculty serving as Regular faculty. I haven't engaged in this analysis yet, but my sense is that we are in compliance here.

This slide incorporates our special service (or teaching) faculty and research faculty into the non-tenure track category to give you a slightly different perspective on our faculty composition. Here, you can see that there were some significant declines in the ranks of Specialized and Research faculty that occurred when the pandemic hit in 2020 and 2021. Interestingly, we don't see a big recovery in 2021, when we reopened for in person instruction and full-time lab access. By census time in 2024, we see some growth in contract faculty, and a minor decline in tenure stream faculty. This is reflective of the conservative approach taken by the university to adding faculty post pandemic – doing more via Specialized appointment than Regular appointment.

We often hear from students that they would love for their instructors to reflect the diversity that students experience among other students on campus, and what they experience as residents of the District of Columbia. Within the diversity, equity, and inclusion community, we often hear the common refrain that students cannot be what they cannot see. Many students aspire to be professors or professionals in a given field, but they need role models and mentors to help guide them to that place. We are therefore working assiduously to attract and retain the most qualified and diverse faculty that we can. In this chart, you can see one indicator of our success at diversifying faculty. This slide reflects gender differences in tenure/tenure track faculty. The number of female faculty increased in 2018 and remained stable. Similarly, the number of male faculty has declined ever so slightly since its 2017 peak. You can see that we were working to close the gender gap but lost a little bit of ground when the pandemic hit. As you might recall, this was due largely to exogenous factors related to family allocation of responsibilities, particularly when there are young children who were forced out of daycare or were doing remote schooling. This gendered phenomenon was well documented in the press and affected the university as it affected most sectors of employment. You can see the gap closing in 2024 as we bounce back from the pandemic, although in recent years it is mainly through retirements and attrition of male faculty.

Here, you can see the distribution of full-time faculty by race/ethnicity. The more visible increases over the past 10 years have largely been in the Asian American category, with under-represented minority (URM) groups remaining largely flat. The number of white faculty peaked in 2014 and again in 2019 but has declined significantly. Again, this decline is largely due to retirements, but also some departures of prominent faculty. The flatness of the curve for URM faculty is a bit exaggerated given the scale of this graph, as the next slide shows.

This slide is like a zoom-in feature for the non-white faculty. Here, you see the Asian American numbers flattening a bit. African American numbers continue to climb along with Hispanic numbers. This uptick is reflective of the hard work of the faculty appointments committees and their commitment to attracting a qualified and diverse pool of candidates, and of the efforts of the Deans to recommend the hiring of highly qualified and diverse candidates.

Asian American hires relative to URM faculty hires reflect a drop off during the pandemic, but a strong recovery in 2022 and sustained in 2023. This is trending in the right direction.

And this slide provides a further zoom on to look at African American, Latino, and Native American hires. This allows you to see how the faculty hiring moratorium in 2020 really hit our URM faculty numbers as they found employment elsewhere and we were unable to properly replenish. You can see from this graphic that we've had relative success in hiring African American and Latino faculty but have had more challenges with our indigenous population.

Now, I love this slide because one of the things I hear most from faculty is how other colleges and universities show greater love to their faculty by compensating them better. And I know – I've been in retention negotiations with faculty – that many of our competitor universities are able to marshal tremendous packages to entice our faculty to leave the George Washington University. So, one key core indicator of how well our academic enterprise is performing is how well we are compensating our most prominent performers – the faculty. This slide is designed to better illustrate how we stack up to our competition in terms of compensation. So, here you see a comparison of tenure/tenure track salaries v. non-tenure/tenure track salaries compared to the 60th percentile averages of AAUP faculty salaries. Green is good, and yellow is not so good; dark green is really good, and bright yellow means we have work to do. What you see here is mostly green. Among most of our schools and across our ranks, tenured and non-tenured, we look pretty good.

Where do we have issues? We have issues in the Columbian College of Arts & Sciences (CCAS) – particularly among the non-tenured faculty but really only in the rank of Full Professor. We see something similar happening at the Elliott School of International Affairs (ESIA) at the non-tenure track associate professor rank, but I suspect this is due to the professor of practice designation. Another challenging area is the Graduate School of Education and Human Development (GSEHD) – here, we see lower compensation rates across non-tenured faculty and tenured professors. This is largely discipline-related but is still worthy of investigation. But the bottom line is that our compensation structure looks quite strong with a few areas that we need to shore up.

We can also look at how our faculty salaries match up to our market basket institutions. Note that AAUP data includes Law School faculty but not faculty in the School of Medicine. Here, we are looking at how our professor rank salaries measure up with our market basket schools as compared to AAUP 80th percentile averages, and what we see is generally good. As you can see, we are looking pretty good compared to our market basket universities – solidly in the upper middle. The same is more or less true for faculty at the associate rank. However, here, you can see that Boston University and GW have stepped up, with USC and University of Rochester are pulling back slightly. At the assistant professor rank, even with a net increase of 2.0 percent, we remain more or less in the middle. That said, at the assistant rank, we are at the AAUP 80th percentile, so we are in great shape.

This set of slides is also an important indicator of whether our academic enterprise is thriving. Here, you see the salary equity distribution among faculty at the professor rank. Generally, things look good. The School of Business (GWSB) improved on men's compensation, and the School of Engineering and Applied Science (SEAS) improved on women's compensation. The Milken Institute School of Public Health (GWSPH) made some progress. As you can see, in GWSB and CCAS, female faculty are compensated at a greater rate than male faculty at the equivalent rank. The other schools are very close indeed. This is a clear improvement over prior year reporting.

Here, we can see that GWSPH is perfect, and most of our other schools are in good shape. ESIA is a bit of an outlier here, but this could be attributable to movement between ranks.

Finally, we look at the assistant rank. Here, we are generally in good shape. ESIA appears to have over-corrected a bit but ESIA's N is quite small (only 10 faculty members), while the other schools are solidly on track. So, overall, this shows that men and women start off equitably compensated, and that divergences begin to creep in at the associate rank but get addressed at the full professor rank. And in terms of the grand total, it seems pretty clear GSEHD and SEAS are perhaps skewing the total a bit.

Next, we have a bar graph that shows full- and part-time teaching loads for the faculty. The top half of the chart shows the percentage of total students enrolled in courses taught by full-time and part-time faculty by modality – on-campus (defined as Foggy Bottom and MVC), off campus, online, and the total number. You can see that the clear majority of all of our in-person courses are taught by full-time faculty. We obviously rely a bit more on part-time faculty to teach our online classes.

On the bottom half of the chart, you can see the percentage of course sections taught by full-time and part-time faculty. Although the majority of our sections are taught by full-time faculty, you can see that a greater percentage of our off campus and online sections are taught by adjunct faculty. This, of course, reflects the general notion that our full-time faculty have obligations that go beyond teaching, but we need to be mindful of the student experience that we are providing and whether this is the right balance for us given our academic aspirations.

Here is the prior year's data and the current data – side-by-side. You can see that there is little movement in the percentage of total students taught by full-time faculty – it remains at roughly 63 percent. And, while a majority of our sections are still taught by full-time faculty, there has been a very small increase – less than 2 percent – in the percentage of sections taught by part-time faculty. So, we are continuing to rely upon full-time faculty to address the bulk of our teaching load, which is good for several reasons. First, in terms of quality, it means that we are choosing to hire strong instructors on a more permanent basis because of quality and consistency of instruction. This redounds to the student experience. Second, this signals greater stability as we emerge from the pandemic and scramble less to find adjunct instructors for sections – again, this suggests improvement in the student classroom experience. The bottom line is that this is a good trend when we think about our renewed commitment to academic excellence and the holistic student experience inside and outside the classroom.

This slide has historically been one of my favorite slides since I joined the Provost's office back in 2016. This is a slide that I came up with to highlight our overall efficiency as an academic enterprise. Here, you see the number of students (in terms of headcount) represented by the bar graphs and the number of faculty and staff allocated to manage that academic experience. GW has historically prided itself on delivering an amazing and high-quality student experience despite lean staffing. And, while it is true that we've proven successful at this in years past, I think the reduction in staffing – which you see here (looking at the green line), starting in Fall 2020 – has really strained the experience of faculty and staff, despite modest declines in the student population. Replenishing our staff in key areas that are student and faculty facing – from building services to IT and Disability Student Services – will be a priority going forward. This will be critical in terms of meeting the student success outcomes I outlined earlier. Our academic performance relies upon full alignment of staff support, and we need staff to provide the service and structural support to advance our academic mission.

The drop in staffing is reflective in this chart, which offers a comparison of staffing relative to our market basket schools. As you can see, we are the second most leanly staffed university, only to Northeastern. I know that many of our colleagues like to compare us to Georgetown. Here, you can see that Georgetown has significantly more FTEs dedicated to support their academic enterprise. The good news is that we are staffing up to restore some of the key functions that are needed in an academic enterprise, and we will continue to do so to ensure that the experience of our faculty and students meets the expectations established by our academic reputation and price tag!

Here, the picture is a bit brighter with regard to faculty. We still remain leanly staffed, and as pointed out earlier, slightly biased in favor of non-tenured to tenured faculty. That said, our faculty ratio is about in the middle of our market basket, which is where we have been historically. Faculty routinely call on us to replenish depleted ranks, and this makes clear that we are doing so now, and will continue to do so, provided that enrollments and the permanent resource base of the university are able to support those additional faculty lines. We know that the university's reputation and location make us an attractive place for scholars and teachers. Investment in full time faculty – particularly tenure stream faculty – must be a priority going forward.

I want to close by saying that the George Washington University continues to fulfill its two-fold mission. Our Core Indicators of Student Success highlight some of the challenges confronted by our student population this past year, but also some of the ways in which our student body has shown resilience and recovery that bodes well for our future. The Core Indicators regarding faculty highlight a strong impact of the pandemic on our faculty – particularly our tenure-stream faculty and faculty of color. But they also demonstrate how we have rebounded and reinvested in the intervening years and point to areas of opportunity for strategic investment going forward.

Higher education currently faces unprecedented headwinds, many but not all of them brought on by changes wrought by the federal transition. We need to be mindful of these things, but we cannot afford to let them distract us from our fundamental mission. Our essential task is to continue to excel in teaching and research, as we replenish our faculty and continue to attract talented and diverse students inspired to make a difference in the world. We must continue to do this as the university enters its third century and continues along the path to preeminence as a comprehensive, global research university.

Professor Wirtz thanked the Provost for his very comprehensive report. He stated that he wished to correct record on one point, and he directed the Senate to Article I.B of the Faculty Code, which defines the Regular faculty and includes the following:

“... the proportion of regular faculty serving in non-tenure track appointments shall not exceed 25 percent in any school, nor shall any department have fewer than 50 percent of its regular faculty appointments either tenured or tenure-track. The foregoing shall not apply to the School of Medicine and Health Sciences, the School of Nursing, the Milken Institute School of Public Health, and the College of Professional Studies.”

Professor Wirtz believed that this was misstated in the Provost's verbal report today, but he noted that he was making this point in the context of a change made to the Code relatively recently. He recalled that, when he joined the faculty and for many years thereafter, all of the full-time faculty were designated as what is called Regular faculty. The definition of a Regular faculty member was that they were contractually obligated for teaching, for research, and for service. That definition placed minimum levels of the

percentage of each school's Regular faculty and each department's Regular faculty who must be tenured. At that time, all full-time faculty were Regular faculty, and so that definition really did cover all bases.

Relatively recently, Professor Wirtz continued, there was a change to the Code to allow for what was then called "Special Service faculty," retitled recently to "Specialized faculty." This began with ESIA because they wanted to appoint people primarily from the government to come to GW and predominantly teach without other requirements, including research and service. Other schools made similar cases for the addition of Specialized faculty to their ranks, and the justification made good sense. An addition was made to the Code to allow full-time faculty to be Specialized faculty.

Professor Wirtz emphasized that his comments should not be taken in any way as demeaning Specialized faculty, who are an important part of the university's identity. However, no limits were applied to what proportion of Specialized faculty could be tenured because, by definition, Specialized faculty cannot be tenured. This, he noted, is now a loophole that plays out in the report just presented. What the report shows is essentially an approximate continuation in the number of full-time faculty. That number has remained about the same, but the tenured faculty has been monotonically decreasing each year. Professor Wirtz wanted the Senate to be aware of the implications of this, as this is no longer inconsistent with the Code. Now that the Specialized faculty category exists, essentially, the tenure and tenure-track faculty who are, by definition, Regular faculty can continue to decline and be replaced with Specialized faculty until there are essentially no tenure or tenure-track faculty at all. That, Professor Wirtz stated, is a very serious flaw in the Code that is evidenced in today's report. He noted that slide 15 of the report shows a steady monotonic decrease in the number of tenure and tenure-track faculty, which, in his opinion, is a very bad trend that could in fact continue down to zero.

The Provost agreed with Professor Wirtz that this is what the report shows—the slow decline of tenured and tenure-track faculty and those numbers being backfilled with Specialized faculty. He did not see this trend line going to zero, but he took the point. He observed that it is the tenured faculty who would be making decisions about the faculty being hired. Professor Wirtz countered that this is not correct, as departments are being told that their tenured and tenure-track faculty will not be replaced but that they may hire a Specialized faculty member instead. The Provost responded that the faculty have the option to vote down the Specialized faculty option. However, Professor Wirtz noted, the faculty do not have the option to vote up a tenure or tenure-track appointment. The Provost responded that he is not privy to discussions in individual departments, but he affirmed that he authorizes tenure and tenure-track searches each year.

Professor Wirtz stated that the tenure and tenure-track numbers are clearly decreasing; they are not moving from one school to another, and lines are not being replaced with tenure and tenure-track lines but rather with Specialized faculty lines. He affirmed again that he did not want to suggest that there is anything wrong with Specialized faculty, who provide an excellent service to the university. He did, however, want to go on the record that the trend is quite clear and that there is no reason why it could not continue down to zero. The Provost responded that the number of tenure lines is a function of the university's permanent resource base, and GW is a tuition-driven institution. Strong enrollments in particular school can support additional investments in tenure lines. When strong enrollments are not in evidence year over year, it is prudent for the university not to overinvest, knowing that it will encounter financial difficulties in the future as a result. He encouraged Professor Wirtz to lobby his dean for tenure lines in his department. Professor Wirtz responded that his concern could not be addressed at a dean (or departmental) level, and that he was citing the university-wide problem of a clear persistent, monotonic decline in the number of tenure/tenure-track faculty positions across time.



Professor Wilson expressed a concern about student recruitment, particularly the use of transfer admissions to offset fluctuations in first-year admissions. While this makes the total number of admitted students more predictable, it reduces predictability for schools with transfer pipelines to GW if these admissions are used as a safety valve. Vice Provost Goff responded that this is a logical question. He noted that, with GW's type of institution, this is not an unusual practice, and most of GW's transfer partners understand that GW will not be able to take large volumes of students from their institutions. He added that his team does look at ways to create a situation where a more reliable pool of transfer seats could be made available. One obvious way that this could be accomplished would be the removal of the DC enrollment cap; needing to stay within the cap does not allow the university to promise a guaranteed pool of transfer admissions each year.

Professor Crandall noted that the report provided many interesting comparisons with GW's market basket faculty but that data on full-time and part-time faculty was not among them. He wondered why this was the case and if this is data that is available. He also wondered why a report entitled the Annual Core Indicators of Academic Excellence did not include any references to research. On the full- and part-time faculty question, the Provost responded that this is data that can be reported, but the challenge is that different institutions have access to different kinds of part-time faculty. GW is extremely fortunate to have the part-time faculty resources it does in the Washington area; other market basket schools will have far fewer part-time faculty, but that does not speak to the quality of instruction being provided by those faculty. On the research question, the Provost noted that the report measures various aspects of the academic enterprise; he noted that he could present on the research piece in an executive session due to the proprietary nature of the data involved in that report.

Understanding that this is a difficult climate in which to work on this issue, Professor Bamford noted that the Code does not protect the university from realizing a large degree of erosion of tenure lines. This cannot be addressed until an amendment to the Code is adopted. She noted that CCAS needs 35 new lines. She understood that the supply of lines or the ability to do searches correlates with the productivity of the different units, but she asked how the university can ensure it is dedicated to tenure if the Code is not helpful in this regard.

The Provost responded that much of the high-quality research and teaching at the university is undertaken by the tenure stream faculty. If GW is committed to being a truly excellent institution, then it is necessarily committed to tenure stream faculty. At the same time, though, there are financial realities at play, and there is only so much that the university can do if it does not have the requisite financial base to support multi-million-dollar tenure line commitments. To do that as a tuition-based institution, the university has to make sure it has strong enrollments, both on the undergraduate and the graduate side, to support those tenure lines. It would be a dereliction of duty not to scale appropriately if there is a decrease in those enrollments.

The Provost asked Associate Provost Froslid-Jones to check on the number of tenure lines needed to bring CCAS into Code compliance, as he thought the 35 Professor Bamford mentioned seemed high. Ms. Froslid-Jones noted that, in looking at tenured and tenure-track faculty, it appears CCAS needs about 12 lines to attain compliance. Professor Bamford responded that the full picture needs to include the increased number of Specialized faculty in the school.

Professor Engel referenced slide 23, asking whether discipline has already been taken into account in terms of comparing GSHED with a similar school of education. Ms. Froslid-Jones responded that this slide shows comparisons to the AAUP 60<sup>th</sup> percentile, showing where each of the schools is compared to the overall average. It is a function of the differential for GSHED faculty relative to other faculty at the university.

Professor Warren noted that not all part-time faculty are the same. For example, in CPS, where there is no tenure, part-time faculty include the directors of the Duke University Press and the Georgetown University Press. These are not people who are trying to make a living as a tenured professor. Acknowledging that he was not sure how to communicate this in the Core Indicators report, he noted that a large percentage of highly prestigious part-time faculty is a good thing. The Provost responded that, while it is difficult to do comparative analyses of this, GW should be telling this story.

Professor Eakle asked whether a consideration of cost-of-living differences is part of the report's calculus. Ms. Froslid-Jones responded that most of GW's market schools are in areas where the cost of living is as high or higher than Washington. US News & World Report does consider regional cost when doing its examinations. GW could probably dig into this more, but a key point is that GW is often competing with other large metropolitan areas for faculty.

Professor Bamford noted that a faculty colleague on the Diversity Program Review team wanted to register a concern with the category of Asian used in the report, observing that it would be more effective to disaggregate this category. The Provost thanked Professor Bamford for this comment and considered it duly noted.

#### INTRODUCTION OF RESOLUTIONS TO BE REFERRED TO COMMITTEE

None.

#### GENERAL BUSINESS

- I. Election of the Nominating Committee for the 2025-2026 Faculty Senate Executive Committee  
The [attached Nominating Committee slate](#) was approved by unanimous consent.
- II. Nominations for membership to Senate Standing Committees
  - None
- III. Senate Standing Committee Reports
  - None

#### BRIEF STATEMENTS AND QUESTIONS

Professor Wirtz expressed concern and his feeling that there are mixed messages emerging from the GWPD report. He appreciated the President's published response to the report, which expressed contrition as well as a commitment to doing better and not repeating the mistakes made in the arming decision process. It is clear, however, that a mistake was made in that the university did not take advantage of the constituencies that should have been included in order to make a good decision. It now seems inconsistent to say that a mistake was made, that not everything was taken into account that should have been, that more stakeholders should have been included, and that things will be done better in the future—but that no change will be made to what was done, even though it was not a decision that was made with all the information that should have gone into that decision. He stated that the right thing to do would be to reopen the decision and to allow the processes which have been acknowledged to be insufficient at the time to be made sufficient before a final decision is made.

Professor El-Ghazawi expressed his agreement with the Provost's earlier statement recognizing that tenured and tenure-track faculty are key to research quality and to being a good member of the AAU.

The President turned the meeting gavel over to the Provost, who chaired the remainder of the meeting.

The Provost reiterated his earlier comment that he would like the Senate to be able to move into executive session so he can share with some additional information regarding the university's academic performance, which is sourced from a proprietary data set generated by the AAU.

Professor Feldman moved that the Senate move into executive session for a discussion of the Core Indicators, and that Provost Bracey, Bruno Fernandes, all of the deans, Charles Barber, Scott Mory, Jonathan Post, Colette Coleman, Ellen Moran, Terry Murphy, Jay Goff, Karen Froslid-Jones, the Senate office staff, Registrar Cloud, Parliamentarian Sarah Binder, Gina Lohr, Baxter Goodly, and Jeff Brand be invited to attend the executive session. She further moved that time in executive session be limited to 20 minutes, at which point the Senate will vote to return to regular session. The motion was seconded.

Professor Wirtz noted that he is receiving a lot of pushback from faculty in his school about the frequency of executive sessions in the Senate; it is troubling to his faculty that this is becoming a regular occurrence in which information is provided to the Senate that the broader faculty is not entitled to hear. He asked if the Senate currently had a quorum in attendance.

Senate staff confirmed that the meeting no longer had a quorum. Therefore, the executive session motion could not be considered.

#### ADJOURNMENT

The meeting was adjourned at 4:57pm.

**Faculty Senate  
President's Report  
March 7, 2025**

This will be our first Faculty Senate meeting of the year that isn't preceded by snowfall: a reason to celebrate!

Hello, and good afternoon, everyone. As always, it's a pleasure to join you with GW's spring break on the horizon and to share some university news and updates.

Before I begin, I want to thank Bruno Fernandes, Bill Elliott, and others for their work on matters related to the MFA. Bruno and Bill will be presenting in just a little while, and their presentation focuses on an operational update along with a discussion of some of the progress Bill has been making assessing options for adjustments to the work of the MFA.

**GWPD Report**

As I am sure you saw, earlier this week I released the summary of findings and recommendations resulting from the independent investigation into certain issues regarding the GW Police Department (GWPD).

My thanks to

- Timothy Heaphy, a partner at Willkie Farr and former University counsel at UVA, who led the investigation;
- Timothy Longo, Associate Vice President for Safety and Security and Chief of Police at the University of Virginia, who assisted Mr. Heaphy; and
- Senior Vice President and Chief of Staff Scott Mory, who was the executive lead.

I also want to take this moment to once again thank the members of the GWPD for their dedicated service to our community.

This investigation focused on the following questions:

- What is the validity of the issues raised in 2023 relating to the registration, carrying, and storage of guns, and compliance with training programs?
- Are GW's current procedures and training programs for officers who are carrying arms compliant with applicable legal requirements and reflective of best practices?
- What policy and process changes would assist GWPD, and other units, in achieving a greater level of community safety?

Over the course of the review, the Willkie team conducted 43 interviews with current and former GW personnel and reviewed over 820,000 documents. They completed the review in early 2025 and have since been working to summarize and explain their findings and to assist us with implementing certain recommendations.

Key findings:

1. There were serious issues in the early implementation of the decision to arm GWPD.
2. Since those early issues were identified and resolved, GWPD has been in compliance with all requirements regarding firearms, and the Office of Ethics, Compliance, and Risk independently tracks and verifies that compliance.
3. We need to ensure better engagement and communication with the campus community on issues of such importance.

There are a series of recommendations that are being reviewed right now for potential implementation by the administration.

We have, however, already:

- Integrated GWPD into a larger Campus Safety unit, along with other mission-aligned offices like Emergency Management and GWorld, under a new associate vice president.
- Prepared to launch national searches to identify both the next GWPD chief and a permanent associate vice president.

We are also looking for better way to establish consistent methods for engaging the community in decision-making, like the proposed policy development process currently under review.

Let me share a few next steps:

- A few select senior administrators have seen the full report and have been charged by me with responding to its recommendations.
- Members of GWPD and the Campus Safety Advisory Committee will be briefed on recommendations.
- With the committee's advice and counsel, university leaders will consider implementation of their recommendations to improve not only GW's arming program, but our community safety overall.

### **Federal Update: Keeping the Community Informed**

In terms of all that is happening at the federal level, Provost Bracey and I have been fielding many questions and feeling a heightened sense of anxiety among GW faculty and staff members at the meetings we have been attending. To keep the community informed, we have been sending out email messages specific to researchers as well as to the broader community. We have launched websites, including one specific to our principal investigators, but with so many substantive policy changes happening so quickly, we felt that these steps weren't enough to keep the GW community up to speed.

With that in mind, we are launching a weekly federal update for the GW community that highlights the latest federal policy changes, including those about which the GW community has the most questions. This will provide a regularly scheduled, easily accessible mechanism for our faculty, staff, and students to track what is changing and how it does—or doesn't—affect our university community.

An example of the news we plan to share: This Wednesday, the federal district court in Massachusetts issued an order granting a nationwide preliminary injunction on the NIH limitation on indirect cost rates. The preliminary injunction replaces the temporary restraining order that had been in place and, unless and until this order is overturned on appeal, it will remain in place until a trial or until ordered by the court.

I realize that all of the news won't be this wonderful, but this is precisely the type of update our community needs on a regular basis. Community members will be able to submit questions by replying to these messages.

### **Department of Justice Visit to Campus**

Late last week, the Department of Justice announced visits to university campuses related to antisemitism. By way of background, pursuant to Executive Order on Additional Measures to Combat Anti-Semitism, a Federal Task Force to Combat Anti-Semitism was created. GW is among 10 university campuses that task force members will be visiting as part of their investigation.

Leading task force member and Senior Counsel to Assistant Attorney General for Civil Rights Leo Terrell said he intends for the Task Force to meet with university leadership, impacted students and staff, local law enforcement, and community members as it gathers information about these incidents and considers whether remedial action is warranted. We have requested additional information about these visits and how best to prepare for them.

## **Position Management Review Process**

As we navigate the evolving challenges and headwinds that all higher education institutions are facing, including uncertainty about the impact of recent federal government actions, it is more important than ever to take a prudent and proactive approach in stewarding our institutional resources to maintain GW's long-term resilience. To that end, earlier this month, Provost Chris Bracey, Executive Vice President Bruno Fernandes, and Senior Vice President Scott Mory announced a new position management review process.

The traditional annual faculty promotion process and associated salary increases are exempt from this process. All other hirings and promotions will require an additional level of review by university leadership before approval. Student hiring—including graduate student hiring—will be included in this review process. This careful evaluation is necessary to ensure that we are staying within our budget while fulfilling our core mission, and it allows us to make informed, strategic decisions that consider the impact and funding source of each position request.

This process is intended to be in effect through this fiscal year and could be extended. It is important to note that this is not a hiring freeze, and we expect to continue hiring staff and faculty critical to advancing our university.

## **Policy Transparency Process**

Over the last year, the GW leadership team has been considering ways to improve our community's engagement in decision-making. One improvement opportunity we have identified is how we handle proposals for new policies or material changes to current policies. To that end, we are preparing a proposed new process, which we look forward to announcing in the coming weeks. The university is working with the Faculty Senate, the Student Government Association, and the Staff Council to finalize this approach.

In the meantime, our recent [voluntary settlement](#) with the Department of Education Office of Civil Rights requires us to review and amend certain GW policies by mid-May. So even though our new process isn't quite ready yet, we would still like to follow the spirit of it. To that end, yesterday, we sent an email to all faculty, students, and staff announcing the proposed revisions, and linking to a new website where those proposals can be reviewed and commented on.

## **Presidential Engagement**

Since our February meeting, I have been busy, including engaging with our partners in the community. I'd like to highlight a few particularly special events and engagements.

Since our last Faculty Senate meeting, I had the pleasure of speaking at a set of events around a GW Revs women's basketball game at the Charles E. Smith Center, and one of those events included a visit to GW by 65 middle school girls from the District from Ward 7 and 8. We partnered with the Mayor's Office as well as with the DC Department of Parks and Recreation on this visit. I am especially proud of the GW student-athletes representing the GW Black Student-Athlete Alliance who engaged with the visiting students, sharing their experiences balancing academics and athletics, leading activities, and helping our guests feel welcome and like they belong here at GW.

That same day, I joined a lunch with Foggy Bottom community members at the game. It's always a pleasure to spend time with members of the community so that I can help reinforce GW's commitment to being engaged in the neighborhoods surrounding campus and to set the foundation for future GW initiatives with our partners in the District, including with colleagues in the Mayor's Office.

I have continued my visits to classes across campus, sitting in on Mark Reeves's SCALE UP Physics class where they were mapping electrical fields and potential. I loved watching the teams work together in this interactive lab.

I've also had the pleasure of hosting early career faculty members for coffee at the F Street House. The conversations around the table reinforced my belief that GW faculty—who bring passion, dedication and heart to the classroom, to the lab, and to other teaching and learning spaces as well as to their research—are exactly what our students need at this time of uncertainty and radical change.

I'll be adding to this type of engagement with faculty lunches starting this month and will continue to look for ways to strengthen my connection to faculty and staff and make sure that their voices are heard.

And just last week, I had the pleasure of speaking with the Society of the Emeriti, sharing updates and fielding their questions. I am so grateful to this group for their continuing engagement on campus and their strong desire to find ways to share their expertise, help our students, and to carry forward the mission, values, and institutional memory that define GW.

Finally, I've also participated in a steady series of donor and alumni events and meetings that provide opportunities to open lines of communication with our alumni, responding to their questions about what's happening on campus, the impact of changes at the federal level, and filling them in on what they can do to help. I hear that question again and again, and it reinforces my belief in the generosity of our alumni and their strong desire to help our students and our campus as we navigate the changes that are affecting everyone across higher education.

All of these gatherings mark our continuing work to build community and share GW success stories with donors and alumni across the country and around the world, and they are helping to lay the groundwork as we prepare to implement our strategic framework.

### **SJT Day**

I want to close on another up note.

Yesterday I joined a team that criss-crossed the District to surprise 10 students at 7 schools in 8 hours. It was SJT Day at GW, the day we visit high schools across the District and surprise the latest cohort of our Stephen Joel Trachtenberg Scholars, and it is a pure joy.

This is a four-year, full ride scholarship for the best of the best among high school students who live in the District of Columbia. If you've taught, worked with, or mentored an SJT student, you know that they are special. I can't wait to see what this year's cohort will bring to our campus.

Thank you very much. That concludes my report. I would be happy to take questions.



**Faculty Senate  
Provost Bracey Report  
March 7, 2025**

Good afternoon. It is hard to believe that we are nearly at spring break already!

You will be receiving a robust update from me later this afternoon regarding the state of academic affairs at the university, so I will keep this piece of my remarks brief.

Dean Feuer

You likely saw last week's announcement that Dean Michael Feuer, who has led the Graduate School of Education and Human Development since 2010, has announced that he will step down as dean and return to the faculty this summer. Under his leadership, GSEHD significantly expanded its academic offerings and has provided a rich environment for high-impact faculty research in top-ranked journals. Dean Feuer has been active both locally and globally, cultivating new partnerships and launching programs that advance education on a variety of levels. I am deeply appreciative of his leadership and insight and very grateful that he will continue to advance critical initiatives as a tenured full professor in GSEHD. I extend my gratitude to him for his many committed years of leadership.

We will share information about interim GSEHD leadership as it is available.

Data Preservation

Hopefully, you all saw a note distributed yesterday from Dean Geneva Henry and Interim Vice Provost Bob Miller concerning stable access to datasets necessary for research activities. Understanding that this access is critical to our research enterprise, Dean Henry and Interim Vice Provost Miller shared a resource guide that provides up-to-date information and guidance on alternative sources where data is being preserved, as well as information on ongoing efforts to help researchers locate and preserve essential datasets. Researchers may nominate an at-risk dataset for preservation or request assistance securing research data.

A cross-university collaboration called the Research Data Management Task Force is leading this effort at GW, in collaboration with other institutions. Please contact the task force if you have any questions.

Graduate Assistant Unionization

A brief update on graduate assistant unionization. In mid-February, the university received a demand to bargain from SEIU, Local 500. The university is finalizing its bargaining team in response to this demand, and we anticipate that bargaining will begin in May or June.

As we have consistently said, graduate assistants are a critical part of our GW community, advancing knowledge, providing research, and contributing to our research enterprise. We are committed to ensuring they feel supported and valued in our scholarly community and that they have a meaningful and successful experience at GW.



Finally, a few notes as we look toward the end of the academic year.

### GWALA Graduation

The 5<sup>th</sup> cohort of the GW Academic Leadership Academy, or GWALA, will graduate on April 11. Applications for the 6<sup>th</sup> cohort will open soon, so keep an eye out for that announcement.

### Faculty Honors

As a reminder, the 15<sup>th</sup> Annual Faculty Honors Ceremony will take place Thursday, April 24. We will announce the honorees after spring break, so keep an eye on your email, and save the date on your calendars for this special event.

### Commencement Student Speaker Competition

Finally, a note about the Commencement Student Speaker Competition. We opened the competition earlier this semester to Class of 2025 graduates, and I am pleased to share we had over 70 submissions across all 10 schools and colleges. Judges in each school will review their submissions and put forth selections for the voting round of the competition, which will open after spring break. Anyone in our community may watch the audition videos and cast a vote, but we will be encouraging the Class of 2025 in particular to choose who they want to represent them on the National Mall on May 18<sup>th</sup>. The voting round will be followed by a final round of in-person auditions in April.

This concludes my report, and I am happy to take any questions.



# Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)

March 7, 2025

Ilana Feldman, Chair

## **FSEC Activities**

FSEC met on February 21, arranging the agenda for today's Senate meeting and receiving updates on Senate committee activities. The President and Provost provided some brief updates on campus and community activities, and the group continued its conversations about the implication of recent executive orders for the university.

The Provost shared updated draft policy development guidelines following last month's discussion with FSEC. We confirmed that PEAFF has the document for its consideration and comment.

The annual call for committee service remains open for another week and a half. Please be sure to sign up for service and spread the word in your schools; all faculty are welcome to serve on Senate committees. In addition, several committee chairships will turn over this spring; please reach out to Jenna in the Senate office if you are interested in learning more about these opportunities. Senate committees must have a Senate member as chair; all committees but one (Honors & Academic Convocations) have co-chairs who do not need to be Senate members.

## **Personnel Actions**

There is one active grievance at the university; the parties have moved to mediation.

## **Calendar**

The next regularly scheduled meeting of the Faculty Senate Executive Committee is March 28, 2025. Draft resolutions and any other possible Senate agenda items should be forwarded to Liz Carlson in the Senate office as soon as possible, ideally by March 21, 2025. The next regularly scheduled Faculty Senate meeting is April 11, 2025.

An abstract graphic consisting of several thin, black, overlapping lines that form various geometric shapes and polygons, primarily located in the upper left and center of the page.

IMPROVING THE  
TRANSFER  
EXPERIENCE

EPT FUTURE  
ENROLLMENT

# TRANSFER STUDENTS ARE IMPORTANT

- Enhance our Community with Talented Students
- Create affordable ways to attend GW
- Smooth average number of students across cohorts
- Provides a way to catch up if enrollment or revenue shortfall



**BARRIER ONE:  
PREDICTABILITY  
IN ADMISSIONS**

# STUDENTS ARE OFTEN UNAWARE WHETHER AND HOW COURSES COUNT AT GW

The first step is providing a tool or table that describes transfer equivalencies

## Why its important

1. Students want to know how long they will need to attend GW
2. Students want to know how much GW will cost
3. Students want to know if they will need to repeat courses they have already taken.


Course ID	Course Title	Course ID	Gen Ed	Footnotes	Start Term	End Term
PORT010	PRESS, COMMUNICATION	Accepted L1				Summer II 2013
PSC001	INTRO.COMPARTVE & INTL P	Accepted GVPT280				Summer II 2013
PSC002	INTRO AMER. POLITIS & GOV	Accepted GVPT170		DSHS		Summer II 2013
PSC003	INTRO INTERNATNL POLITIC	Accepted GVPT200		DSHS, DVUP		Summer II 2013
PSC004	INTRO TO POL BEHAVIOR	Accepted GVPT220				Summer II 2013
PSC1000	DEAN'S SEMINAR	Accepted		44, NS	Fall 2014	
PSC1001	INTRO COMPAR POLITICS	Accepted GVPT280				Summer II 2025
PSC1002	INTRO AMERICAN POLITICS	Accepted GVPT170		DSHS		Summer II 2026
PSC1003	INTRO INTERNATNL POLITIC	Accepted GVPT200		DSHS, DVUP		Summer II 2025
PSC101	SCOPE & METHODS POL SCI	Accepted		DSHS		Summer II 2013
PSC102	EMPIRICAL POL ANALYSIS	Accepted GVPT220				Summer II 2013
PSC104	METHODS PUBL POL ANALYSI	Accepted L1				Summer II 2013
PSC105	POL THEORY : WEST POL I	Accepted GVPT441				Summer II 2013
PSC106	POL THEORY : WEST POL II	Accepted GVPT442				Summer II 2013
PSC107	20TH CEN POLITICAL THGHT	Accepted		NS, 99		Summer II 2013
PSC108	MARXISM-LENINISM	Accepted GVPT445				Summer II 2013
PSC110	AMER POLITICAL THOUGHT	Accepted GVPT444				Summer II 2013
PSC111	STATE AND URBAN POLITICS	Accepted GVPT460				Summer II 2013
PSC112	STATE AND URBAN POL PROB	Accepted GVPT462				Summer II 2013
PSC114	U.S. CONST LAW & POL I	Accepted GVPT431				Summer II 2013
PSC115	U.S. CONST LAW & POL II	Accepted GVPT432				Summer II 2013
PSC116	AMER PRESIDENCY	Accepted GVPT475				Summer II 2013
PSC117	PUBLIC ADMIN & BUREAU P	Accepted GVPT413				Summer II 2013
PSC118	LEGISLATIVE POLITICS	Accepted GVPT473				Summer II 2013
PSC119	U.S. POL PARTIES & POL	Accepted GVPT474				Summer II 2013
PSC122	SCI, TECH & POL	Accepted L1				Summer II 2013
PSC130	COMP GOVT & POL I	Accepted GVPT280				Summer II 2013
PSC144	PUBLIC INTERNAT LAW	Accepted GVPT402				Summer II 2013
PSC139	INTERNATIONAL POL ECON	Accepted GVPT407				Summer II 2013
PSC140	INTL POLITICS	Accepted GVPT200		DSHS, DVUP		Summer II 2013
PSC142	INTERNATIONAL ORGANZTN	Accepted GVPT399				Summer II 2013
PSC146	U.S. FOREIGN POLICY	Accepted GVPT457				Summer II 2013
PSC168	SOCIET FOREIGN POLICY	Accepted GVPT451				Summer II 2013
PSC177	GOVT & POL OF MID EAST	Accepted GVPT485				Summer II 2013
PSC179	ISRAELI POLITICS / POLICY	Accepted GVPT399				Summer II 2013
PSC181	POL OF MIDDLE & S AFRICA	Accepted GVPT484				Summer II 2013
PSC183	GOV & POL OF LATIN AMER	Accepted GVPT482				Summer II 2013
PSC2373	COMPAR POLITICS SE ASIA	Accepted L1		NS	Fall 2015	Summer II 2024
PSC2377	GOVTS&POLITICS-MIDDLE EA	Accepted GVPT485				Summer II 2024
PSC2449	INTL SECURITY POLITICS	Accepted L1			Fall 2018	Summer II 2023

Source: University of Maryland, College Park filtered to GW's Political Science courses



# THE OFFICE OF UNDERGRADUATE ADMISSIONS IS BUILDING A TOOL

“Strongly supports the leadership of the Office of Undergraduate Admissions in making the transfer process more transparent and predictable to potential students and their families;”



**BARRIER TWO:  
PETITION  
PROCESSES WHEN  
COURSES DO NOT  
AUTOMATICALLY  
APPLY**





# OFTEN WE ENCOUNTER NEW CLASSES NOT IN THE DATABASE – WHAT HAPPENS?

I want to transfer some credits into GW and the system did not automatically apply them.

What forms do I fill out?

# STEP 1: ADVISER GOOGLE



gw transfer a class for gpac



The George Washington University  
<https://registrar.gwu.edu/undergraduate-transfer-credit>

## Undergraduate Transfer Credit | Office of the Registrar

You must have prior department approval for a course to transfer back to George Washington. · You are only allowed to transfer nine credits or three courses (up ...

The George Washington University  
<https://advising.columbian.gwu.edu/transfers>

## Transfers | Undergraduate Academic Advising | Columbian ...

Are you coming to GW from another university? Learn more about transferring your credits into the Columbian College, registering for classes and more.

The George Washington University  
<https://advising.columbian.gwu.edu/general-education-...>

## General Education Curriculum (GPAC)

Are you a GW faculty member and would like to submit a course for GPAC approval? Visit the GW Assessment website for instructions. GPAC Tier One (University Gen ...  
[GPAC Course List](#) · [Undergraduate Education at GW](#) · [Criteria for GPAC Designation](#)

The George Washington University  
<https://advising.columbian.gwu.edu/transferring-credit>

## Transferring Credit | Undergraduate Academic Advising

Once a student has matriculated at GW, no more than nine additional transfer credits will be accepted. Transfer students should always speak with their advising ...

People also ask :

[Home](#) ▶ [Academic Planning](#) ▶ [Transfers](#) ▶ Transferring Credit

### Academic Planning

[Declaring a Major](#)

[Declaring a Minor or Micro-Minor](#)

[General Education Curriculum \(GPAC\)](#)

[First Year Experience](#)

[Seniors](#)

[Transfers](#)

[External Transfers for New Incoming Students](#)

[Internal Transfers for Existing GW Students](#)

**[Transferring Credit](#)**

[International Students](#)

[GPA Calculator](#)

THE GEORGE WASHINGTON UNIVERSITY  
WASHINGTON, DC

## Office of the Registrar Undergraduate Transfer Credit Approval Form

Transfer approval is not guaranteed; approval should be obtained BEFORE registering at the other institution. Domestic schools must be regionally-accredited and international schools must be recognized by the country's ministry of education.

GWID	Last Name	First Name	Major	Email Address

Name of Outside College or University	Location of Institution (City/State / Country / Online/Remote)	Semester of Attendance (ex. Summer 2023)

Institution is:  US Domestic  International  
 Credit taken:  Pre-Matriculation (Prior to GW)  Post-Matriculation

Course(s):			Faculty/Department Complete:		
Subject (Ex: BIO)	Course # (Ex: 101)	Title (Ex: Intro to Biology I)	GW Equivalent Course	Faculty/Dept Approver (Print)	Faculty/Dept Approver Signature

### Transfer Credit Policies:

1. Courses must be taken for a standard letter grade; a minimum grade of C- (or numerical or international equivalent) must be earned in order to transfer credit; we do not transfer S, P or CR grades
2. Only credit hours transfer; grades do not transfer and do not count towards your GPA. Credit hours taken at institutions following a quarter or trimester calendar will be converted to semester credit hours (i.e. 3 quarter hours = 2 semester hours); students are responsible for knowing whether their school follows a quarter/trimester or semester calendar
3. You may not be awarded transfer credit for a GW course previously completed with a passing grade (except for designated courses with specific department approval)
4. No more than 9 credits or 3 courses (to a maximum of 12 credits total) may be transferred after enrollment at GW
5. An official transcript must be sent to the Registrar upon completion of coursework. Office of the Registrar, 44983 Knoll Square, Suite 260, Ashburn, VA 20147 or [transfercredit@gwu.edu](mailto:transfercredit@gwu.edu)

For additional policies that may apply to your school or program, please refer to the Office of the Registrar website: <http://registrar.gwu.edu/transfer-credit>

**Advising Office Review:** Prior Post-Matriculation Credit:  International Home Country or Study Abroad  Fulfills a Degree Requirement?

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Transferring Credit

Students may apply to count credits from courses taken at other universities or through other recognized tests, such as AP testing. If accepted by GW, these are known as transfer credits.

## Calculating Transfer Credit

Please note these general guidelines surrounding the calculation of transfer credit:

- The University Registrar's Office is ultimately responsible for the evaluation and assignment of all transfer credit.
- Some universities are on a different academic calendar, which may affect the transfer of credits.
- Grades of a C- or better must be earned for the credit to transfer.
- Math courses below calculus (i.e., algebra, geometry, pre-calculus) will not transfer.
- The GPA and grades do not transfer; accepted credit will be transferred with a notation of "TR."
- If you took a course elsewhere that does not have a specific GW equivalent, the course will likely be listed as 1099. To see if any of your 1099 courses can be re-named as GW equivalents, please contact your advising POD.

# STEP 2: GO TO UNIVERSITY WRITING

## UW 1020 Exemptions

### I've taken a writing course elsewhere. I to take UW 1020 at GW?

UW 1020 is a 4-credit course with an expanded focus on research and is specifically designed to establish a foundation for later writing experiences at the university. Thus, most first-year composition courses offered by other colleges will not satisfy UW 1020. At the same time, some students may have taken a **nearly comparable** course that can replace UW 1020 at GW.

If you took a first-year composition course that involved substantial academic research and use of scholarly sources to produce an original research project that was frequently revised, then you may qualify for an exemption. Please carefully follow the exemption request instructions. **Incomplete applications or requests submitted using a Transfer Credit Approval Form will be rejected.**

### WID Exemptions

Students who are looking to apply for an exemption for a WID course must complete the **WID Exemption Request** process.

Transfer approval is not guaranteed; approval should be obtained BEFORE registering at the other institution. Domestic schools must be regionally-accredited and international schools must be recognized by the country's ministry of education.

GWID	Last Name	First Name	Major	Email Address

Name of Outside College or University	Location of Institution (City, State / Country / District/Territory)	Semester of Attendance (See Summer 2023)

Institution is:  US Domestic  International  
Credit taken:  Pre-Matriculation (Prior to GW)  Post-Matriculation

Course(s):			Faculty/Department Complete:		
Subject (Ex: ENG)	Course # (Ex: 101)	Title (Ex: Intro to Biology I)	GW Equivalent Course	Faculty/Dept Approver (Print)	Faculty/Dept Approver Signature

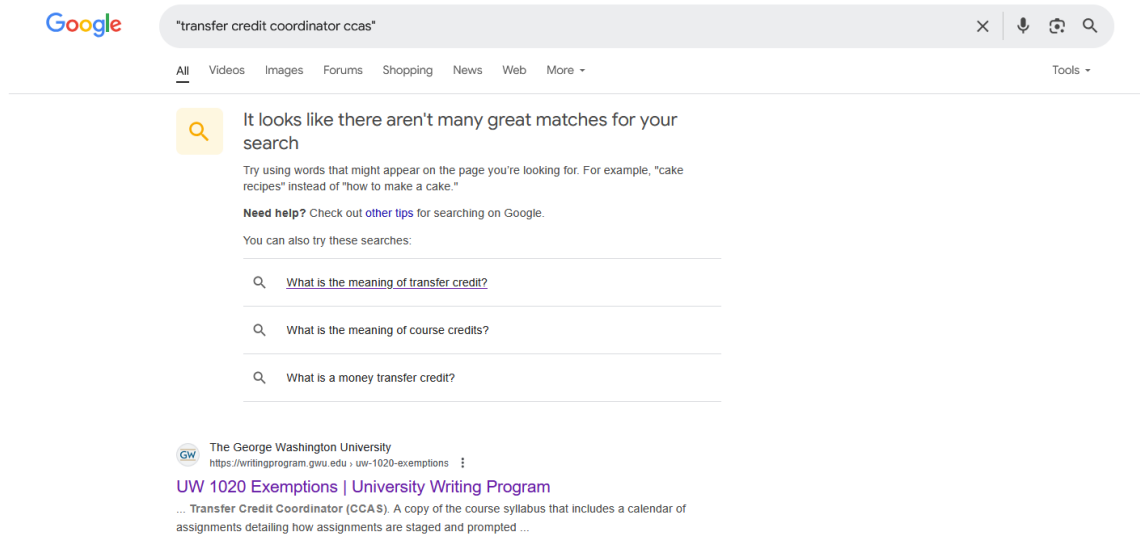
Transfer Credit Policies:  
1. Courses must be taken for a standard letter grade; a minimum grade of C- (or numerical or international equivalent) must be earned in order to transfer credit; we do not transfer S, P or CR grades.  
2. Only credit hours transfer; grades do not transfer and do not count towards your GPA. Credit hours taken at institutions following a quarter or trimester calendar will be converted to semester credit hours (i.e. 3 quarter hours = 2 semester hours); students are responsible for knowing whether their school follows a quarter/trimester or semester calendar.  
3. You may not be awarded transfer credit for a GW course previously completed with a passing grade (except for designated courses with specific department approval).  
4. No more than 9 credits or 3 courses (to a maximum of 12 credits total) may be transferred after enrollment at GW.  
5. An official transcript must be sent to the Registrar upon completion of coursework: Office of the Registrar, 44963 Knoll Square, Suite 260, Ashburn, VA 20147 or [transfercredit@gwu.edu](mailto:transfercredit@gwu.edu)

For additional policies that may apply to your school or program, please refer to the Office of the Registrar website: <http://registrar.gwu.edu/transfer-credit>

Advising Office Review:  Prior Post-Matriculation Credit:  International Home Country or Study Abroad:  Fulfills a Degree Requirement?

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean Signature: \_\_\_\_\_ Date: \_\_\_\_\_



There is no place!

## STEP 3:

### WID Transfer/Study Abroad Exemptions

1. A completed **UWP Exemption Request Form**, which will act as the cover page to your petition packet.
2. A typed **Cover Letter** describing the work done in the course that meets each of the [five WID Course Objectives](#), and detailing where documentation of each objective can be found in either the syllabus or additional documentation (e.g. page number, etc.)
  - a. Students must acknowledge that, if the petition is denied, they agree to fulfill GW degree requirements.
3. Your **Unofficial GW Transcript** downloaded from GWeb – or, if this is your first semester at GW, a copy of the **Statement of Transfer Credit** available from the Transfer Credit Coordinator (CCAS).
4. The **Course Syllabus** that includes a calendar of assignments detailing how assignments are staged and prompted on the semester calendar.
  - a. Highlight sections or language in the syllabus that corresponds to each of the five WID Course Objectives.
5. Any **additional documentation** of faculty and/or peer response components, that may not be described in the syllabus (as needed).
6. A **writing sample** from the petitioned course.

### GW University Writing Program Exemption Request

- UW 1020 Petition
  WID Transfer Course/ Study Abroad Petition
  WID Extraordinary Circumstance Petition

Please type your information.

Full Name	GW Email Address
GWID (e.g. G23456789)	First Term Admitted to GW (Semester & Year)
School (e.g. CCAS, GWSB, SEAS, ESIA, SON)	Anticipated Graduation Term (Semester & Year)

Name of Academic Advisor/Advising POD: \_\_\_\_\_  
 Email of Academic Advisor/Advising POD: \_\_\_\_\_

**Petitioned Course Code:** Use the transfer notation as seen on your GW Transcript (e.g. "UW 1099 - Composition I" or "ENGL 1099 - VT/First Year Seminar") and write it in the box below. Do not use your previous institution's course code.

\_\_\_\_\_

Office Use Only

#### Program's Decision:

- Approved  
 Denied

#### Comments of UWP Administrator:

\_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

#### Writing in the Disciplines

Writing in the Disciplines (WID) courses are designed to help students develop a robust writing practice throughout their academic careers, starting with intensive attention to writing in a specific topic area. Every semester, GW offers more than a hundred WID courses across nearly every discipline, from STEM to Creative Writing. Recent WID courses have focused topics as diverse as Arab Politics, Race, Gender and Shakespeare, Sports and Food Marketing, Washington, D.C., History and Culture, Roadload News Writing, Epitaphs in American History and much more. The WID program also hosts several [Globalized Courses](#) for university community.

For their writing requirement, all undergraduate students are required to take GW WID (University Writing II credit) and at least two WID in the Disciplines (WID) courses (minimum 6 credits for a total of 12 credit hours). WID courses are identified by a "W" appended to the course number. WID courses may also fulfill general education, distribution, subject-specific, or major requirements, if the courses are designed for that purpose. Students should consult their school and/or department to determine which courses may be double-counted for degree requirements. [Questions? Write to us at \[WID@georgetown.edu\]\(mailto:WID@georgetown.edu\)](#)

**WID Graduate Assistants and Peer Writing Preceptors**  
The program funds several undergraduate and graduate student positions each semester to support faculty in WID courses.

**WID Course Guidelines for Faculty**  
Faculty should refer to these guidelines when planning an existing WID course or proposing a new one.

**WID Teaching Resources for Faculty**  
WID faculty from across the disciplines share their wisdom on crafting and assigning writing assignments.

#### Policies and Requirements

- General WID Policies**    **WID Requirements Details**    **WID Course Objectives**
- Search students to write in modes characteristic of the discipline or interdisciplinary field, attending to the discipline's genres, purposes and audiences.
  - Stage writing assignments that build upon each other throughout the course, providing scaffolding support as needed.
  - Ask students to draft and make in response to substantive feedback from faculty.
  - Ask students to draft and make in response to substantive feedback from peers; each student should gain practice in providing meaningful peer responses.
  - Value each disciplinary work by assigning graded writing (including timed exams) as at least 40 percent of the course grade.

??

Email Transfer Credit Coordinator

# STEP 4: SUBMIT AND WAIT (AND WAIT)

## • Extraordinary Circumstance Exemptions

---

### How to Submit Your WID Exemption Request

- **Name your PDF packet** "*LAST NAME, FIRST NAME - WID Exemption Request*"
  - e.g. "Smith, Jane - WID Exemption Request"
- **Submit the form and all requested attachments** combined into a single PDF file to [gwuwp@gwu.edu](mailto:gwuwp@gwu.edu) with the subject line "*LAST NAME, FIRST NAME - WID Exemption Request*"
  - e.g. "Smith, Jane - WID Exemption Request"

### WID Exemption Processing Timeline

Please allow a minimum of 3 weeks for your petition to be evaluated. Our office staff will email both you and your advisor with the decision. If more documentation or information is needed, we will reach out via email from [gwuwp@gwu.edu](mailto:gwuwp@gwu.edu).

## WHAT THIS ADDS UP TO?

- Students will not know before they need to accept GW whether their existing courses count as UW 1020;
- Therefore, they may not know how long they need to attend GW.
- Administrative burdens tend to discriminate against low-income or first-generation students

“Recommends also charging this working group with ensuring that students can learn before applying to the George Washington University how their existing coursework counts at the George Washington University in their plans of study;”



**BARRIER THREE:  
EQUIVALENCY  
ISSUES**

# GW GENERAL EDUCATION REQUIREMENTS

## The purpose of GPAC

The General Education Curriculum (GPAC) engages students in active intellectual inquiry by developing analytical skills, communication skills and diverse perspectives.



## Designate a list of classes

Quantitative Reasoning (Sample classes)

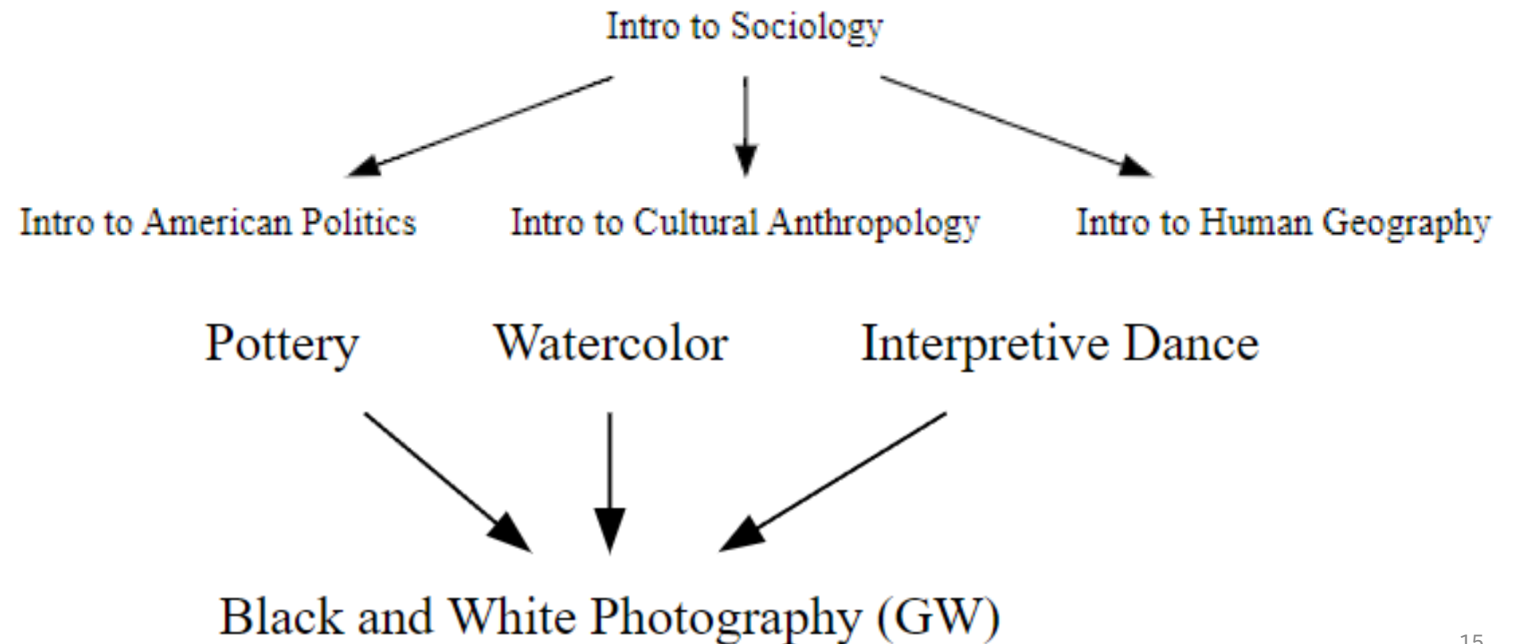
- ECON 1001 Principles of Mathematics for Economics
- MATH 1007 Mathematics and Politics
- MATH 1008 History of Mathematics
- MATH 1231 Single-Variable Calculus I
- MATH 1232 Single-Variable Calculus II
- STAT 1051 Introduction to Business and Economic Statistics
- STAT 1053 Introduction to Statistics in Social Science



# COURSE DESIGNATION PROCESS CREATES FALL THROUGH COURSES

## Definition of equivalence

1. Equivalence as identical (e.g., Introduction to Politics is the equivalent only to Introduction to Politics)
2. Equivalence in purpose (e.g., Introduction to Sociology is equivalent to a Social Science)



# COURSE COMBINATIONS DO NOT HELP STUDENTS

- Can an English Major at Mason Transfer to GW without Taking UW 1020?
  - AP English (Both)
  - English 302 (Advanced Composition in Humanities)
  - Satisfied their version of Writing in the Discipline
  - Taken Several Creative Writing Courses
  - Written Several Research Papers
- > Would still be required to take UW 1020



## NET RESULT

Many courses transferred into GW are transferred as fall through courses

Increases the length of time to completion at GW

Increases the costs of attendance

Administrative burdens again tend to discriminate against low-income and first-generation students

## RECOMMENDATION

Recommends also charging this working group with exploring the merits of flexible equivalency, where courses count as the equivalent of requirements at the George Washington University when they, broadly speaking, serve the same pedagogical purpose, especially in the general education curriculum.

Note: Since this resolution passed EPT last month, we have been informed that there is progress on this dimension by the Registrar, which we are happy about. The faculty in the working group should evaluate this work to determine whether it has accomplished these goals or if there is further work to do.



Faculty Senate

Faculty Senate Executive Committee Nominating Committee Slate

The Nominating Committee will convene to nominate the 2025-2026 Faculty Senate Executive Committee slate.

CCAS: Sarah Wagner

ESIA: Ilana Feldman, Chair

GSEHD: Laura Engel

GWSB: Brian Henderson

GWSPH: Karen McDonnell

LAW: Mary Cheh

SEAS: Matt Kay

SMHS: Anton Sidawy

SON: Linda Briggs

CPS: Natalie Houghtby-Haddon