

# **University Faculty Assembly**

10 September 2007  
3:00 to 5:00 p.m.  
Lisner Auditorium  
730 21<sup>st</sup> Street NW

**Remarks by**

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**and**  
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**An Overview of Academic Year 2006-07:  
A Succinct Annual Report**

**Welcome:**

Good afternoon and welcome to our First Faculty Assembly under the leadership of our new President, Steven Knapp. I hope all of you had a rejuvenating, while at the same time productive, summer. No matter the nature of your summer, it is a change of pace from the normal academic year with a different balance of teaching, research and scholarship, and service-related activities. As it ends, the stage is set to welcome our new and returning students, undergraduate and graduate. The hard work of learning more, conveying more, and assessing the results of our efforts are once again upon us. This cycle of renewal – the fresh start each year – makes being at a University a precious and privileged opportunity as a lifetime of endeavor. To all our new faculty colleagues introduced here today, and to those currently in the classroom teaching, I hope you find your new undertaking at GW as rewarding and as stimulating as I have over my many years here. Finally, to President Knapp, welcome to GW – it is a unique place with so much to offer and so much room to grow under your leadership.

**The nature of my remarks:**

Each year, I consider it a great honor and privilege to address the Faculty Assembly. It gives me the opportunity to talk about specific academic issues or about happenings in Academic Affairs that are of importance to all of us as members of the faculties of the University's colleges and schools. This year, for the first time, I am going to give you a broad overview of some of the things that took place in our colleges and schools and across the University as a whole in the academic realm. I am able to do this thanks to the excellent annual reports the deans and other senior academic administrators prepare for me each year. These annual reports convey the major accomplishments for the past year, major obstacles to progress in the past year, and major goals for the coming year. The key in preparing these reports is to connect accomplishments and goals to the metrics of the University's Strategic Plan for Academic Excellence. So, in some ways, this is a University-level Academic Affairs Annual Report, albeit a very succinct one. I am sure the deans and other senior academic administrators agree with me that neither they nor I would have anything about which to report if it weren't for the faculties' efforts and commitments to achieving our common academic goals by working collaboratively together. It is through these accomplishments that the stage is set for the following year's goals and objectives.

I shall begin by giving brief remarks about major accomplishments in each of our nine colleges and schools followed by some that are at the University-wide level. I emphasize that there are many accomplishments about which I could have spoken. My selectivity is simply for the purpose of giving you the flavor of what is happening in the colleges and schools. Your choices may have been completely different from my own.

**CCAS:**

In a college as comprehensive as Arts and Sciences, it is difficult to choose any one item or one department on which to focus, because so many outstanding things occur across

the College in one academic year. For that reason, I shall convey aspects of the broader picture at both the undergraduate and graduate levels, respectively. From the viewpoint of the University's Strategic Plan for Academic Excellence, this limitation in coverage on my part pertains primarily to our goal of moving GW into the ranks of the first-tier institutions through quality undergraduate education and selected top-ranked graduate programs, especially at the doctoral level.

The CCAS Undergraduate Studies Office continues to work towards a comprehensive first-year program. During the past academic year, the College offered 49 Dean's Seminars for 980 freshmen. Full-time faculty taught all these seminars; many were among the senior faculty who produce significant research and scholarship. Evaluations of these seminars indicate that they continue to engage and academically challenge our students. Moving beyond freshmen, two Dean's Scholars Programs, each structured as a Living and Learning community, continue to thrive. Within the Dean's Scholar Program in Globalization, there are currently two cohorts, one studying Global Health and the other studying Global Migration. A third cohort focused on Media and Globalization is getting started. These cohorts work with students at the University of Chile and the National University of Singapore. Locally, there is a Dean's Scholars Program in Shakespeare. This program was new in AY 2006-07: Students take some classes together and participate in local activities focused on Shakespeare. These efforts, along with others such as cooperative academic programming with GW Housing, all address our aim of providing a quality undergraduate experience for our students.

Graduate admissions in CCAS continue to increase in their selectivity especially in doctoral programs, where maximum and minimum GRE (Graduate Record Examinations) scores continue to increase. In 2003-04, our average maximum GRE percentile for doctoral applicants was 78.1. This past year it was 84. In 2003-04, our average minimum percentile score was 46.7, which rose to 61.3 this past year. There appears to be a leveling off of the average maximum GRE scores for master's students [2003-04 was 62<sup>nd</sup> percentile compared to the 76<sup>th</sup> percentile this past year], though higher admissions standards are evident across the board in minimum GRE scores [2003-04 was 35.2 compared to 58.7 this past year]. Evidence seems to be mounting that we are facing stiffer competition for the top master's candidates because our competitors appear to be offering funding packages to attract academically strong master's applicants.

These accomplishments during AY 2006-07 lead naturally into a major review of the undergraduate curriculum and careful follow up on the progress being made on the implementation of Ph.D. programs' three-year plans that evolved from the University's review of doctoral programs.

#### **ESIA:**

In many ways, the Elliott School of International Affairs is closely linked to the Columbian College of Arts and Sciences, whether it has to do with the education of undergraduate and graduate students or the roles of the faculty members who cross the boundaries of the two schools. Yet, the Elliott School stands out as a major component

of the University through its external recognition as an outstanding school of international affairs. This standing has been reaffirmed through a survey of political scientists, which was circulated on the internet and published in the March-April 2007 issue of *Foreign Policy* magazine. The Elliott School's master's programs were ranked #7 through a survey that asked respondents to identify the five best master's programs in international relations for students who seek a policy career. In another component of the survey, where respondents were asked to identify the five best colleges or universities for undergraduate students who want to study international relations, GW's program was ranked #10. Only five universities – Columbia, GW, Georgetown, Harvard, and Princeton – were ranked in the top ten in both categories. Certainly, a significant part of this recognition occurs because of the productivity of the faculty members associated with ESIA.

Careful and continuous academic advising is an important path to a quality undergraduate education. In this regard, the advising office within ESIA continues to show great and increasing strength. New programs have been added that include sessions devoted to selecting academic concentrations, as well as sessions on preparing for graduate and professional school. The student peer advising service has been enhanced with a new instant messaging service with emphasis on students who are studying overseas. These and other technology-related enhancements continue to improve advising within ESIA.

At the graduate level, the ESIA faculty members laid the groundwork for a newly approved M.A. program in Middle East Studies that starts this fall. Student recruitment and faculty recruitment began immediately upon approval from the Board of Trustees for the new degree. More than 100 individuals applied and four new faculty members focused on Middle East Studies were hired through national searches. Professor Nathan Brown has assumed the directorship of the program and through collaborative work with other faculty members developed the curriculum for the degree. This may turn out to be one of the most important accomplishments for ESIA in 2006-07 owing to its relevance and GW's capabilities in this area.

#### **GWSB:**

The new facilities in which the School of Business resides have provided an environment that is dynamic and productive for special events, developing new partnerships, and for attracting business leaders from around the world. Within this new environment, the Business School focused on career guidance for its students, both undergraduate and graduate, and on research by opening two new institutes under the University's signature program initiatives.

Obviously, career services play a critical role in business schools. Placements of our graduates form the external perception of the quality of our educational programs. Placements are closely monitored by bodies that rank business schools and their rankings, in turn, influence prospective students in their selection of where to attend business school. At the beginning of AY 2006-07, the F. David Fowler Graduate Career Center was merged with the newly created GWSB Undergraduate Career Center. We already

know that the delivery of services was improved significantly based on anecdotal and survey feedback. These improvements came about because the requests of students were heard. An external indicator of this improvement comes from the scores that our students gave to career services in the 2007 *Business Week* ranking of undergraduate business programs. Demand for face-to-face advising appointments continues to grow. We will need to expand our capacity to handle it.

This past year, two of the GWSB's most exciting, new entities received signature program funding under the special endowment funding for the University's Strategic Plan: The Institute for Integrating Statistics in Decision Sciences and The Institute for Corporate Responsibility. The Decision Sciences Institute fosters the integration of modern statistical methods into the decision sciences with emphasis on Bayesian thinking, utility assessment, and probability assessment. This Institute collaborates with the Department of Statistics in CCAS and the Department of Engineering Management and Systems Engineering in SEAS. Already the faculty members of the Institute are pursuing external funding from the National Science Foundation and have launched a technical report series and a seminar series, as well as initiating summer research grants for faculty members. The second new entity, the Institute for Corporate Responsibility, seeks to foster research, education, and outreach on the topic of corporate responsibility. This Institute has four areas of focus: Business Ethics/Peace through Commerce, Environmental Sustainability, Corporate Governance, and Global Stakeholders Strategies. During its first year, the Institute held a number of conferences and seminars among which were a Teaching Business Ethics Seminar, Peace through Commerce Conference, and an Implementing Solutions to Climate Crises Conference. Such effort by the faculty members of the School of Business addresses our University goal to move GW into the ranks of top-tier research institutions through faculty research and scholarship growth.

### **SEAS:**

Partnerships within and outside of GW are many times the way we achieve things programmatically that otherwise would not be achievable. For example, within, SEAS students pursuing either a B.A. or B.S. degree with a major in any SEAS program now may choose a new concentration in general business offered by GW's Business School. Such a concentration is equivalent to a second major. Outside of GW, for example, the SEAS's Computer Science Department developed an important partnership with the Integrated Justice Information Systems (IJIS) Institute to introduce a new graduate certificate and degree concentration that combines information technology with the needs of data sharing, interoperability, data management, and security in the field of law enforcement and justice. The IJIS Institute is a non-profit corporation that comprises approximately 180 technology companies involved in the development and implementation of justice information systems. The closeness of this collaboration is exemplified by IJIS renting space from GW at the VA Campus for its operations. The 15-credit graduate certificate program was launched in January 2007 both in Foggy Bottom and at the VA Campus.

Similarly to the GWSB, the SEAS had two of its initiatives chosen for funding under the special endowment payout funding for the University's Strategic Plan for Academic Excellence: The Center for Biomimetics and Bioinspired Engineering, now known as COBRE, and The Institute for Massively Parallel Applications and Computing Technologies, known as IMPACT.

COBRE faculty members focus on interdisciplinary research and education in the area of biomimetic (think "mimic") and bioinspired engineering. Those who work in these areas attempt to create an approach to transfer or extract from nature technologies, design principles, and solutions into our own designs for small, multi-functional machines, technologies, and devices. Rajat Mittal, a professor from the Department of Mechanical and Aerospace Engineering, is the director of the Center. In turn, the IMPACT team is lead by Professor Tarek El-Ghazawi, from the Department of Electrical and Computer Engineering. Faculty members and students involved in this interdisciplinary work focus on what is called high-performance computing, which refers to the application of supercomputers in various fields including the search for new technologies to develop better supercomputers. Through a partnership with IMPACT, the National Science Foundation (NSF) awarded GW funding to create an NSF Industry/University Center, named the National Science Foundation Center for High-Performance Reconfigurable Computing (CHREC). This activity will be located at the University's VA Campus.

#### **GSEHD:**

Accreditation of a school of education with respect to teacher education is critical owing to the expectations of counties and states with regard to the qualifications of teachers they hire. The George Washington University community can be proud of the faculty members in our own School of Education in that they have maintained their accreditation continuously since 1954 – more than fifty years. Once again, in 2006, the National Council for the Accreditation of Teacher Education (NCATE) accredited GSEHD programs in teacher preparation, school counseling, and educational administration following a rigorous review. In addition and as part of the NCATE review, 13 of our accredited programs were nationally recognized by specialized professional associations aligned with NCATE.

The Graduate School of Education's Graduate Program in Professional Teaching Standards, the only one of its kind in the Washington Metropolitan area, continues to support teacher candidates for National Board Certification. The School collaborates with the Montgomery County Public Schools and the Montgomery County teachers' union to offer the certificate, and in its first year, more than 150 teachers participated. A similar program has supported teacher candidates for National Board certification in Anne Arundel County Public Schools in Maryland for five years. The program is being extended to Prince George's Public Schools as well. Within DC, the DC Public Schools has committed funding to GSEHD to continue support work with their teachers as candidates for 2006-07 certification of the National Board. Last year, twelve teachers from DC's School Without Walls participated in a preliminary support initiative to determine their interest in becoming Board candidates.

While educating our nation's future teachers is the core mission of GSEHD, that is not all of what keeps the school's faculty members very busy. During the past academic year, GSEHD faculty members completed a total of 19 books, 73 refereed journal articles, 20 book chapters and 11 monographs. Making much of this work possible were externally funded research expenditures for the past academic year of approximately \$16M.

**Law:**

It is very difficult to speak about the Law School without starting off saying something about the quality of the entering J.D. students. Last year's class was academically the strongest class ever admitted to GW. The class numbered 550 students with 424 in the full-time division and 126 in the part-time division. Forty-two percent of the class is women and twenty-five percent is minorities. Compared to the fall 2005 class, the median GPA of the class rose from 3.59 to 3.62, while the median LSAT score remained at the School's record high of 165. The class includes many students from some of the most selective undergraduate institutions in the country.

Enrollment remained stable in post-J.D. (LL.M.) programs. The School received 724 applications (up 5% compared to the previous year), accepted 437 applicants, and enrolled 178 students. The post-J.D. program includes 85 foreign attorneys and 93 U.S. attorneys. Such programs are focused on Environmental Law, Government Procurement, Intellectual Property, International, Litigation and Dispute Resolution, and General.

Students are attracted to law schools because of the faculty members and what they do. In the realm of scholarship, GW's Law faculty members are remarkably productive. During the 2006-07 academic year, Dean Lawrence tells me, that at a minimum, the Law School faculty published 34 books or book supplements, 89 law review articles or book chapters, 8 book reviews, and more than 40 newspaper or similar articles. The recently initiated Social Science Research Network law school ranking metrics, while imperfect, gives some indication of the standing of this scholarship. GW Law School ranked 7<sup>th</sup> in the number of authors, 9<sup>th</sup> in the total of downloads, and 13<sup>th</sup> in the total number of papers posted.

**CPS:**

The College of Professional Studies has as a significant part of its mission continuing to grow enrollments through increased enrollments in existing off-campus educational programs and through the creation of new programs. Predominantly, these programs are post-baccalaureate, professional education. One component of this effort is the expansion of distance-learning opportunities.

Increasing enrollments in existing off-campus educational programs primarily means working collaboratively with the faculties of the schools offering such programs. Currently, those schools are CCAS, GWSB, SEAS, and GSEHD. These programs are offered at our educational centers located in Arlington, Alexandria, and Hampton Roads,

the VA Campus, and on-site at schools or corporate facilities. This past year was the first year that the College of Professional Studies has been responsible for the management and marketing of programs at the VA Campus similar to what it does at the other educational centers. The most significant impact on this effort occurred in engineering programs, where the number of credit hours taken increased by 14% (255 credit hours) over the previous year. Through the efforts of GSEHD faculty members and Paula Harper, who is the CPS lead person at the VA Campus, a grant has been received from Wachovia for ESL/Special Education teacher training, and grants are pending with the NSF and the Loudoun English Acquisition Project for programs offered by GSEHD.

The College of Professional Studies has its own degree programs in professional studies specialties at the associate-, baccalaureate-, and master's-degree levels in addition to undergraduate and graduate certificate offerings. Examples of these CPS programs are Police Science, Publishing, and Landscape Design. The Police Science program awarded its first three bachelor's degrees this past year. These three students joined 31 of their colleagues who received undergraduate certificates in Police Science, 14 students who completed Master of Professional Studies degrees, and 40 students who completed Graduate Certificates in Professional Studies. Total revenue for CPS programs was \$2.4M, which was \$1M greater than in FY 06.

The progress that has been made within CPS through development of its own programs continues. This past year we saw the launch of a new graduate certificate and a master's degree in Paralegal Studies, in association with the Law School, and the creation of two new master's degrees for launch this year in Sustainable Landscape Design and Strategic Public Relations. As you can guess, there are other programs being moved to the "launch pad," some of which will be distance versions of existing programs.

### **SPHHS:**

The past academic year marked the 10<sup>th</sup> year since the founding of the School of Public Health and Health Services. When I reflect on those ten years of progress, it is truly remarkable what has been accomplished in such a short time period for a major school of The George Washington University.

Academic year 2006-07 was no exception to continued progress. The faculty of the school completed all but one of its searches for permanent department chairs. That means all but one of its seven departments now have permanent chairs in place. In addition, two new administrative positions were created within SPHHS – Assistant Dean for Academic Affairs and Director of the Practicum Program, a new undertaking at the School that is placing some 300 master's students in the field. Overall, 16 individuals joined the faculty in various ranks this past year. With focus on developing a diverse faculty, the faculty now has a racial and ethnic minority component of 17.1%, which represents an increase of more than 50% over the last two years.

The faculty of SPHHS recruited a class that is academically strong and geographically diverse – the latter representing a growing trend. Increasingly, SPHHS is the top choice

among public health school applicants. Nevertheless, the School increasingly is losing applicants to our competitors because of their offering more competitive financial aid packages. As I mentioned above for CCAS, this appears to be an issue that we at GW must consider carefully in light of our goal to have selected top-ranked graduate programs.

There has also been significant growth of externally funded research within SPHHS. This comes about largely through the accomplishments of faculty members in publishing in many of the leading health and medical journals. The faculty's success in this realm partially derives from their partnerships with government, not-for-profits, and industry. One of the strongest of these relationships is with the DC Government's Department of Health, particularly with respect to the city's Medicaid and HIV/AIDS programs.

### **SMHS:**

I don't think that anyone would question that the School of Medicine and Health Sciences had a very productive year during AY 2006-07. The key to this success derives from the clear connectivity developed for the School through its location in the Washington Metro area. It sets the base for faculty members, residents, and students to participate in broader discussions about health on a national and global level. When this is coupled with the presence of the School of Public Health and Health Services, as well as all of the major national and international organizations involved with health, it is a win-win situation from all directions. We all believe this has translated into extraordinary admissions numbers and programs that have changed the nature of the students and residents attracted to GW.

The two-year-old Office of Student Opportunities plays a major role in making the opportunities just mentioned a reality. It coordinates opportunities for SMHS students to take advantage of the School's unique location and partnerships. The OSO has taken shape as a center of excellence in education through the existence of seven tracks of possible study for medical students: bioethics, community health, emergency preparedness, global health, health policy, medical education, and research. More than half of the classes of 2009 and 2010 are participating in track programs. Over one hundred students have been involved in summer internships that include domestic and international placements for experiential learning. The summer opportunities for internships included the World Health Organization in Geneva, the Office of the U.S. Surgeon General, the Peace Corps, and others.

Our School of Medicine does not only educate medical doctors. There exist a plethora of health sciences programs under the very able leadership of Jean Johnson, Senior Associate Dean for Health Sciences. For example, the Physician Assistant program continues to be ranked as one of the top four programs in the country. The new nursing program is ranked 63<sup>rd</sup> out of 300 schools just after three years. The Physical Therapy program saw applications increase from 52 last year to 205 this year. The new spirituality certificate program, in coordination with the GW Institute for Spirituality and Health, had 25 students enrolled in their first offering which is a very strong start. The

Pharmacogenomics program, in cooperation with Shenandoah University at the VA Campus, doubled its admission with 14 new students this past fall.

### **University-wide:**

Now that we have a snapshot of the accomplishments this past year in each of the schools, let me give you some major University-level items of note in research, graduate studies, academic technologies, and the Gelman Library System.

#### Research:

The primary measure of externally funded research activity is expenditures. Research expenditures increased to \$142M in FY 07, representing an increase of approximately 8% over the FY 06 total of \$132M. Relative to FY 05, when expenditures were \$119M, research expenditures across the University increased by about 20% in two years. Part of this success is driven by a 9% increase in the number of proposals submitted for external funding – 871 in FY 07 compared to 797 in FY 06. These outcomes reflect the significant efforts of our faculties, research staff, and research administrators during what certainly has been a period of challenge and opportunity.

#### Graduate Studies:

Outside the Medical Center and Law School, a record amount of graduate-student funding was allocated -- \$19,962,955. In addition, graduate-student support packages were analyzed to determine their competitiveness. As a result of this analysis, a plan was developed and implemented to raise the minimum packages (stipend plus salary if a GTA, GRA, or GAA) to \$16,000 for master's level students and \$18,000 for doctoral-level students. Though the additional funds have been allocated to accomplish these more competitive packages, more support packages are needed at both the master's and doctoral level.

#### Academic Technologies:

In August 2006, GW was accepted as a partner university in Apple Computer's iTunes University. This partnership, supported by strategic initiative funds provided by my office through the special endowment payout for signature initiatives, enabled Academic Technologies to launch *Colonial Cast*, GW's academic podcasting initiative. The growth of *Colonial Cast* has significantly exceeded expectations. From the seven courses that participated in the pilot project in the Fall of 2006, yielding 86 file uploads by faculty and 1,086 downloads by students, the program grew in the Spring of 2007 to 28 courses yielding 311 uploads by faculty members and 5,954 downloads by students. Already, one program is creating video podcasts of all of its course lectures, and all of the Summer Distance Learning Initiative courses have been uploaded into iTunes University resulting in enhanced content access for students and substantial storage savings for GW.

#### Gelman Library System:

The Gelman Library System staff raised the quality and strength of several collections that support signature programs associated with global development and international relations. Factors that made this possible include a gift of \$100K from the government of Taiwan to staff and operate the Taiwan Resource Center; a \$91K grant to support the China Documentation Center; and the acquisition of two major collections of broad and historical significance – the PNC/Riggs Bank Archive and the Jack Anderson papers. To further support academic excellence, the Gelman System staff put into place a strategy to open the Global Resource Center, a unique collection of multi-disciplinary resources that focus on and promote interdisciplinary collaboration among faculty members.

**Closing:**

There you have it! A succinct annual report on the extensive happenings associated with our academic enterprise within the colleges and schools and at the level of the University as a whole. The commitment of the members of our faculties across the University makes this all possible.

The stage is set for the current academic year. I expect this to be a year of renewed commitment to the University's Strategic Plan for Academic Excellence. This commitment will find its motivation through the Middle States decennial review of our current self-study that is focused on progress made toward achieving the goals of the Strategic Plan. In addition, I expect new foci within this framework to be developed under President Knapp's leadership that energize us in our teaching and learning, research and scholarship, and service to the external community. Certainly, as you can extract from my remarks, we all need to bring energy and focus to raising the funding necessary to realize our goals and objectives. Such effort will occur through strategic planning and goal setting for fund raising by the Development Office with the deans and others under the President's leadership. Faculty members will obviously play a role as they are called upon by their deans. Separate from this, however, I ask the members of the faculties to work with us to generate new revenues through increased enrollments in academic programs where appropriate and possible, and through the development of new academic programs within the schools and colleges or through CPS. In these ways, and through continued pursuit by the members of the faculties of external funding for their research and scholarship work, we shall be able to better support our students, to better provide the resources they and we need to carry out our efforts to create new knowledge, and to better achieve the goals we have set for ourselves.

Thank you and my best wishes for a great academic year!