

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

REGULAR FACULTY ASSEMBLY
October 3, 2008
Jack B. Morton Auditorium

CALL TO ORDER

The Assembly was called to order by President Knapp at 4:05 p.m. He welcomed all of the members of the Assembly and extended a special welcome to the new faculty members present.

APPROVAL OF THE MINUTES

The minutes of the regular Faculty Assembly meeting held on September 10, 2007, were approved as distributed.

RESOLUTIONS

RESOLUTION (FA 08/1), "A RESOLUTION TO AMEND THE FACULTY ORGANIZATION PLAN WITH REGARD TO THE COMPOSITION OF THE FACULTY SENATE EXECUTIVE COMMITTEE"

On behalf of the Faculty Senate Executive Committee, Professor Arthur E. Wilmarth, Jr., Chair, introduced Resolution FA 08/1. He noted that the text of the Resolution proposes a technical change to Article III, Section 5, subsection (b) of the *Faculty Organization Plan* and conforms the language of the fourth sentence of this section so that the subsection's language reflects the present size of the Executive Committee, which consists of eight (rather than seven) faculty members. This change was approved by the Faculty Senate at its meeting on September 12, 2008 by the adoption of Resolution 08/3 and the change now requires approval by the Assembly. Professor Wilmarth moved adoption of the Resolution, and, there being no discussion on or questions about the Resolution, a vote was taken, and Resolution FA 08/1 was adopted by unanimous vote. (Resolution FA 08/1 is attached.)

INTRODUCTION OF NEWLY APPOINTED FACULTY MEMBERS

Donald R. Lehman, Executive Vice President for Academic Affairs, welcomed faculty members new to the University, and called upon those present by School to introduce themselves to the Assembly, asking that they describe their appointment and say a few words about their interest in scholarship, research, and/or teaching at the University.

ANNOUNCEMENT AND PRESENTATION OF THE BENDER TEACHING AWARDS

Before presenting the Awards, Vice President Lehman informed the Assembly that the Bender Teaching Awards, endowed by friend of the University Morton Bender,

recognize teaching excellence at GW. Recipients receive a \$500 prize to be used for travel to a professional meeting, the purchase of equipment, or some other activity related to faculty development. The recipients are selected by a committee of faculty each spring semester based on letters of support from students and faculty, student teaching evaluations, and examples of teaching materials and completed student work. The following faculty members each received a Bender Teaching Award in the indicated category and the text of the citations appears below.

Michael King, Chemistry

Award Category: Innovative Use of Technology

Michael King has led the Department of Chemistry at The George Washington University as Chair since July of 1996, and has worked as a Professor at GW since 1973. He received his B.S. in Chemistry from the Illinois Institute of Technology in 1966 followed by a Master of Arts and Ph.D. in Chemistry from Harvard University which he earned in 1967 and 1970, respectively. His research focuses largely on the organic synthesis of molecules of biological interest and applications of stereo population control. King was a recipient of the Trachtenberg Prize for Service in 2003 and has served as a CCAS Marshal for over 14 years.

Among the many praises of Professor King, a departmental colleague writes that he “has been inspiration to us as faculty members, he has also ‘led by example’ in his ability to maintain a top-notch commitment to teaching while chairing a department through a period of unprecedented change.”

Professor King is also highly respected and well-liked by his students. One student writes that, “he pushed me to challenge myself intellectually and in the end I had not only a grade to prove my comprehension, but fundamental knowledge I could carry with me to other science classes.” Another writes that, “Professor King truly cares about his students, and knows all of those that come to him by name – not an easy feat, by any means. This is a professor who I will never forget as long as I am here at GW.”

Alumni who have moved on to study medicine at The George Washington University School of Medicine agree. As one student wrote, “Professor King’s devotion to his students is quite remarkable. To this day, we still appreciate his interest and dedication towards the quality of education inside and outside of the classroom. Students across the country should be as fortunate to have a professor like Michael King”.

Steven Kelts, Department of Political Science

Award category: General Teaching

Steven Kelts received his A.B. in Government in 1994 from Harvard College and completed his Ph.D. in Political Science in 2002 at Stanford University. He has been an Assistant Professor of Political Science at The George Washington University since 2003 and is the Director of the Residential Politics and Values Program. Professor Kelts specializes in theories of liberty, and his research spans historical and contemporary philosophies of self-government, especially non-liberal conceptions of liberty. He is also active in Student Life. Last year he led a group of students to New Orleans on "Alternative Spring Break" to assist Hurricane Katrina victims.

Kelts' colleagues speak of his commitment to his students and incessant enthusiasm. One writes: "To say that he has done an outstanding job since his arrival at GW would be quite the understatement. His students love him. He cares enormously about them. And he directs the program in a rigorous but humane fashion that all programs at GW would do well to emulate." Another applauds Kelts' writing: "He applies the highest standards to himself and conveys these to his students. He injects an enormous amount of energy and discipline into his classes, though with grace and humor. Balancing both rigor and seriousness of purpose and a kind of playfulness so that students feel like they want to be there in the class learning is a remarkable talent, and Steven has this talent in abundance." In regard to his teaching methods and his students, "Steven is utterly in command of the material and effortlessly weaves together legal reasoning across numerous cases and broader issues of political moral judgment."

Kelts' students express no less enthusiasm than his colleagues. One student writes, "At the beginning of the course, Politics and Values, he tells students, that by the end, they will be able to write at a master's level and he will help them in any way he can, with whatever they want to do in life. I have never heard truer words from another teacher. His class was very challenging, but in the four semesters I have been at GW so far, no one has made a greater or more positive impact on my education." Another student writes, "What I believe truly sets Professor Kelts apart from other professors is his tireless commitment to students...He is much more than just a professor, he is a mentor for students. His classes are excellent, but his commitment to students goes above and beyond excellence."

Lauren Sallinger, University Writing Program
Award Category: Part-Time Teaching

After receiving a B.A. from Harvard University in English and American Literature and Language in 1995, Lauren Sallinger earned her M.A. in nonfiction writing from the Writing Seminars at Johns Hopkins University in 2002. Lauren began teaching at GW as an Adjunct Instructor in Writing in the University Writing Program in the Fall of 2006. Her central research is on Middle East politics, particularly the intersection of religion and politics.

One of Lauren's colleagues notes that "Lauren's students were genuinely attached to her. Her classroom persona is much like her personality outside of class: Lauren is sincere, sweet-natured, and patient with her students. She treats her students with respect, and they respect her in turn. The class atmosphere was trusting and amicable; they all clearly have a good rapport with Lauren and with each other." Another colleague writes: "Her teaching is engaging and thoughtful; her class exercises a focus on making the relevance of what she is teaching visible to the students; and her student evaluations have consistently been among the strongest in the program." And still another colleague writes that "Lauren's University Writing 20 class, "Imagining America; Social reflection and the Politics of Place," encourages students to look at the way that activists use language to try to change the world....it encourages students to study writing not only as readers and critics but also as aspiring writers themselves: the skillful use of language is the object of study, the method through which the object is studied, and the goal."

One student writes that, “Professor Sallinger is a rare type of professor who goes beyond classroom basics and fully educates her students, not just through books but through first-hand experience as well. She encouraged us to explore this cultural Mecca that is Washington, D.C. She shared stories of her travels to the Middle East and her personal experiences with protests, showing us that the outside world is an exciting place and that we can all make a difference if we make our voices heard...She has left a lasting impression on me that will positively influence my future, and I am sure that many of her other students share my sentiments.”

Maria De La Fuente, Romance Languages
Award Category: Innovative Use of Technology

A native of Spain, Maria de la Fuente earned her B.S. and M.A. at the University of Salamanca in Spain before graduating from Georgetown University in 1988 with a Ph.D. in Spanish and Second Language Acquisition. Her research focuses in the field of Second Language Acquisition (SLA), in particular classroom or instructed SLA, and instructional technology; the results of her research can be found in academic journals such as *The Modern Language Journal* and *Studies in Second Language Acquisition*. She has been working at GW since 2006 as an Associate Professor of Spanish and is also the Deputy Director of the GW Language Center.

Professor de la Fuente has astounding accomplishments both with her students, and colleagues. She has involved herself not merely in teaching, but also administrative and publishing aspects of the department such as effectively linking the Language Center and Spanish Program, overhauling the entire curriculum, teaching workshops on state-of-the-art pedagogy, and publishing her research and a Basic Spanish textbook, *Gente*, which is already in its second edition.

On de la Fuente’s innovative use of technology, one colleague describes class with, “iPods, iTunes, computer-based class management programs, digitalized video materials, and cultural Power Points...she is able to exploit all these diverse technologies in a relevant, substantive, and meaningful way that genuinely benefited the students’ motivation and their learning of Spanish. Her distinctive mastery of both teaching and technology allows her to reach the technological world the students live in and bring its infinite possibilities to the foreign language classroom.” One colleague lauds de la Fuente, writing that “in all my years teaching Spanish, both at GW and elsewhere, I have never worked with a professor more dedicated, rigorous, generous, and passionate as Professor de la Fuente.”

Students agree with de la Fuente’s colleagues regarding her teaching style, “Professor Maria de la Fuente clearly spends a significant amount of her time and energy looking for new approaches to classical problems of education and sets the example for teachers looking to employ the abundant resource of technology.” Another student writes “Professor de la Fuente has made Spanish culture much more interesting and easier to understand and relate to because we frequently watch video clips on the different aspects of culture in the South American countries.”

Alexander Dent, Anthropology
Award category: General Teaching

Alexander Dent received his B.A. in Anthropology in 1993 from Princeton University before earning his M.A. in 1998 and Ph.D. in 2003 from the University of Chicago, also in Anthropology. Since 2005, Professor Dent has been an Associate Professor of Anthropology and International Affairs at GW. He specializes in popular culture, language and the media, ethnography of performance, and intellectual property. He has also done extensive fieldwork in Brazil, and comparative work in the United States in New Jersey, Oklahoma, Chicago, and Washington, DC.

Of Professor Dent's numerous commendable qualities, one colleague writes that, "Alex's innovative cutting-edge interests in new media technology and in intellectual property issues strike a chord with our students. He has an unusual ability to relate classic theory to contemporary issues, leading students to seek his mentorship on their own original research projects."

One of Professor Dent's students writes of his course, Peoples of Central and South America, "Professor Dent was amazing! He is one of my favorite professors at GW. I enjoyed the course and was very impressed with his knowledge about everything that is "Latin America." He answered every question very clearly, and if he did not know the answer he looked it up between classes and brought it up during the next lecture. Trust me, not many professors do this." Another writes, "This is the best class I've taken at GW. Professor Dent is amazing. He is intelligent, insightful, accessible and interesting. Our class met once a week for two and a half hours, and I never felt the urge to check my watch. You can tell that Dent is a great person through and through and that his students are of utmost importance to him."

Current alumni: "Alexander Dent is a dynamic and effective teacher who cultivates rewarding intellectual relationships with his students that transcend his courses," writes one alumnus. Another observes, "Professor Dent's enthusiasm for teaching has solidified my dedication to the discipline and has made me want to seriously pursue anthropology as a career. He is an excellent example of how professors should inspire their students and encourage them to meaningfully explore their interests."

Unfortunately, Alex is unable to be here today, but noted, "My absence from the ceremony does not jibe with my happiness at receiving this award." Accepting the award on his behalf is Chair of the Anthropology Department, Catherine Allen.

Derek Malone-France, University Writing Program
Award Category: Full-Time, Non-Tenured Teaching

Derek Malone-France has been working at GW since 2005 as an Assistant Professor of Writing teaching in the University Writing Program. Professor Malone-France received his B.A. in Philosophy in 1995 from Wofford College and his Ph.D. in Religion from the Claremont Graduate University in 2001. He has published many articles, in addition to his first book, *Deep Empiricism: Kant, Whitehead, and the Necessity of Philosophical Theism*, which was published in 2006. He has just completed the first volume of a two-volume

edited anthology of The Global Literature of Political Dissent, to be published in spring of 2009.

Comments and reviews from colleagues and students alike convey a glowing and enthusiastic picture of Derek Malone-France. His teaching is described by a colleague as “innovative, challenging, and rigorous,” while a student’s evaluation states that, “Professor Malone-France is the ideal professor: knowledgeable caring, challenging, and fair.”

Another colleague observes, “Professor Malone-France is not just an exemplary professor, he also embodies the very qualities he asks of his students – diligence with care, intellectual rigor with curiosity, and dedication with discovery – to show through truly authentic example, as the best teachers in our lives do, the excitement and deep value that can come of the active life of the mind...knowledge is a great gift to students.

Student praise does not lag behind that of colleagues as one student writes, “Despite the innate difficulty of studying the subject, Philosophical Explanations of Religion, Professor Malone-France makes his students want to come in and participate day after day. He does this by recognizing and respecting his students as intellectuals.” Students continuously praise his innovative and motivating University Writing-20 course and his personal integrity. One student writes of his “respect for Professor Malone-France not only as a professor, but also as a person...his quality of character is truly admirable.”

REPORT ON MIDDLE STATES REACCREDITATION

Vice President Lehman presented his report on the University’s successful reaccreditation process. (The report is enclosed.)

BRIEF REMARKS AND INTRODUCTION OF EXECUTIVE VICE PRESIDENT AND TREASURER LOUIS H. KATZ

Before introducing Executive Vice President and Treasurer Katz, President Knapp made several brief remarks. In response to Vice President Lehman’s Report, President Knapp thanked the many colleagues who were involved in producing an outstanding report for the Middle States accreditation process. He said he thought the issue of the assessment of learning standards is of particular importance, and is one in which the federal government has taken considerable interest. He added that he thought the opportunity to take a serious look at this issue is timely and dovetails nicely with the process begun by the Faculty Senate this year to examine the curriculum thoroughly. This is a faculty-driven process that will allow a system to be designed that closely relates to the faculty’s goals as teachers and researchers.

The President noted that this is an exciting year in the nation’s capital with a presidential election and inauguration looming. In recognition of these important events, GW has adopted the theme of “American Transition” to organize a series of campus events. The kickoff event occurred on September 15, 2008, when five former Secretaries of State -- Madeleine K. Albright, James A. Baker, III, Warren Christopher, Henry Kissinger, and GW alumnus Colin Powell – gathered in Lisner Auditorium to discuss international issues facing the next presidential administration. Christiane Amanpour, CNN’s chief international

correspondent, and GW's Frank Sesno moderated the panel, titled "The Next President: A World of Challenges." The program was attended by over 1,500 people and broadcast by CNN. It was rated number one nationally and internationally. Students lined up at 5 a.m. to collect their tickets a week before the event. This is indicative of the spirit of engagement on the part of GW students who have chosen to pursue their studies here in the nation's capital. Another event which was received favorably was a forum held in the Marvin Center to discuss the presidential campaigns. This was presented by faculty in the Graduate School of Political Management as part of the finale of Alumni Weekend, and it was very well received.

President Knapp touched briefly on two themes that were prominent in his first year at the University – sustainability and public service. Upon his arrival at GW, President Knapp reported that he had appointed a Sustainability Task Force under the leadership of Professor Mark Starik from the School of Business. He led a very strong team of students and staff to examine best institutional practices, explore GW's opportunity for improving its own processes, and ways to reduce energy and the University's carbon footprint while at the same time developing new academic opportunities. One result of the Task Force's report was the creation of the Sustainability Office. This Office is operating with a skeleton staff while a search for a director is in progress.

President Knapp also said that he was the first university president to sign the American College & University College Presidents' Commitment on Climate Change, which pledges participants to do an inventory of all the ways in which institutions can reduce greenhouse gases. Other notable sustainability initiatives include the launch of the Institute for the Analysis of Solar Energy in Columbian College, which garnered both corporate and individual support. GW's also performs work related to alternative fuels at the Virginia campus, and its programs in environmental law already address sustainable development. Also in the near future, a symposium will be held at which the University and the District of Columbia government will discuss environmental initiatives and taking a leadership role in urban sustainability. Sustainability is a global issue to which nearly every field of inquiry at the University relates, and it is a subject about which students are passionate.

In the area of public service, the President observed that GW offers an extraordinary range of opportunities for students. Research conducted at GW addresses real-world problems, and the faculty is educating future leaders who will address those problems. President Knapp pointed with pride to the GW Law School, which has just established a newly created position of Associate Dean for Public Interest and Public Service Law. A generous gift of \$3 million from the Annette M. and Theodore N. Lerner Family Foundation has endowed this new position, which will help GW build on the long-standing tradition of the Law School's involvement in establishing free clinics and other opportunities to systematically develop new pathways for students to enter careers in public service and public interest law while they are studying here.

All of these initiatives, and there are many others, serve GW's largest aspiration, which is to continue the pursuit of academic excellence and become the premier research University at the center of the larger capital region. President Knapp announced that a search is currently underway for a Vice President for Research, a position which will give

cabinet level status to a function which is critical to the aggressive pursuit of this goal. The University seeks someone at the top of the organization to look at the research enterprise strategically across the entire University. This includes the entire range of fields in which GW scholars are intellectually active and in which creative contributions are made, not just in the “hard sciences.”

An inseparable piece of the effort to improve the excellence of GW’s academic programs in all of their dimensions includes the caliber of students who are selected and choose to study at GW. President Knapp said that information had just been compiled about the University’s admissions strategy. A summary report was distributed at the Assembly on this topic (the report is attached). President Knapp said he thought it was evident in the information presented about GW undergraduates that applications have increased significantly over time, and there have been dramatic increases in test scores and class standing, all of which speak to the steadily improving quality of the student body.

In conclusion, the President reported that in the last six months, GW received two of the largest monetary gifts the University has ever received, and he expressed his enormous appreciation for the donor’s generosity. The first, from the Smith and Kogod families, is a \$10 million challenge grant for the renovation of the Charles E. Smith Center, which serves not only as an athletic facility but is also a gathering place for commencement ceremonies and many other events of communal importance during the academic year.

Dr. Cyrus and Myrtle Katzen very generously provided \$10 million for the creation of the Katzen Cancer Research Center, a most welcome and timely gift. President Knapp said that Dr. Katzen was explicit in remarking that part of the inspiration for his decision to provide this very substantial donation was the example of the Smith and Kogod families.

UPDATE ON THE UNIVERSITY’S CAMPUS PLAN

Vice President Katz presented his report, which is enclosed.

REMARKS BY THE CHAIR OF THE UNIVERSITY FACULTY SENATE EXECUTIVE COMMITTEE

On behalf of the Faculty Senate Executive Committee, Professor Arthur E. Wilmarth, Jr., Chair, presented his report to the Assembly. (The report is enclosed.)

ADJOURNMENT

There being no further business before the Assembly, President Knapp adjourned the meeting at 5:55 p.m. after inviting everyone to the reception immediately following in the Brady Art Gallery.

Elizabeth A. Amundson

Elizabeth A. Amundson
Secretary

**A RESOLUTION TO AMEND THE FACULTY ORGANIZATION PLAN WITH
REGARD TO THE COMPOSITION OF THE FACULTY SENATE EXECUTIVE
COMMITTEE (FA 08/1)**

WHEREAS, Article III, Section 5, subsection (b) of the Faculty Organization Plan currently provides that the Faculty Senate Executive Committee consists of eight faculty members of the Faculty Senate. However, a technical amendment is needed to conform the text of the fourth sentence of Article III, Section 5(b) to the present size of the Executive Committee; **NOW, THEREFORE**,

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

- (1) That the fourth sentence of Article III, Section 5, subsection (b) of the Faculty Organization Plan be amended to read as follows:

“The Chairman shall be elected first by the Senate; and the Senate shall thereafter elect the other seven elective members of the Executive Committee, subject to the restriction that the Executive Committee may not include two or more members who have been elected to the Senate by the same school or faculty group.”

- (2) That the President, as Chairman of the Faculty Assembly, is petitioned to place on the agenda of the Faculty Assembly at its meeting on October 3, 2008, the foregoing proposed amendment to the Faculty Organization Plan.
- (3) That, upon approval by the Faculty Assembly, the President is requested to forward the foregoing proposed amendment to the Faculty Organization Plan for final approval by the Board of Trustees as soon as conveniently possible.

**THE WORDING OF THE AMENDMENT PROPOSED BY FA 08/1
IS IDENTICAL TO THAT PROPOSED BY SENATE RESOLUTION 08/3,
WHICH WAS INTRODUCED AND ADOPTED AT THE SEPTEMBER 12, 2008
MEETING OF THE FACULTY SENATE**

Adopted by the Faculty Assembly, October 3, 2008

**FRESHMAN CLASS STATISTICS
1990 THROUGH 2008**

	<u>1990</u>	<u>1996</u>	<u>2002</u>	<u>2008</u>
Applications	6,104	10,356	16,910	19,387
Acceptance Rate	81%	58%	40%	37%
Matriculants	1,161	1,657	2,292	2,439
Yield Rate	19%	28%	33%	34%
SAT Average*	1130	1210	1260	1277**
% in top 10% of high school class	32%	42%	46%	67%
% in top 20% of high school class	57%	70%	74%	87%

***For consistency only math and verbal sections of the SAT averages are compared**

**** The SAT average for 2008 reflects the new more difficult SAT**

Statistics for 2008 are current through September 12, 2008

Source: Senior Vice President for Student and Academic Support Services/Undergraduate Admissions