

2021
VISION

A STRATEGIC PLAN FOR
THE THIRD CENTURY OF

THE GEORGE
WASHINGTON
UNIVERSITY



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Dear Colleagues and Friends,

Developing this plan has challenged all of us at the George Washington University to ask ourselves some fundamental questions.

What is it that makes our university special? How will changes in the nation and the world affect us in the years and decades to come? And how should we invest our resources to best meet our enduring goals of educating the next generation, advancing human knowledge through research, and serving society? In shaping this plan, we made choices that address these fundamental questions and, I believe, will enhance our role as one of the world's great educational institutions.

Many people were involved in discussions leading to the choices in this plan. We held over ninety presentations, meetings, and group conversations and received input from every part of the extended GW community. The Board of Trustees offered important guidance and voted to approve this plan. This approach of broad and deep consultation is in the tradition of shared governance at GW and has helped to build a common understanding of the goals, challenges, and opportunities we will confront over the next decade.

Our university's capacity to thrive in the years ahead requires us to embrace the diversity of the GW community and to transcend the disciplinary boundaries that often define different roles within the university. Great universities are always better than the sum of their parts, and GW is no exception. As we move toward our 200th anniversary in 2021, the plan provides important guidance in how we can draw together the university's different strengths to create an even more vital institution. It is important that we view the plan as a living document that is periodically reevaluated and updated.

I look forward to engaging with all of you as we begin more detailed study in order to implement, over the next decade, the actions recommended in this document. Throughout the process, we will always work to align our strategic choices with our university's overall mission.

Our university's best years are yet to come.

Sincerely,

A handwritten signature in black ink that reads "Steven R. Lerman". The signature is fluid and cursive, with a long horizontal flourish at the end.

Steven R. Lerman
Provost and Executive Vice President for Academic Affairs



100
GW IN FOGGY BOTTOM
100
YEARS

THE GEORGE
WASHINGTON
UNIVERSITY

PREAMBLE

The George Washington University was established in 1821 to fulfill its namesake's vision of a national university that would educate the next generation of citizen leaders. Since our founding nearly 200 years ago, the university has looked to the future, educating students who represent diverse perspectives and interests to become well-informed, ethically grounded citizens and leaders able to find creative solutions to society's most complex problems. Equally important, in recent decades George Washington has become a major research university, pushing the boundaries of intellectual inquiry in diverse disciplines.

Today, George Washington is the largest university in the District of Columbia, with ten schools, nearly one hundred research centers, and approximately 25,000 students from across the nation and around the world. In addition to our main campus in Foggy Bottom, we have our Mount Vernon Campus in Washington's Foxhall neighborhood and our Virginia Science and Technology Campus in Ashburn, Virginia. And we have three academic centers in Virginia that focus on graduate education for professionals.

The current strength of the George Washington University lies in the breadth of opportunities afforded by a first-rate academic core grounded in the liberal arts and sciences, as well as those provided by highly regarded professional programs that engage the worlds of engineering, medicine, law, education, public health, business, and policy. The exceptional qualifications of our full-time faculty are complemented by the unmatched professional experiences of our part-time faculty. As a result, GW excels not only in basic research and a traditional liberal arts education but also in its ability to foster research initiatives that enable our students, faculty, and staff to analyze the world beyond the classroom.

GW also is distinguished by its deep engagement in real-world problems and its many partnerships with leading institutions. Partly because of our unique location in the heart of Washington, D.C., our faculty are often linked to international and national organizations that make policies directed to resolving fundamental societal problems around security, economic development, limitations on the rights of women and minorities, poverty, and sustainability. Our students frequently do internships and volunteer projects that

help them discover how what they learn in classrooms can be applied. This deep network of collaborations gives the research we do and the education our students receive an almost immediate relevance that characterizes the "GW experience."

We know we can use these strengths to even better advantage by viewing our university as a whole that is greater than the sum of its parts. This effort requires GW to balance its commitment to traditional disciplines with its movement toward increased cross-disciplinarity in educational and research programs. The university must continue to support disciplinary scholarship and recognize the distinctiveness of each school. At the same time, by fostering cross-disciplinarity among different parts of our university, we can enhance the quality of our academic programs and expand our ability to discover new knowledge that is of direct relevance to important societal problems. In doing so, we need to recognize the challenges that higher education will face in the years ahead and build strategically upon our strengths.

The George Washington University is at a critical juncture. We have evolved into one of the nation's leading universities and have laid the foundation for moving into the group of truly elite institutions. To advance, we need to embrace an educational vision that values both basic and applied research and fosters meaningful interactions among those working in different areas of inquiry. The combination of our accomplished faculty, talented and highly motivated students, and unique location opens up many opportunities for us to more fully become a university that educates the leaders of the future while playing a key role in solving today's and tomorrow's important problems.

EXECUTIVE SUMMARY

The George Washington University will enter its third century in 2021. Our strategic plan for the period leading up to this milestone reflects our aspirations to provide a unique, rigorous education to every one of our students and to secure our position as one of the world's premier research universities.

The next decade will be a period of both great challenges and great opportunities for GW. Changes in society in general and higher education in particular are already under way, and these trends are likely to accelerate in the coming years. Anticipation of these trends has shaped the choices in our strategic plan. Trends include the increasing globalization of almost every aspect of society, the shifting demography of the U.S. population, the growing complexity associated with governance and policy in both the public and private sectors, and the emerging technologies that may alter how education is delivered.

Our plan is also based on a clear understanding of the university's current strengths and limitations. There are an almost infinite number of opportunities for investing our resources in the coming decade. This plan focuses on areas where we have a comparative advantage and avoids expenditures on endeavors for which other universities are better positioned. Our exceptional strengths include a number of world-class academic programs, a unique location at the heart of the nation's capital, and close ties to public and private institutions in the District of Columbia and the wider capital region.

THEMES

Keeping our strengths in mind, this plan calls for actions that build on four major themes uniting activities across the entire university:

- » innovation through *cross-disciplinary collaboration*
- » *globalization* of our educational and research programs
- » expansion of our programs that focus on *governance and policy* in the public and private sectors
- » emphasis on infusing the ideas of *citizenship and leadership* into everything we do

Each of the plan's objectives and recommended actions intersects with one or more of these themes. The actions we recommend address three central questions.

WHAT DEFINES A GW EDUCATION?

Our undergraduate students acquire the skills and knowledge that are the hallmark of a strong liberal arts education and enable them to address the challenges and seize the opportunities they will encounter throughout their lifetimes. Our students in professional programs acquire the essential grounding to be effective in their chosen fields and the ability to learn as their professions evolve. Our graduate students master the professional and research skills that will allow them to be innovative thinkers who are leaders in their respective areas.

To improve what and how our students learn we will:

- » create a more unified undergraduate educational experience
- » admit our undergraduate students to the university as a whole rather than to schools
- » design a new core curriculum
- » increase the global aspects of our curricula and double the fraction of our students from abroad
- » improve the linkage between academic programs and students' educational experiences outside the classroom
- » focus on the quality of education in science, technology, engineering, and mathematics
- » enhance the postgraduation opportunities for our students and strengthen the quality of our graduate student body

WHAT ARE THE GOALS OF OUR RESEARCH?

Our faculty and students advance human knowledge in ways that open up new lines of intellectual inquiry and have significant positive effects on society.

Toward this end, we will:

- » create eight to twelve cross-disciplinary institutes with the financial support necessary to undertake research in new fields
- » hire fifty to one hundred new faculty members in areas of research identified in the plan
- » improve the infrastructure that supports research
- » encourage applied, translational, and policy research that works toward solutions to and new perspectives on significant societal problems

HOW DOES SERVICE ENHANCE THE GW COMMUNITY?

Our university is known as a world leader for turning knowledge into action to address society's most challenging problems. Teaching our students to harness knowledge for the betterment of humankind will continue to be a hallmark of a GW education.

More specifically, we will:

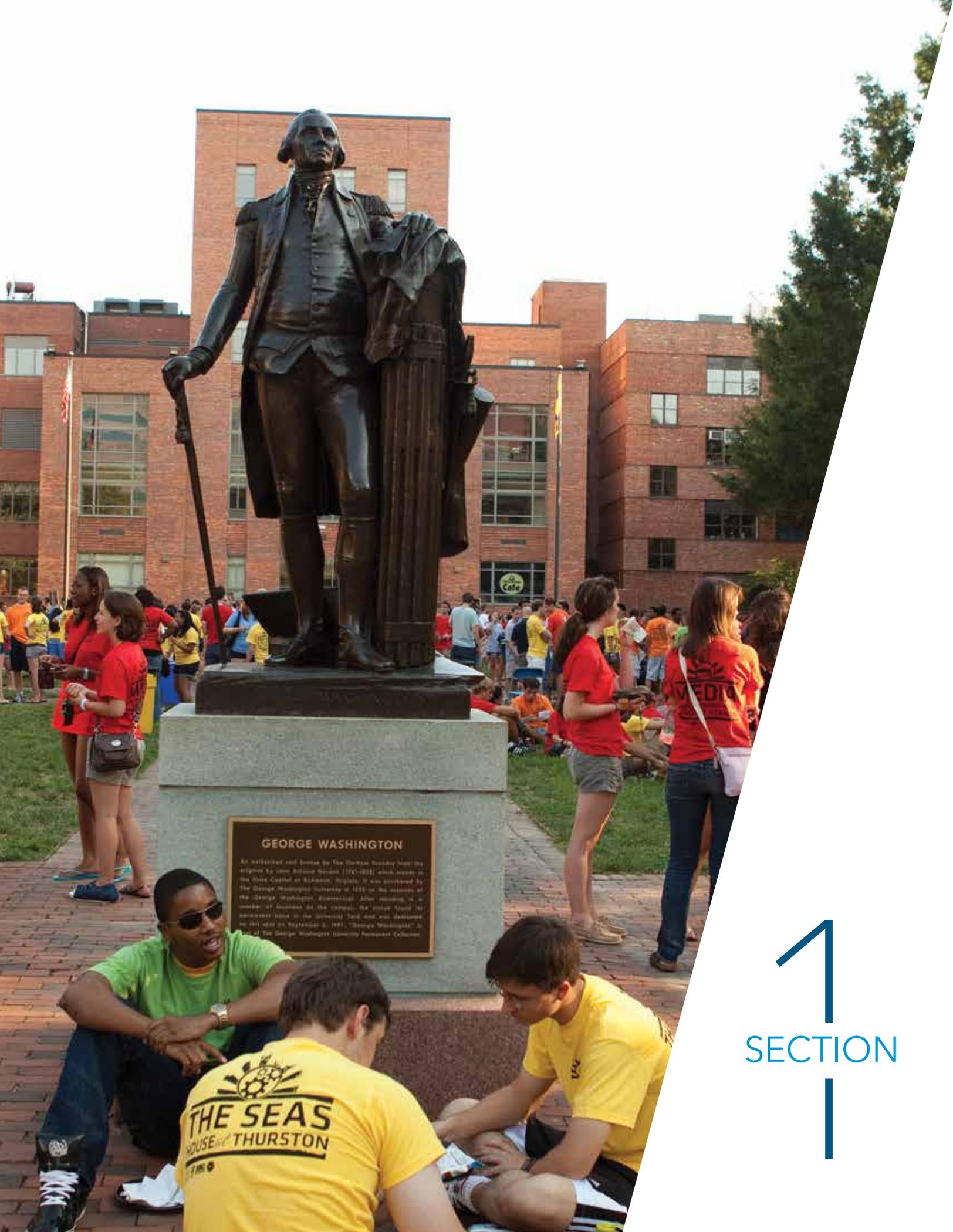
- » develop ways to communicate the results of our research more effectively to the general public
- » make GW a leader in shaping the national dialogue in areas of our academic strengths
- » expand our role as a model institutional citizen

The actions we recommend are concrete; they reflect our priorities for how we will invest our resources in the coming decade. We anticipate expending up to \$243 million on the plan's objectives and actions. These priorities will be funded using resources generated through implementing the recommendations from GW's Innovation Task Force, new funds from the university's academic budget, school-based contributions, philanthropy, and sponsored research.



CHANGES IN SOCIETY AND GW'S RELATIVE STRENGTHS





GEORGE WASHINGTON
An excellent cast bronze by The Boston Society from the original by Jean-Baptiste Houdon (1761-1828) which stands in the State Capitol at Richmond, Virginia. It was purchased by The George Washington University in 1922 on the occasion of the George Washington Bicentennial. After standing in a number of locations on the campus, the statue found its permanent home in the courtyard. It was dedicated on September 9, 1941. "George Washington" is part of The George Washington University Permanent Collection.

1 SECTION

ENVISIONING THE FUTURE

One of the key questions asked of higher education today is “Is it worth it?” Indeed, the education that GW offers both its professional and its liberal arts students must be worthy of the cost. We recognize the breadth of knowledge and the intellectual agility that are required for leadership and active participation in a rapidly changing world. We also recognize that there are ongoing discussions at the state and national level that center on the cost of a college education and the need to make a college education more accessible. In addition, GW will confront new competitors in the marketplace of higher education from online providers and emerging universities in countries such as China and India. We must ask how we will position ourselves within this complicated world of higher education.

*Compelling answers to these issues begin with attempts to envision the future.
What do we foresee?*

GLOBALIZATION

Today’s society is highly interconnected and becoming more so each day. In our global community, events occurring in one part of the world can almost immediately affect people across the planet. Students and researchers alike actively participate in the worldwide circulation of ideas. The interdependency of national economies, among other things, presents challenges and opportunities that demand fundamental changes in government and corporate policies. GW needs to offer its academic community both knowledge about these global interrelationships and opportunities to shape them.

DEMOGRAPHICS

Changes in global demographics include aging populations in the United States, Europe, Japan, and other developed regions. At the same time, the number of people under age twenty-five is on the rise in developing countries, placing new demands on universities worldwide. Within the United States, the cultural and ethnic mix, as well as the population’s geographic distribution, is shifting. These demographic trends will continue to influence higher education. GW needs to maintain and expand top-quality programs that will attract students even as the traditional student-age population declines. As part of our educational mission, we must reach out to an increasingly broad range of learners. We must also continue to seek out students from diverse backgrounds and develop programs that support inclusiveness.

RESOURCE CONSTRAINTS

The burgeoning world population means rising demands on the earth's limited resources, such as water and energy. The United States and other developed nations are more and more focused on sustainable production and consumption practices. For some countries that rely to one degree or another on imports for basic commodities, such as fossil fuels, national security adds a layer of concern. Universities can be among the leaders in developing creative solutions to these problems.

GOVERNANCE ISSUES

There are a number of challenges to governance. Current issues include a struggling global economy, political unrest in many regions, and a potential breakdown of efforts to control nuclear proliferation. Domestic challenges include a health care system that is inordinately expensive and does not produce optimal outcomes and a level of energy consumption that may not be sustainable. Moreover, social inequalities within and among nations may create strains on governance systems. Governments and governing bodies need effective ways to translate new policies into politically acceptable actions. Scholars from numerous disciplines need to combine their skills in working to solve some of these problems, all the while educating the next generation of thinkers and leaders.

TECHNOLOGY

Technology is one of the most significant drivers of economic growth and social change. The digital revolution has reached all sectors of society. It enables us to teach students who cannot physically be on one of our campuses or who may not be able to attend classes delivered synchronously. Technology also expands the opportunity for collaborative learning and engagement. GW, like other universities, should help invent systems for using technological developments to advance education. We must also continue to contribute to the creation of new technologies that offer promising solutions to the world's problems. Finally, we must keep our technology infrastructure current in order to support students' expectations for immediate connectivity and access to information, along with the need for privacy and security.



UNDERSTANDING OUR STRENGTHS AND LIMITATIONS

As the George Washington University confronts this future, it should do so with a clear plan that takes advantage of strengths and recognizes key limitations. Most important, GW can build on its academic strengths by linking cross-disciplinary study with innovation. While we can take advantage of our enviable location in the nation's capital, this urban setting also comes with the significant space constraints typical of a city campus.

We enter the next ten years with first-rate programs in traditional liberal arts and sciences and with strong professional programs in diverse areas: law, international affairs, engineering, education, business, and the health sciences. For example, our Law School has distinguished programs in intellectual property, international, and environmental law. Several doctoral programs in the arts and humanities are highly ranked by the National Research Council. The School of Public Health and Health Services, Graduate School of Education and Human Development, and School of Business are also well regarded. Our School of Medicine and Health Sciences is among the most selective in the country. Our newest school, the School of Nursing, is growing rapidly and is achieving recognition for its education and research programs. For GW, connecting disparate fields is a logical next step, one that is already taking place in a number of programs. As we develop greater capacity to connect varied programs and fields, we will become far more than the sum of our parts.

We have great strength in public policy in virtually all our schools and colleges. We can create innovative, cross-disciplinary programs that build on this strength. For instance, we can offer courses that deepen the level of mathematical engagement of students in policy fields as well as across the university. We can also develop research programs and course offerings that link the sciences and engineering with important issues of public policy. Our partnerships with relevant policymaking agencies can give students rich opportunities to apply knowledge gained in the classroom, in the lab, and in the field.

Global studies is another area in which we have exceptional breadth and depth. Our Elliott School of International Affairs is one of the nation's best and largest schools in this field. In addition to the Elliott School's premier program, the Columbian College of Arts and Sciences maintains a significant curricular focus on the politics, history, religion, and culture of countries in the developed and developing worlds. And we have highly respected programs in international business, international law, and global health. Our College of Professional Studies has programs in Latin American politics taught entirely in Spanish. Faculty members in the Graduate School of Education and Human Development are working on a comparative analysis of educational outcomes in different countries. Many of our schools and programs, including GW Law, the School of Business, and the School of Engineering and Applied Science, teach a large number of graduate students from abroad. Researchers in the health fields and the sciences have major grants for work being done around the world.

GW faculty and students have always had a passion for making a difference in the world, using knowledge gained in the classroom to solve real-world problems. This takes many forms, from service-learning classes to translational research that moves ideas outside the classroom or lab and into practice. Our Freshman Day of Service, launched four years ago, orients entering students toward this core university value.

Our university is committed to reflecting the nation's diversity, and we are finding new ways to focus on building an inclusive culture. For example, we are known for a commitment to educating and supporting veterans and active-duty military personnel. We have a range of programs for these students and are exploring new ways to offer needed resources.

In addition, in recent years we have made major capital investments in academic facilities, including Duquès Hall, home to the School of Business; 1957 E Street, where the Elliott School resides; and the Media and Public Affairs Building on 20th Street. We are currently in the midst of several major construction projects, with new academic buildings rising from the ground or about to be started. By 2015, we will have a new museum building and a dedicated facility for the School of Public Health and Health Services. Our most ambitious project is Science and Engineering Hall. When the hall opens in 2015, it will be the largest building dedicated to science and engineering research and education in the city. The hall and other new academic buildings will stimulate inquiry and innovation in ways we can only begin to imagine.

GW's location in the heart of the nation's capital is one of our greatest assets. It places us at the doorstep of the country's decision-makers and creates opportunities for partnerships with the International Monetary Fund, the Inter-American Development Bank, the Pan American Health Organization, the World Bank, the Organization of American States, the U.S. Department of State, the diplomatic community, international agencies, think tanks, nongovernmental organizations, and other preeminent institutions. As a result, the university frequently provides a neutral forum for discourse that affects society and the world. These relationships offer our students and faculty exciting learning opportunities outside the classroom.

Washington, D.C., has become a center for international arts and culture. Large institutions such as the Smithsonian and the Kennedy Center, as well as smaller organizations such as the Folger Shakespeare Library, Arena Stage, the Gala Hispanic Theatre, and the Syntetic Theater, produce and show work by artists from all over the world. Through its collaborations with many of these cultural groups, GW affords its students broad exposure to the arts and their varied expressions of international cultures.

Finally, Washington, D.C., is headquarters for a number of institutions and companies that are at the forefront of medical and technological innovation. GW has ongoing collaborations with research institutions such as the National Institutes of Health, the National Institute of Standards and Technology, NASA, and companies located within the District of Columbia as well as in the Northern Virginia Technology Corridor.

As the university works to capitalize on these strengths, it must recognize certain constraints. First, we have an agreement with the District of Columbia that sets limits on the student population on both of our District campuses. We therefore cannot build larger instructional programs at Foggy Bottom or on the Mount Vernon Campus. To increase enrollment, we need to consider other options, such as our Virginia campuses, expanded uses of distance learning, and the potential for new academic sites within the District of Columbia.

We also remain highly dependent on tuition income, a challenge that is further complicated by the limits on our student enrollment inside the District. We aspire to make a GW education more affordable for all our students, which potentially diminishes the amount of tuition revenue that can be spent on academic priorities. We recognize that it is important for us to increase revenue from other sources, such as philanthropy and sponsored research. Concomitant with the need to increase revenue is a commitment to streamline our administrative services to serve the scholarly growth and professional development of our students.

THEMES OF THE PLAN

The educational, research, and service goals of this strategic plan engage four broad themes that reflect our vision of the future as well as the current strengths of the university.

THESE THEMES ARE:

			
Innovation through CROSS-DISCIPLINARY COLLABORATION	GLOBALIZATION	GOVERNANCE & POLICY	CITIZENSHIP & LEADERSHIP

Each of the plan's four themes points to opportunities for departments and scholars in all ten schools, for those administrative units responsible for student life, and for the numerous centers, institutes, and other academic units across our three main campuses. A number of existing programs directly link to one or more of these themes. At the same time, in a university as diverse and dynamic as GW, there always will be initiatives and priorities that are important to its success but that do not directly align with the strategic plan. As we move forward, it is essential that we not leave these behind.



SECTION
2



INNOVATION THROUGH CROSS-DISCIPLINARY COLLABORATION

The university's commitment to cross-disciplinarity recognizes the importance of rigorous grounding in specific disciplines and the value of a broad liberal arts undergraduate education. Cross-disciplinarity builds on this foundation to foster new and exciting intellectual endeavors.

To be sure, scholarship grounded in traditional and newer disciplines has generated—and will continue to generate—valuable discoveries that serve society well. But trends in higher education and research have demonstrated the substantial advantages that come from collaborations across disciplinary boundaries. Recognizing that cross-disciplinary work rests upon a foundation of strong departments and disciplines, we need to base our educational and research programs on a model that both draws upon and transcends the discipline-oriented fields within which many of today's faculty members were trained.

Historically, agility in working across different disciplines has not been the norm for universities. Although there are important exceptions, our own university is still largely organized around disciplines, departments, and schools. As a modern research university, GW needs to do more to foster collaborative, cross-disciplinary scholarship that facilitates newer, potentially transformative research and educational programs. By breaking down existing boundaries, we will enhance learning opportunities by exposing our students to modes of cross-disciplinary thinking that will prepare them to synthesize and apply ideas from multiple areas of knowledge throughout their lives.

We believe that working across disciplines is also closely linked with creativity and entrepreneurship. The ability to bring different perspectives to bear on problems often opens up new options that might not fit within disciplinary boundaries. For some, this may create ways of thinking about artistic creativity; for others, it may lead to ways of translating ideas into products or services that become engines of economic growth or into fresh approaches to problems of public policy. Creativity and entrepreneurship both thrive in an environment where disciplinary boundaries are porous.

GW has already begun to bring scholars together to develop cross-disciplinary courses and research. For example, the Program in Judaic Studies and the Institute for Medieval and Early Modern Studies comprise faculty from art history, literature, theater, and history, while the Mind-Brain Institute initiates shared projects among psychologists, anthropologists, philosophers, and medical professionals. More recent initiatives include the Computational Biology Institute and the GW Global Women's Institute. Our new undergraduate minor in sustainability brings together courses in science, humanities, business, and engineering. Faculty members who teach in the master's degree program in government contracting are from our law and business schools. And Science and Engineering Hall is designed explicitly to facilitate cross-disciplinary collaboration. While traditional disciplines will and should always have a central place in academia, we need to be a leader in a world where many of the most important and interesting challenges do not fit neatly into disciplinary silos.



GLOBALIZATION

The emphasis on globalization allows the university to focus on one of the key economic and social transformations taking place in the world today as ideas, people, and capital circulate more extensively than ever before. While regional and national boundaries will undoubtedly remain, they will be more permeable than in the past. As the global economy continues to grow, the flow of people, resources, and ideas across borders will intensify. Problems afflicting one part of the world—terrorism, economic inequality and poverty, ideological or territorial military struggles, environmental devastation, or religious conflict—will inevitably affect other parts of the world.

Two additional aspects of globalization deserve highlighting. First, the flow of people, ideas, and beliefs across borders has increased the cultural and religious heterogeneity of many nations and has made interactions among diverse peoples commonplace. Second, growing economic interconnectedness is offering unprecedented opportunities for individuals and organizations to work collaboratively across national boundaries.

We will continue to prepare students for this increasingly interconnected world, teaching them to work effectively with people from diverse countries and cultures. Our students need to understand and appreciate diverse belief systems. They need to learn even more than they currently do about governmental systems other than our own. They need to gain greater perspective on how technology, knowledge, history, culture, and language shape national identities and aspirations. And they need opportunities to expand their own creative thinking through significant exposure to other cultures' forms of artistic expression that reveal different values, beliefs, and ideas.

Research, like education, will increasingly transcend national boundaries. GW's faculty, composed of scholars raised and trained all over the world, is already internationally diverse; in recent years, we have hired a record number of scholars who are not from the United States. This diverse faculty has expanded our scholarship on international development, global business, and the history and cultures of the world beyond the United States. Building on this foundation, GW will intensify its focus on regions that will play increasingly important roles in the world economy and global politics. China, the Indian subcontinent, sub-Saharan Africa, the Middle East, and Latin America—particularly Mexico and Brazil—should receive even higher research and teaching priority in the near future.



GOVERNANCE AND POLICY

Just as our current strengths in international education and research make globalization a natural strategic theme, our location in the heart of the nation's capital and deep engagement in many areas of governance and policy suggest that we should enhance research and education in this realm as well. National economic development and security depend on policies in areas such as health care, corporate governance, energy, global warming, cybersecurity, international security, human rights, income inequality, obesity, hunger, and sustainable infrastructure.

The issues confronting the United States hardly stop at its borders. Nations around the world are struggling to address major social, economic, and environmental issues. Believing that basic and applied scholarship is essential to addressing vital issues, we seek to become the university that attracts scholars and students from around the globe who are dedicated to thoughtful, effective, nonpartisan policymaking and who undertake research indispensable to good policymaking.

The George Washington University has taken advantage of its location to develop extensive partnerships with the vast array of governmental and nongovernmental institutions that operate in the nation's capital. Our goal is to expand these partnerships so that our students' educational experiences and the university's research efforts are even more closely linked to the challenges society confronts. GW student and faculty involvement in the world beyond the campus reflects a deep commitment to service and citizenship. At the same time, this commitment provides rich opportunities for members of the GW community to interact with institutional leaders and, where appropriate, to make valuable contributions to national policy.



CITIZENSHIP AND LEADERSHIP

Democracy requires an informed population capable of understanding the complex and evolving issues confronting us. This is one of the most important reasons for GW to offer a vigorous liberal arts education. Our institution has long given students access to information and skills they require to become informed citizens. Today our university's aspirations extend further.

Citizenship demands committed service to local, national, and global communities. Through our academic and cocurricular programs, we need to reinforce the idea that success is measured not solely in terms of individual or national economic well-being but also in terms of how each person, community, or country contributes to the greater good. The service opportunities we offer students must be learning experiences that link to the other curricular and cocurricular elements of the education we provide.

The ways individuals and organizations relate to the communities in which they reside help define democratic society. For example, individuals are citizens of their local communities as well as of their states and nations. Similarly, universities and corporations are part of the multiple communities in which they are embedded.

Our university, inspired by the vision of our nation's first president and with deep roots in American democracy, can be a focal point for teaching about, discussing, and modeling citizenship and leadership. Advancing new paradigms and inquiring about old ones are central to our mission of preparing students to be engaged citizens and creative leaders. To take this role further, we need to develop more courses that promote critical thinking about how ethical decisions are made, what citizenship means, and how to lead effectively and imaginatively. We also need to expand our role in the larger community as a forum for thought and debate about citizenship and leadership. GW is already an academic community where civic engagement is a core value. We envision a future in which our university is widely known as a leader in making the world a better place.



OBJECTIVES AND ACTIONS

For the reasons outlined in the previous sections, GW's goals in the areas of education, research, and service incorporate the themes of cross-disciplinarity, globalization, policy and governance, and citizenship and leadership. We expect this strategic approach to establish GW as a leader in education and research related to these four broad thematic areas.



3
SECTION



WHAT DEFINES A GW EDUCATION?

Our undergraduate students acquire the skills and knowledge that are the hallmark of a strong liberal arts education. These critical thinking and analytical skills enable them to address the challenges and seize the opportunities they will encounter throughout their lifetimes. At the same time, our professional programs enable all our students to acquire the grounding they need to be effective and innovative leaders in their chosen fields.

The university has an important role to play in preparing students for their careers, in shaping policy, and in developing new technologies, medical procedures, and business models. As a research university, GW must also foster an environment of intellectual curiosity, creativity, and the creation of knowledge for its own sake. Since innovation often arises from the unexpected connections that students make within or across academic disciplines, the university needs to train students to think, write, and reason creatively and analytically in their own areas of expertise, but also to investigate seemingly unrelated disciplines for the insights they offer. Likewise,

even as GW promotes faculty and student research aimed at the solution of real-world problems, we should be mindful that creative solutions often emerge as answers to questions rooted in sheer curiosity.

This section emphasizes educational objectives that provide curricular rigor and flexibility and encourage programs that cross disciplinary and school boundaries. The actions we recommend will integrate curricular and cocurricular experiences, inspire creativity and entrepreneurship in our students, and enhance students' intercultural knowledge and competence.



1 Create a more unified and intellectually coherent undergraduate educational experience that fosters a range of core competencies, including creativity, critical thinking, quantitative reasoning, an appreciation for diverse cultural perspectives, and the strong communication skills necessary to translate learning into effective action.

ACTIONS

- ▶ Work with the faculty to develop a rigorous common core of undergraduate general education requirements that provides a broad liberal arts education and aligns with the standards of our regional and professional accrediting agencies.
- ▶ Admit undergraduates to the university, rather than to individual schools. Students with specific interests would be able to declare as “premajors” in select areas including international affairs, media and public affairs, and engineering. Fields in which we have limited capacity would be restricted to students who either are accepted as premajors or meet specific GPA or prerequisite course requirements. In addition, admitting undergraduate students to the university as a whole, rather than admitting them to our individual schools, will enable them to take full advantage of all that our university has to offer, including cross-disciplinary and cross-school minors and combined B.A./M.A. programs.
- ▶ Create minors that address issues that cut across traditional disciplines and schools (e.g., sustainability, poverty, immigration, citizenship, energy, AIDS, security, and obesity).
- ▶ Fully coordinate academic and career advising to align students’ intellectual interests with career goals.
- ▶ Encourage the development of courses and academic programs that appeal to students broadly, particularly at the freshman level.

WHY

In a 2011 report, the American Association of Colleges and Universities emphasized that today’s students need certain fundamental knowledge and skills to succeed in our complex world: a broad liberal arts education that crosses disciplines and provides wide-ranging knowledge; high-level practical and intellectual skills; a commitment to personal, social, and ethical responsibility; and the ability to use their education to solve complex problems. We concur with this assessment and believe that a shared core curriculum ensures that all our undergraduates acquire this essential foundation and are prepared for the more challenging forms of learning they will face in their majors and in upper-level courses.



2 Inculcate leadership ability and reflective practice by creating undergraduate experiences that clearly integrate what students are learning in the classroom with their cocurricular activities, internships, jobs, and service-learning opportunities.

ACTIONS

- ▶ Identify and develop partners locally and around the world where students will spend extended periods of time participating in research or providing service, preferably in contexts where they become immersed in an unfamiliar culture.
- ▶ Increase the number of undergraduates involved in research, particularly those working closely with a faculty member.
- ▶ Enhance our students' internship experiences to clearly link them to relevant portions of the academic curriculum; utilize the Career Center as a repository for an expanded list of internship opportunities in the Washington, D.C., community and around the world.
- ▶ Develop a module-based requirement that encourages students to explore diverse aspects of citizenship and leadership and to engage in activities that promote their own capacities in these areas. Design this requirement to include curricular, cocurricular, and extracurricular experiences, and incorporate opportunities for students to reflect on how these experiences inform their personal and academic goals. Modules may be built around a workshop, a lecture, a book discussion group, or a service-learning opportunity. Create on-campus and virtual leadership institutes for alumni and policy leaders that are open to GW students.
- ▶ Identify additional international career and internship opportunities by improving the coordination between the Office for Study Abroad and the Career Center.
- ▶ Establish diverse affinity-living groups where students from different backgrounds who share cross-disciplinary interests reside together so as to build stronger communities.
- ▶ Provide more opportunities for students to interact with faculty members by expanding the faculty-in-residence program and other such programs.
- ▶ Renovate residence halls to create additional space for community-based activities.

WHY

By the time an undergraduate receives a GW diploma, he or she has successfully fulfilled core requirements, along with the requirements of a specific major and, possibly, a minor. Our graduates have frequently completed one or more internships, performed service projects, and held paid jobs. Many have also studied abroad or done research under a professor's guidance. But how do these experiences connect? Currently, our university largely leaves the answer to this question to each student. We need to create structures and programs that help our students reflect on how their lives inside and outside the classroom inform each other. We need to more fully integrate students' internships, community involvement, and study-abroad experiences with classroom learning in order to provide a more enriching education that clearly demonstrates how the knowledge gained in the classroom is relevant to real-life experiences.



3 Design graduate and undergraduate academic programs and student experiences that provide a global education and promote the development of intercultural competence.

ACTIONS

- ▶ Develop study-abroad programs in which students spend extended periods of time immersed in the norms, culture, and language of another country (as opposed to simply studying in another country). Some of these experiences should involve participating in research or service in another country.
- ▶ Design innovative educational programs in key geographic regions and utilize technology to enhance educational opportunities.
- ▶ Create opportunities for precollege students from abroad to come to GW to further develop their English language skills and prepare for undergraduate study in the United States.
- ▶ Increase course offerings and secure support for faculty in the history, culture, literature, and language of selected geographic areas.
- ▶ Increase international enrollment to represent 12 to 15 percent of the undergraduate student body and 25 to 30 percent of the graduate student body; expand the administrative infrastructure, including the International Services Office and the English for Academic Purposes program, to help international students succeed.
- ▶ Increase enrollment of underrepresented groups to improve the overall diversity of our student body.

WHY

Intercultural understanding and the ability to work with people from diverse backgrounds are essential to future citizens and leaders. This cultural empathy helps people see and solve problems from multiple perspectives. At the same time it enables people to move deftly among cultures and to navigate across their own diverse identities.



4 Create an Undergraduate Science, Technology, Engineering, and Mathematics (STEM) Academy.

ACTIONS

- ▶ Hire faculty prominent in STEM education to lead initiatives in the field.
- ▶ Recruit and support high-quality students in the field at all levels: undergraduate, graduate, and postdoctoral. To ensure diversity, develop an outreach strategy to attract students from underrepresented groups.
- ▶ Train STEM faculty members to use scientifically proven pedagogical approaches in their classrooms; dedicate a teaching lab in Science and Engineering Hall to pedagogically innovative STEM education.
- ▶ Build additional studio teaching spaces beyond those contained in Science and Engineering Hall.
- ▶ Provide pathways for STEM undergraduate and graduate students to pursue teaching careers in secondary education.

WHY

Through a combination of investments in Science and Engineering Hall and the large number of new, research-intensive faculty members, GW has made an enormous commitment to science, technology, engineering, and mathematics (STEM) research and education. These investments enhance our ability to attract the best STEM students from around the world. We can further our position of leadership in STEM fields by creating the Undergraduate Science and Engineering Academy, which will focus on research into the best pedagogical techniques for STEM education, offer cross-disciplinary programs, and provide a high-quality undergraduate experience in these important fields.



5 Enhance postgraduation opportunities for our students.

ACTIONS

- ▶ Create B.A./M.A. policy programs across disciplines to address the increasing demand for master's level education and research skills in this area and to provide students with these advanced skills in a shorter period of time, making them more competitive in the job market.
- ▶ Develop four-year B.A./M.A. programs for highly motivated students who enter GW with substantial advanced placement credit.
- ▶ Ensure continued investment in and accessibility to career services.

WHY

Universities today have many roles in preparing students to live rewarding lives as engaged citizens. While skills such as critical thinking and quantitative reasoning are important, we also need to provide opportunities leading to meaningful first jobs that will serve as the starting point for fulfilling professional lives.



6 Sustain and strengthen a diverse and high-quality graduate student and postdoctoral fellow population.

ACTIONS

- ▶ Create ten to fifteen graduate doctoral packages for students who add diversity in their chosen fields of study.
- ▶ Create thirty to fifty additional fully funded graduate aid packages.
- ▶ Ensure the financial competitiveness of graduate aid packages.
- ▶ Develop housing options that bring together graduate students from across the university.
- ▶ Provide universitywide graduate student training in how to communicate ideas and research results to the general public.
- ▶ Develop additional cross-disciplinary graduate programs, such as the master's degree program in government contracting recently launched by the School of Business and the Law School.

WHY

To sustain and strengthen the highest-quality student body, drawn from the widest possible range of backgrounds and interests, we need to support schools and departments in recruiting graduate students from varied backgrounds and developing programs that attract a diverse graduate population. This includes providing funding to improve access to doctoral programs and helping schools design cross-disciplinary graduate programs.





WHAT ARE THE GOALS OF OUR RESEARCH?

Our faculty and students advance human knowledge in ways that open up new lines of intellectual inquiry and have significant positive effects on society.

Higher education today is under pressure to focus on preparing students for employment. Our university, like others, needs to find ways to balance this practical demand with higher education's traditional mission of advancing human knowledge to contribute to a better world for all as well as to satisfy humanity's profound curiosity about all aspects of its experience. In fact, the interplay between the application of knowledge and the processes of creative and intellectual discovery lies at the heart of GW's mission. We must continue

to encourage basic inquiry while concurrently exploring the translational potential of the new knowledge we create. In the long term, the pursuit and creation of knowledge for its own sake leads to new insights and innovative solutions to some of society's most complex problems. To succeed in this endeavor, we need to become more agile in collaborating across traditional disciplinary boundaries and sustain a commitment to basic and applied research.



1 Create cross-disciplinary research institutes that bring together faculty and students from multiple disciplines to address complex questions and problems. These institutes will draw from areas of strength within the university.

ACTIONS

- Support research institutes in areas where funding has already been committed, such as sustainability, computational biology, and global women’s issues.
- Identify four to eight additional cross-disciplinary and cross-school institutes over the life of the plan; support these with additional faculty and start-up funds.
- Designate some of these institutes as “enterprise zones,” with 100 percent of indirect cost recovery reinvested in the institute’s research for a fixed period of time.
- Rigorously review all current institutes, and eliminate those that do not generate significant research activity.

WHY

Cross-disciplinary research institutes will expand the university’s capacity to contribute creative and valuable solutions to the most pressing issues facing society. Such institutes will also open up new research opportunities for our students.



2 Expand and improve our research and teaching by hiring fifty to one hundred faculty members engaged in research in thematic areas identified in the strategic plan.

ACTIONS

- Develop a targeted, coordinated strategy for hiring faculty actively engaged in cross-disciplinary research, work in specific geographic regions, policy and governance, and citizenship and leadership studies. The provost and deans will determine areas for new faculty lines, in consultation with school departments and programs; new faculty lines will be filled by a mix of senior and junior scholars with senior-level faculty expected to have substantial records of research and publication. This strategy includes focused outreach to faculty from underrepresented groups.
- Expand the number of joint hires with government agencies (e.g., the National Institutes of Health and the National Institute of Standards and Technology) and private entities such as D.C.-area think tanks.

WHY

In recent decades, our student body has grown more rapidly than our tenure-line faculty. Over the coming decade, we need to reverse this trend. New faculty hiring will focus on scholars who, while noted in their chosen disciplines, also are committed to collaboration with faculty in disciplines other than their own, especially in areas that align with our four broad themes.



3 Facilitate additional research on our campuses.

ACTIONS

- Explore modifying the university's policies to allow some faculty and staff members to engage in classified research. With sufficient volume in this area, build a facility for classified research on the Virginia Science and Technology Campus.
- Improve pre- and post-award support for researchers, including help identifying funding agencies and writing proposals for grants and contracts.
- Dedicate unallocated space in Science and Engineering Hall to cross-disciplinary and high-volume research groups.
- Create a fund to seed research initiatives that involve principal investigators from more than one school.
- Improve the research environment and support structure for graduate students and postdoctoral fellows.

WHY

GW's long-term success depends on a sound research infrastructure that supports faculty investigators. The continued improvements in support for research will help us attract stellar students from around the world and recruit and retain outstanding faculty. This in turn will elevate the quality of education we offer. Just as important, research that contributes to innovative solutions is an essential element of our service mission.



4 Encourage applied, translational, and policy research and scholarship that provide perspectives on and solutions to significant societal problems.

ACTIONS

- Support applied, translational, and policy research that focuses on solving national and global problems through incentives such as enhanced funding for faculty sabbaticals to engage in policy-related or translational research and additional leave for opportunities made possible by the Intergovernmental Personnel Act and other government programs.
- Ensure that Institutional Review Board policies and procedures facilitate and support applied research.
- Initiate a "reverse sabbatical" program for individuals engaged in policymaking, governance, or professional practice to teach and do research at GW.

WHY

We have long been known for our contributions to solving national and global problems through our applied, translational, and policy research and for forums drawing on areas of scholarship from the humanities to the natural sciences. We can enhance GW's role in addressing important societal issues by further supporting work in such translational areas.

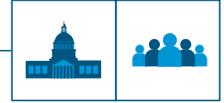


▶ HOW DOES SERVICE ENHANCE THE GW COMMUNITY?

Our university is known as a world leader for turning knowledge into action to address society's most challenging problems. Teaching our students to harness knowledge for the betterment of humankind will continue to be a hallmark of a GW education, enriching intellectual life on campus.

Our teaching, research, and cocurricular programs contribute to the many communities we serve. As we move forward, we will take steps to disseminate important research findings more broadly, strengthen our role in the policy community, and make even larger

contributions to the greater Washington, D.C., area. Our overarching goal is to expand our contributions to society by using our existing strengths to even better advantage and enhancing support for endeavors that positively affect our world.



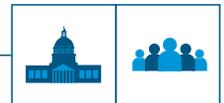
1 Develop mechanisms to disseminate the results of GW research beyond the boundaries of the academic community to aid in problem solving and effect positive change in the world.

ACTIONS

- Work with the Office of the Vice President for External Relations to help faculty members disseminate research findings broadly, both to the general public and to decision-makers in the public and private sectors.
- Encourage schools to adopt small think tanks and integrate their work into our educational and research programs.
- Establish an incubator to translate student and faculty research into private-sector enterprises that can supply goods and services on a large scale.
- Leverage emerging mechanisms for digitizing and disseminating knowledge to more effectively incorporate GW's libraries into the research enterprise.

WHY

Much of the research done in higher education is theoretical and reaches a targeted audience, often through publication in scholarly journals. As a result, its effect on policymakers and the general public is limited. We need to find ways to convey news to the general public about the exciting research and discoveries taking place at GW.



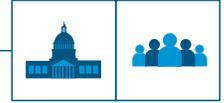
2 Make GW a leader in shaping the national dialogue in areas of our academic strength.

ACTIONS

- Attract leading creative artists to campus by improving performance venues.
- Post more lectures and symposia online; build on existing models, such as the Elliott School's web video initiative.
- Secure funds to bring prominent policymakers and writers to campus as guest professors who teach all or part of a course; provide online access to these courses and lectures.
- Create GW-branded policy case studies similar to the Harvard Business School case studies; firmly establish GW's leadership in this area.

WHY

Our university is fortunate to be a venue for a large number of symposia, national meetings, lectures, and other prominent events. These activities enhance educational opportunities for students and enrich intellectual life across the university. They also highlight important scholarship taking place at GW. We should explore new ways to weave these national and international events into the fabric of campus life.



3 Expand GW's role as a model institutional citizen for the greater Washington, D.C., area.

ACTIONS

- ▶ Continue hiring and retaining a diverse workforce that includes underrepresented groups, veterans, and people with disabilities.
- ▶ Continue the practice of sustainable new construction and renovation.
- ▶ Encourage faculty and students to engage in research and activities that contribute to the local community, including legal clinics, health care studies, and economic development plans. Enable faculty to engage in research that includes students and local community members.
- ▶ Develop reciprocal partnerships with D.C. businesses, governmental agencies, schools, and nonprofit organizations, particularly those that support underrepresented groups and at-risk populations. Identify and work with local minority-owned firms.

WHY

We are a valued contributor to the financial health and intellectual life of the greater Washington region. We employ large numbers of area residents and create economic opportunities for those who live and work here. Our neighbors benefit from the many lectures and performances that take place on our campuses. We offer a number of students at District schools access to courses, as appropriate. Through the work of faculty, staff, and students, we will expand activities that add value to the larger community.



FUNDING THE STRATEGIC PLAN

We need a funding plan that is financially realistic and flexible to provide guidance in allocating resources over a nearly ten-year period. Therefore, we have identified a price range for each of the proposed actions described in the previous section and identified a variety of potential funding sources.

We anticipate realizing between \$228 million and \$305 million in funding for investments associated with the plan. We estimate the specific actions detailed in the plan will cost between \$126 million and \$243 million over the next decade. To the extent our available funding exceeds our estimated costs, it is likely that much of this difference will be in the form of restricted gifts used to expand actions related to the plan's four themes.

In the course of the regular annual budget process, the provost will determine commitments for each of the initiatives. Allocations will be reviewed by appropriate committees of the Board of Trustees as part of their normal oversight of the plan's performance.





SECTION
4

FINANCING SOURCES

We have identified five sources of support for the plan: savings and revenues resulting from the Innovation Task Force's initiatives; reallocations of central, non-school-based resources in the Office of the Provost; elements of school budgets that can reasonably be applied to the plan priorities; philanthropic contributions; and research funding. We discuss each of these below.

INNOVATION TASK FORCE REALLOCATIONS

Under GW's Innovation Task Force (ITF) initiative, all savings both from cost cutting and productivity gains and from new net revenues are allocated to our academic mission. School savings realized from the ITF initiatives return to the schools, while savings realized at the university level are allocated to the Office of the Provost. Over the course of the plan, we anticipate that ITF contributions will provide between \$45 million and \$60 million. Included in this will be at least \$5.2 million in funds that recur annually. At minimum, the provost will dedicate funds from the following ITF initiatives to strategic plan actions.

STUDY ABROAD (*renegotiating payments to providers; reducing center expenses; realigning tiered pricing*)

\$9 MILLION TOTAL
(\$900,000 ANNUALLY)

BOND REFINANCING (*lowering the interest rate on debt; 1999 Series A and 2001 Series A*)

\$13,500,000 TOTAL
(\$1,350,000 ANNUALLY)

UTILITY EFFICIENCIES

\$9,500,000 TOTAL
(\$950,000 ANNUALLY)

LEASED SPACE REDUCTION (*reducing classroom space rentals: 2020 K Street and 1776 G Street*)

\$12 MILLION TOTAL
\$2 MILLION ANNUALLY
(beginning in 2017)

These initiatives have already been implemented or have a very low risk of not maturing as anticipated. In addition, we expect other Innovation Task Force initiatives to produce savings or revenues that will finance strategic actions.

ACADEMIC AFFAIRS ADMINISTRATIVE ALLOCATIONS

The Office of the Provost budget will fund between \$25 million and \$30 million of the plan based upon the reallocation of central, non-school-based funds that roll up to this office. Approximately \$2 million in annually recurring funds have already been placed in reserve to fund the plan.

We also anticipate that certain parts of the plan will be self-financed. In particular, new affinity housing options, graduate student housing, and the construction of community space within residences will be funded by either philanthropic gifts or auxiliary revenues generated by the GW housing program.

SCHOOL-BASED CONTRIBUTIONS

Schools that secure faculty lines related to the plan will be expected to dedicate a proportion of the corresponding salaries from either their own Innovation Task Force savings or from other sources. We believe these contributions will be \$5 million to \$10 million over the life of the plan.

PHILANTHROPY

The GW Office of Development has made a commitment to securing between \$300 million and \$400 million for activities that align with the strategic plan. We expect that at least half this amount (\$150 million to \$200 million) will derive from outright gifts, funded via one-year or multiyear pledges to be expended over the next ten years. Endowment contributions and longer-term commitments, such as life-income gifts or bequest intentions, make up the other half.

These resources will be directed toward a globalization fund, a cross-disciplinary fund, a citizenship and leadership fund, a student services fund, and faculty lines. Within each category, donors may choose to support specific projects or initiatives.

GLOBALIZATION FUND

Philanthropic gifts will support scholarships to students for study abroad, institutional collaborations with specific countries, faculty and students working abroad in areas such as international medicine and pandemic diseases, and other programs.

CROSS-DISCIPLINARY FUND

Charitable contributions will fund endeavors such as cross-disciplinary centers (e.g., autism, neuroscience, cancer, global women, cybersecurity), translational research, undergraduate and graduate research, seed research funds, support for high-profile lectures, and support of professional school faculty teaching undergraduates. Included in resources for this area are funds (approximately \$10 million) secured for a cancer research center.

CITIZENSHIP AND LEADERSHIP FUND

These gifts will help support service learning, a professional internship office within the Career Center, citizenship and leadership educational programs, and community outreach efforts.

STUDENT SUPPORT FUND

Philanthropic gifts will provide resources for graduate programs, veterans' support programs, affinity housing, and the Career Center.

FACULTY LINES

Funds will be sought to secure twenty to fifty new faculty positions. While the faculty lines will reside in the schools, faculty members hired in those lines will engage in teaching and research associated with strategic initiatives.

CAPITAL PROJECTS

Capital expenditures (e.g. artistic space, minimizing the environmental footprint of our facilities) will be resourced from philanthropic donations in combination with the university's regular capital budget.

RESEARCH

Cross-disciplinary institutes will be expected to secure both direct and indirect research support. Most indirect cost recovery from these new grants and contracts will be needed to support the infrastructure associated with that research and therefore cannot be counted toward the plan. However, in some cases the indirect cost recovery will be allocated back to the units doing the research, directly supporting the plan. We estimate a yield of between \$3 million and \$5 million over the next ten years.

ESTIMATED COSTS OF ACTIONS

Below are estimated costs for actions that are not self-financed, with total costs expected to range from \$126 million to \$243 million over the course of the plan. Additional investments will be made in programmatic ways that are consistent with the plan and determined by those who provide philanthropic and foundation support.

WHAT DEFINES A GW EDUCATION?

Create a more unified and intellectually coherent undergraduate educational experience.

We expect to spend \$9 million to \$17 million for course development, support for problem-based minors that may involve team-taught courses, coordination and enhancement of our advising system, and an administrative structure. Administrative expenses will be covered primarily by redefining current roles within the Office of the Provost. These funds will probably come from provost reallocations and ITF distributions.

Inculcate leadership ability through undergraduate experiences that clearly integrate curricular and cocurricular activities and opportunities.

This will require \$2 million to \$7 million for developing service-learning courses, investing in student research opportunities, and, if philanthropic gifts can be secured, toward providing internship scholarships. We anticipate spending between \$5 million and \$7 million to support initiatives such as the leadership and citizenship module and additional residency programs that equip students to be leaders and citizens. These funds will most likely come from provost reallocations, ITF distributions, and philanthropy.

Design academic programs and student experiences that provide a global education and promote intercultural competence.

We will expend \$5 million to \$15 million for an in-depth model of study abroad that will necessitate additional faculty travel and course development; enhancing course offerings in the culture, arts, literature, and language of key geographic regions; and investing in student and academic support programs for international students. These funds will most likely be from provost reallocations, ITF distribution, and philanthropy.

Create an undergraduate STEM Academy.

Exclusive of faculty lines, we anticipate spending between \$2 million and \$4 million on this initiative over the course of the next ten years. These funds will most likely come from provost reallocations, ITF distribution, and foundation support.

Enhance postgraduation opportunities for GW students.

Through its regular budgeting process and philanthropy, the university plans to invest an additional \$18 million to \$25 million in career services over the course of the plan.

Sustain and strengthen a diverse and high-quality graduate student population.

This will require \$4 million to \$8 million over the course of the plan, with funds from provost reallocations and ITF distribution. In addition, we anticipate building graduate housing that will be self-financed.

WHAT ARE THE GOALS OF OUR RESEARCH?

Create cross-disciplinary research institutes.

Exclusive of faculty lines, we expect to spend between \$20 million and \$30 million on cross-disciplinary institutes over the course of the plan. These funds will most likely come from provost reallocations, ITF distribution, available indirect cost recovery, and philanthropy. The philanthropic funds will likely include contributions such as the already-secured gift for the establishment of a cancer research center.

Hire an additional fifty to one hundred faculty members.

We expect to spend \$50 million to \$100 million for new faculty lines. Beyond the 2021 end date of the plan, we anticipate requiring between \$8 million and \$16 million annually in faculty salaries for these new lines. These funds will most likely come from provost reallocations, ITF distribution, school-based contributions, and philanthropy.

Facilitate additional research.

Beyond the completion of the seventh and eighth floors of Science and Engineering Hall (which will be a capital budget item outside this plan), the primary expense under this objective will be the creation of a fund to seed cross-disciplinary and cross-school research initiatives. We anticipate spending between \$2 million and \$6 million on this objective over the course of the plan. These funds will most likely come from provost reallocations and ITF distribution.

Encourage translational and policy research.

We anticipate spending between \$2 million and \$4 million on reverse sabbaticals that bring prominent policymakers to campus. These funds will most likely come from provost reallocations and ITF distribution.

HOW DOES SERVICE ENHANCE THE GW COMMUNITY?

Develop mechanisms to disseminate the results of GW research.

We expect to spend between \$2 million and \$6 million on actions such as creating small think tanks and making research findings broadly known outside academia. These funds will most likely come from provost reallocations, ITF distribution, and philanthropy.

Make GW a leader in shaping the national dialogue in areas of our academic strength.

Funding to fulfill this objective will be needed to create state-of-the-art performance and meeting spaces, to launch a universitywide video initiative to publicize campus talks and lectures, and possibly to create GW-branded policy case studies. Exclusive of the capital projects associated with the facility requirements, we anticipate spending between \$3 million and \$10 million over the course of the plan. These funds will most likely come from provost reallocations, ITF distribution, and philanthropy.

Expand GW's role as a model citizen for the greater Washington, D.C., area.

Significant expenditures under this objective include tuition for District public school students and citizens and a variety of workshops. We anticipate spending between \$2 million and \$4 million over the course of the plan. These funds will most likely come from provost reallocations, ITF distribution, and philanthropy.



APPENDIX

THE PLANNING PROCESS

Throughout its history, the George Washington University has relied on strategic planning to lay the foundation for a vibrant future. We adopted our most recent strategic plan in 2002. Entitled *Sustaining Momentum, Maximizing Strength: Strategic Plan for Academic Excellence*, the plan aimed to transform GW into a major urban research university and to enhance the rigor of academic programs, especially in areas of already-demonstrated strength. Among other goals, the plan called for the university to further develop the human and physical infrastructure needed to bolster high-level research.

The *Strategic Plan for Academic Excellence* did in fact drive progress. Since 2002, we have made new investments in more than a dozen programs, increased our research activity, and become a stronger academic community. The plan also laid the foundation for Science and Engineering Hall, scheduled to open in early 2015. This facility, our most ambitious construction project to date, will solidify our reputation as a national center for science and engineering education and research.

The 2002 plan was designed to meet our needs in the early years of the twenty-first century. Our university, higher education, and the world have changed dramatically in the past decade. When Steven Knapp became president in 2007, he recognized the need for a new strategic plan to shape our future in the years leading up to our bicentennial in 2021. Early in 2011, he asked Provost Steven Lerman to begin to develop this plan. The provost and president agreed that the planning process should align with our university's long tradition of shared governance and involve a broad cross section of our community.

In fall 2011, Provost Lerman appointed a steering committee to begin the planning process. The committee comprised several faculty members, including a member of the Faculty Senate Executive Committee, a dean, and several senior administrators.

This diverse and collaborative group met weekly, discussing how best to frame an inspirational and realistic plan. The group discussed the future of higher education and envisioned societal trends in the decade to come. The committee also held numerous forums with faculty, staff, students, trustees, alumni, and parents. Eventually, the committee articulated the four broad themes that define this plan.

In late fall 2011, working groups were organized to explore each theme. Again, the groups were diverse, encompassing faculty, staff, and students. The groups were asked to think creatively and deeply about how GW might best fulfill its potential. Dialogue was lively and passionate as the groups grappled with large issues facing society, higher education, and GW.

During the planning process, members of the strategic plan steering committee and working groups shared their ideas with the university community. At one point, more than 250 GW community members gathered for a town hall meeting. The Board of Trustees focused on strategic planning at its 2012 annual retreat. The provost hosted dinners at his home with faculty members to discuss the plan in a more intimate setting. Meetings also took place with student leaders, alumni, department chairs, administrative units, and deans. In all, we held more than ninety events to make the planning steps as inclusive as possible. Throughout the process, members of the GW community engaged in focused discussion about the future of our university and how we can best fulfill our mission.

B APPENDIX

STEERING COMMITTEE AND WORKING GROUPS

STEERING COMMITTEE

Steven Lerman

*Provost and Executive Vice
President for Academic Affairs*

Cheryl Beil

*Associate Provost for Academic
Planning and Assessment*

Doug Guthrie

Dean, School of Business

Forrest Maltzman

*Senior Vice Provost for Academic
Affairs and Planning*

Terri Harris Reed

*Vice Provost for Diversity and
Inclusion*

Scheherezade Rehman

*Professor of International
Finance and Business and of
International Affairs*

Brian Richmond

Chair, Department of Anthropology

Sara Rosenbaum

Chair, Department of Health Policy

WORKING GROUP MEMBERSHIP

Michael Abramowicz

Professor of Law

Lisa Alexander

*Assistant Dean, School of Medicine
and Health Sciences*

Michael Amesquita

Graduate Student Representative

Huda Ayas

*Executive Director, International
Medicine Programs*

Sarah Baldassarro

*Associate Vice President for
External Relations*

William Bartolini

*Associate Vice President for
Development and Alumni Relations*

Isabel Besnainou

Chair, Department of Finance

Eleanor Brown

Associate Professor of Law

Karen Brown

*Donald Phillip Rothschild Research
Professor of Law*

Michael Brown

*Dean, Elliott School of
International Affairs*

Nathan Brown

*Professor of Political Science
and International Affairs*

Chris Cahill

*Professor of Chemistry and
International Affairs*

Tyler Calder

*Undergraduate Student
Representative*

Leo Chalupa

Vice President for Research

Jin Chon

*Executive Director, External
Relations and Strategic Planning*

Stephanie Chung

Graduate Student Representative

Amy Cohen

*Executive Director,
Center for Civic Engagement
and Public Service*

Ellen Dawson

*Senior Associate Dean,
School of Nursing*

William Dean

*Associate Vice President for
Development and Alumni Relations*

Julie DeLoia

Professor of Exercise Science

Bruce Dickson

*Professor of Political Science and
International Affairs*

Stephen Ehrmann

*Vice Provost for Teaching
and Learning*

James Ferguson

*Undergraduate Student
Representative*

Michael Feuer

*Dean, Graduate School
of Education and Human
Development*

Martha Finnemore

*University Professor of Political
Science and International Affairs*

John Forrer
Associate Research Professor
of Strategic Management and
Public Policy

Deborah Gaspar
Instruction Coordinator,
Gelman Library

Sterling Gilliam
Professor of Naval Science

Alan Greenberg
Chair, Department of
Epidemiology and Biostatistics

Karen Greene
Associate Vice President
for Development and
Alumni Operations

Jennifer Griffin
Professor of Strategic Management
and Public Policy

Matthew Gripp
Graduate Student Representative

Yolanda Haywood
Assistant Dean, School of Medicine
and Health Sciences

Shelly Heller
Associate Provost for Academic
Affairs, Mount Vernon Campus

Jeremy Iloulian
Undergraduate Student
Representative

Anthony LaMantia
Professor of Pharmacology
and Physiology

Mark Kennedy
Director, Graduate School of
Public Management

Joachim (Joe) Knop
Director, Institutional Research
and Planning

Peter Konwerski
Dean of Students

Rakesh Kumar
Chair, Department of Biochemistry
and Molecular Biology

Paula Lantz
Professor of Health Policy

Derek Malone-France
Executive Director, University
Writing Program

Alyx Mark
Graduate Student Representative

Renee McPhatter
Assistant Vice President
for Government and
Community Relations

Sara Melita
Assistant Vice President for
Staff Learning

Terry Murphy
Associate Professor of
American Studies

Beth Nolan
Senior Vice President and
General Counsel

John Richardson
Student Association Vice President

Elizabeth Rigby
Assistant Professor of Public Policy
and Public Administration

James Robinson
Director, Center for Excellence
in Public Leadership

Sanjay Rupani
Chief Strategy Officer,
School of Business

Donna Scarboro
Associate Provost for
International Programs

Gary Simon
Director, Division of Infectious
Diseases, and Professor
of Medicine

Andy Sonn
Assistant Vice President,
Student Affairs

Kent Springfield
Director, Government Relations

Andrea Stewart
Interim University Librarian

Murat Tarimcilar
Vice Dean, School of Business

Juliana Taymans
Professor of Special Education

Linda Werling
Associate Dean, School of
Medicine and Health Sciences

Kristin Williams
Associate Provost for Graduate
Enrollment Management

Harold (Hal) Wolman
Director, GW Institute of
Public Policy, and Professor of
Political Science, Public Policy
and Public Administration and
International Affairs

Susan Wood
Associate Professor of Health
Policy and of Environmental
and Occupational Health

Daniel Ullman
Associate Dean, Columbian
College of Arts and Sciences

Abdou Youssef
Chair, Department of
Computer Science

Maria Cecilia Zea
Professor of Community
Psychology

STRATEGIC PLAN RESOURCE STAFF

Amy Aldrich

Liz Anderson

Mary Dempsey

Beth Lee

Robert Luke

Francesca Slesinger

Titles reflect positions held in 2012



THE GEORGE WASHINGTON UNIVERSITY MISSION STATEMENT

The George Washington University, an independent academic institution chartered by the Congress of the United States in 1821, dedicates itself to furthering human well-being. The university values a dynamic, student-focused community stimulated by cultural and intellectual diversity and built upon a foundation of integrity, creativity, and openness to the exploration of new ideas.

The George Washington University, centered in the national and international crossroads of Washington, D.C., commits itself to excellence in the creation, dissemination, and application of knowledge.

To promote the process of lifelong learning from both global and integrative perspectives, the university provides a stimulating intellectual environment for its diverse students and faculty. By fostering excellence in teaching, the university offers outstanding learning experiences for full-time and part-time students in undergraduate, graduate, and professional programs in Washington, D.C., the nation, and abroad. As a center for intellectual inquiry and research, the university emphasizes the linkage between basic and applied scholarship, insisting that the practical be grounded in knowledge and theory. The university acts as a catalyst for creativity in the arts, the sciences, and the professions by encouraging interaction among its students, faculty, staff, alumni, and the communities it serves.

The George Washington University draws upon the rich array of resources from the National Capital Area to enhance its educational endeavors. In return, the university, through its students, faculty, staff, and alumni, contributes talent and knowledge to improve the quality of life in metropolitan Washington, D.C.



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