

UPDATE ON STRATEGIC PLAN IMPLEMENTATION

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MAY 13, 2016

PRESENTATION SUMMARY

- ▶ Discuss four of the most important actions highlighted in the plan
 - ▶ Enhancing international enrollment
 - ▶ Increasing student diversity
 - ▶ Encouraging study across traditional academic boundaries
 - ▶ Elevating GW's research profile with new interdisciplinary institutes
- ▶ Presentation focus
 - ▶ Outcomes and funding
 - ▶ Challenges
 - ▶ Path forward
 - ▶ Prioritizing our actions
- ▶ Will not present, but progress on each action called out for in the plan available in appendix and at provost.gwu.edu/strategic-plan

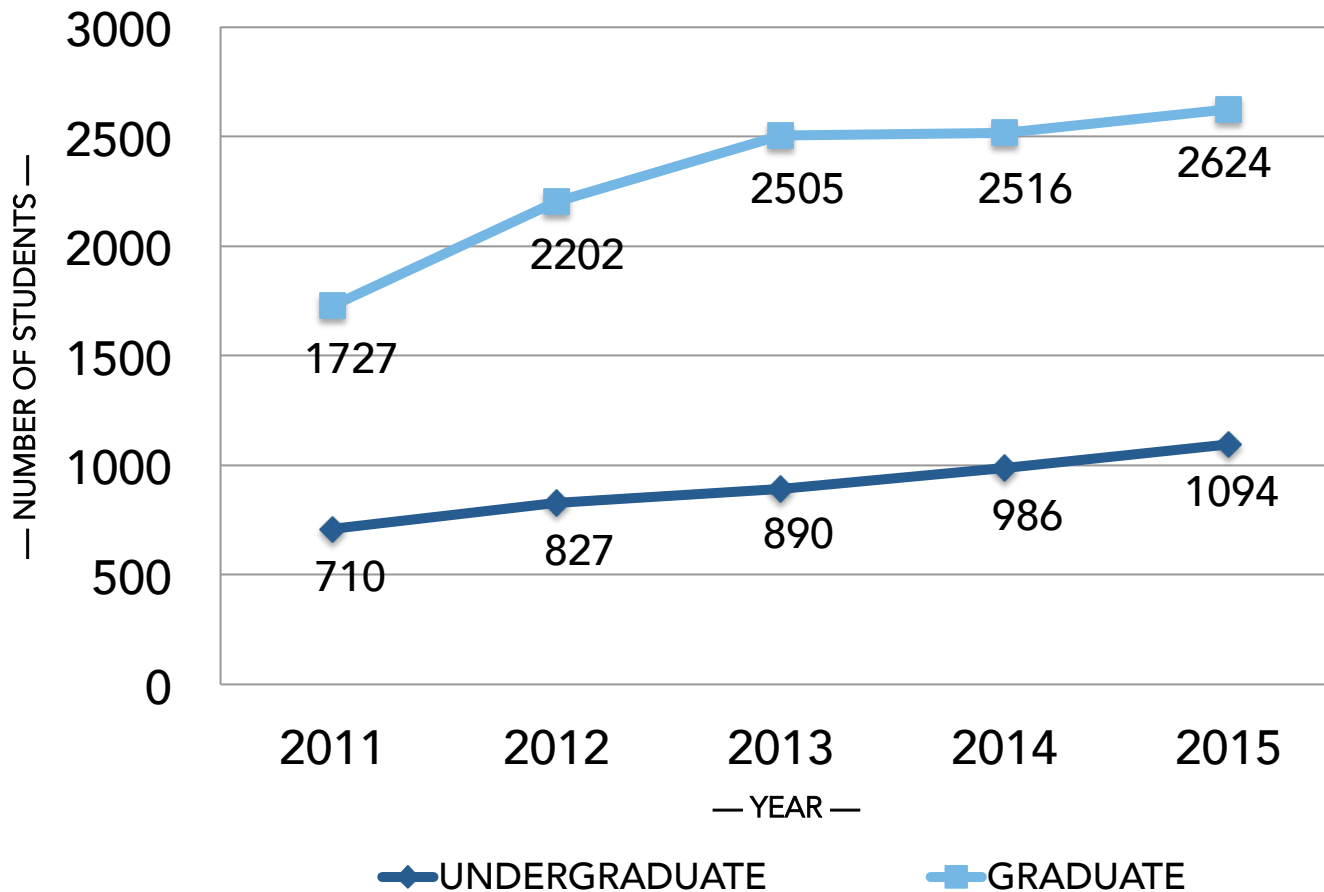


Increase international enrollment to represent 12 to 15 percent of the undergraduate student body and 25 to 30 percent of the graduate student body; expand the administrative infrastructure, including the International Services Office and the English for Academic Purposes program, to help international students succeed.

INTERNATIONAL ENROLLMENT

CREATING A GLOBAL COMMUNITY ON CAMPUS

GW INTERNATIONAL ENROLLMENT



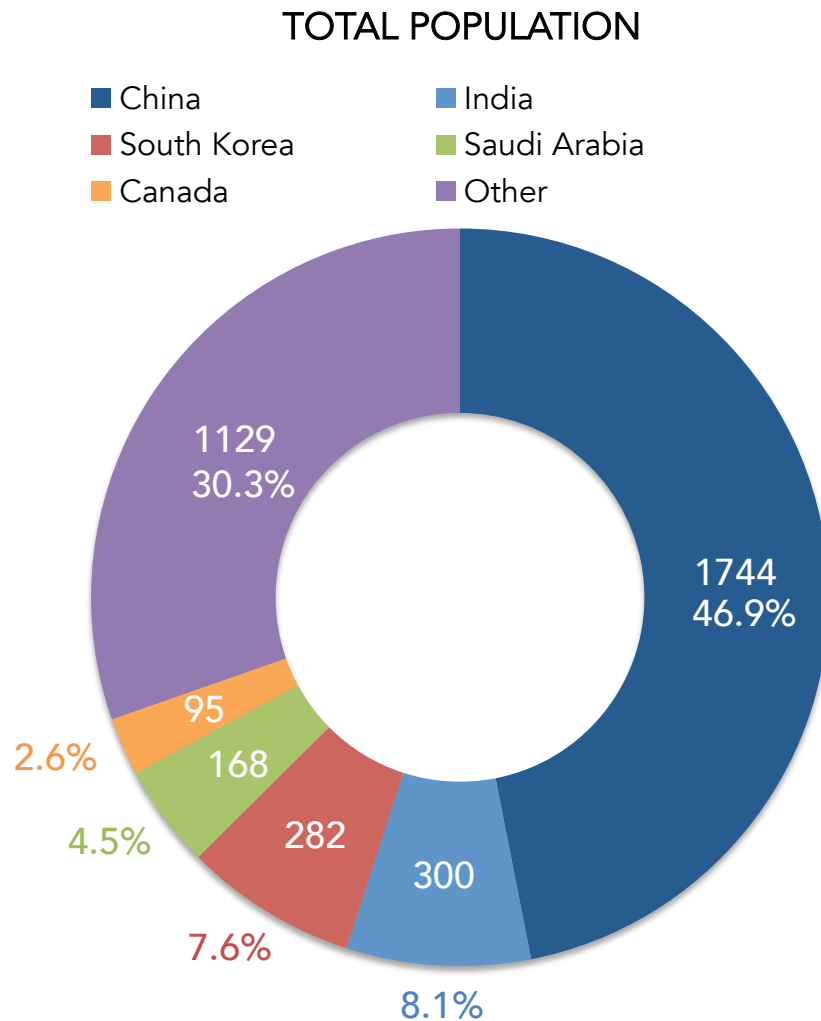
- ▶ English for Academic Purposes enrollment has grown.
 - ▶ 2011 Credits: 974
 - ▶ 2015 Credits: 1,958
- ▶ The population relative to total GW enrollment has increased.
 - ▶ 2011 Undergrad: 7.0%
 - ▶ 2015 Undergrad: 10.1%
 - ▶ 2011 Graduate: 12.0%
 - ▶ 2015 Graduate: 17.8%
- ▶ The university was short of its targets in 2015.
 - ▶ Undergraduate: -1.9%
 - ▶ Graduate: -7.2%

Source: GW Institutional Research

INTERNATIONAL ENROLLMENT

CHALLENGES AND A PATH FORWARD

INTERNATIONAL ENROLLMENT BY COUNTRY: 2015



- ▶ In 2015, the university's total international population comprised 3,718 students.
- ▶ China accounted for nearly half of all international students at GW.
 - ▶ In comparison, the Top 4 highest represented countries after China made up just 22.8% combined.

OUR PATH FORWARD:

- ▶ Partnering with schools to enhance graduate enrollment from targeted countries (e.g. India, Mexico, Nigeria).
- ▶ Centrally coordinated international enrollment activities focused on key regions.
- ▶ Benchmarking our international student experience (International Barometer).

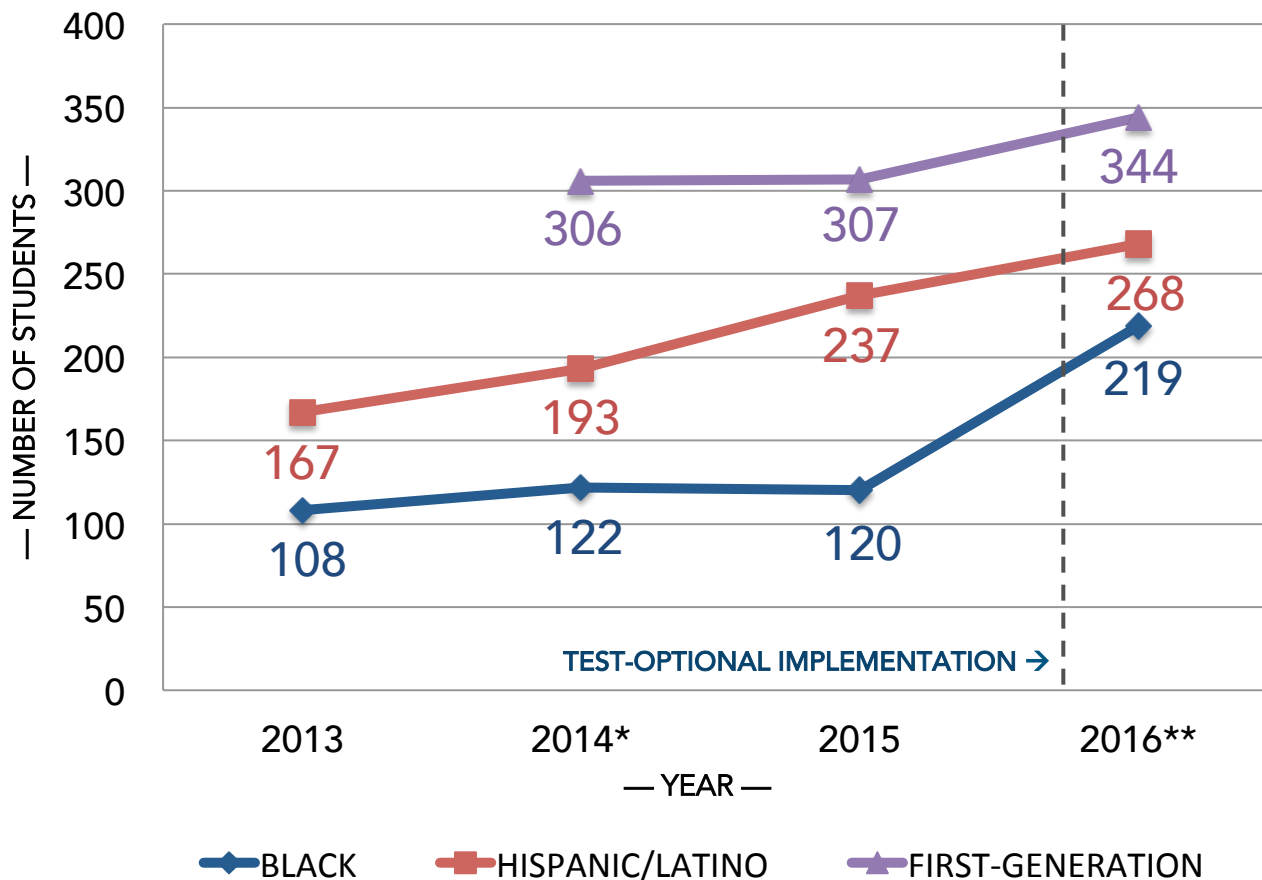


Increase enrollment of underrepresented groups to increase overall diversity of the student body.

CAMPUS DIVERSITY

FOSTERING A DIVERSE CULTURAL COMMUNITY

FRESHMEN ENROLLMENT OF UNDERREPRESENTED POPULATIONS



* First year of tracking first-generation students.

** As of May 10, 2016. Data from 2016 will change based on "summer melt" and waitlist actions. Final enrollment numbers will be available after Census in Fall 2016.

Source: Office of Enrollment Management & Retention

TEST-OPTIONAL

- ▶ The new model led to record undergraduate applications in 2016.
- ▶ First-generation and underrepresented minority applicants experienced double-digit percentage growth.
- ▶ Median GPA for applicants also rose.

PARTNER PROGRAMS

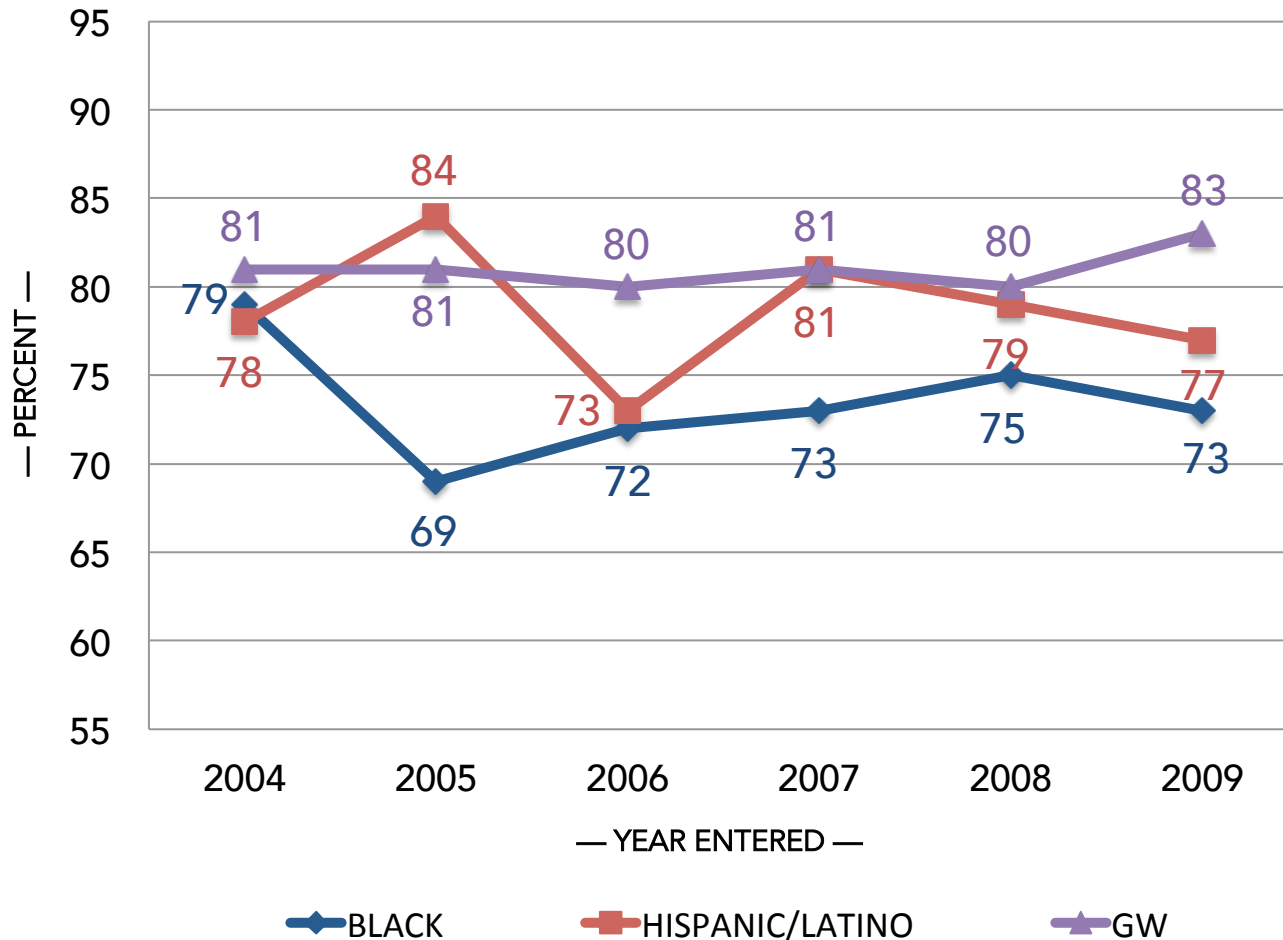
- ▶ GW increased its work with programs that meet full need:
 - ▶ District Scholars, Posse, Say Yes to Education, and SJT Scholars anticipate enrolling 30-35 students in Fall 2016.

CAMPUS DIVERSITY

CHALLENGES AND A PATH FORWARD

SIX-YEAR GRADUATION RATES BY POPULATION

— TOTAL —



Source: GW Institutional Research; Office of Enrollment Management & Retention

OUR PATH FORWARD:

- ▶ Office of Enrollment Management expanded to include a focus on graduation, not just new student enrollment.
 - ▶ Instituted a data-driven approach to retention.
- ▶ New programs implemented over past few years to build community among special populations.
 - ▶ Operation VALOR for military and veterans.
 - ▶ “First Fridays” for first-generation students.
- ▶ Using Campus Climate Survey to inform new programming for faculty, staff, and students.



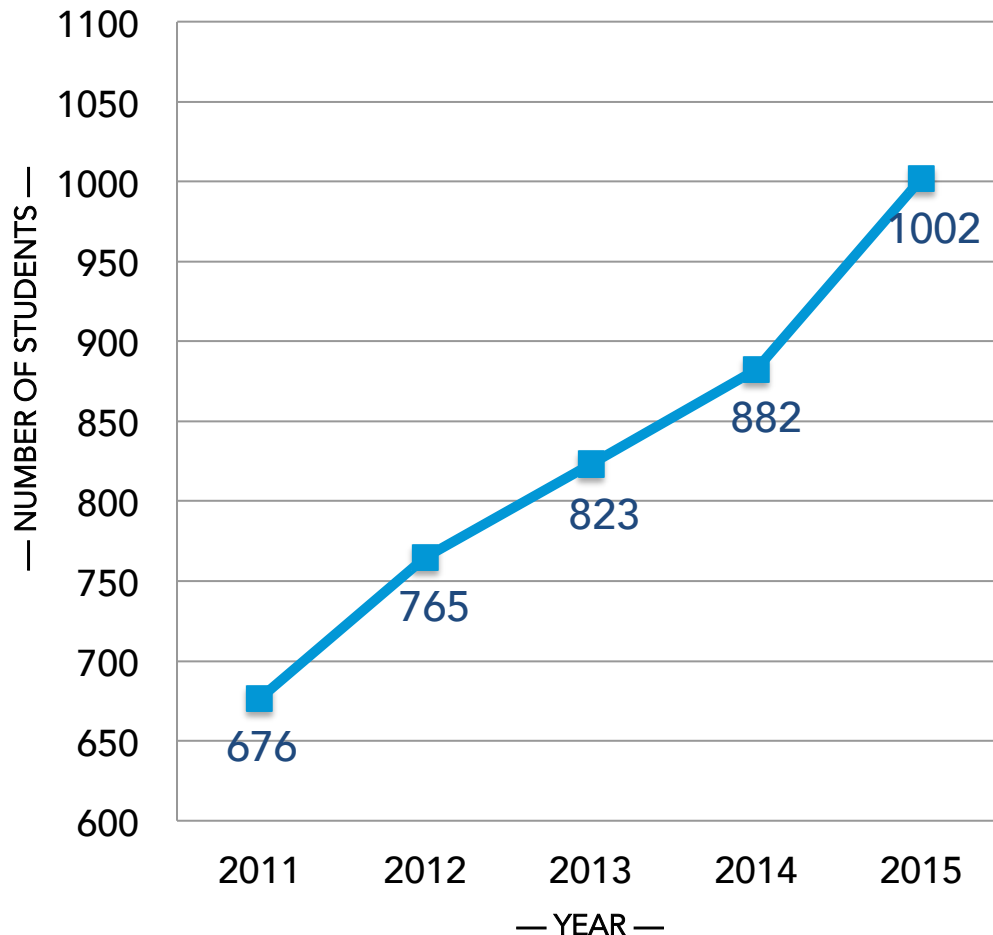
Train students to think, write, and reason creatively and analytically in their own areas of expertise, but also to investigate seemingly unrelated disciplines for the insights they offer.

CROSS-DISCIPLINARY LEARNING

PROVIDING CURRICULAR RIGOR AND FLEXIBILITY

MINORS OR SECOND MAJORS IN MULTIPLE SCHOOLS

— UNDERGRADUATE —



Source: GW Institutional Research

CROSS-DISCIPLINARY GRADUATE PROGRAMS:

- ▶ Data Sciences
 - ▶ Economics, Geography, Political Science, Statistics
- ▶ Experiential Education and Jewish Cultural Arts
 - ▶ CCAS and GSEHD
- ▶ Global Communication
 - ▶ ESIA and SMPA
- ▶ Government Contracting
 - ▶ GWSB and LAW
- ▶ Healthcare MBA*
 - ▶ GWSB and SMHS
- ▶ Nursing Practice
 - ▶ SON and GWSB
- ▶ Regulatory Biomedical Engineering
 - ▶ SEAS and SMHS

* Healthcare MBA is an established program that underwent significant revisions to incorporate an SMHS component.



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.

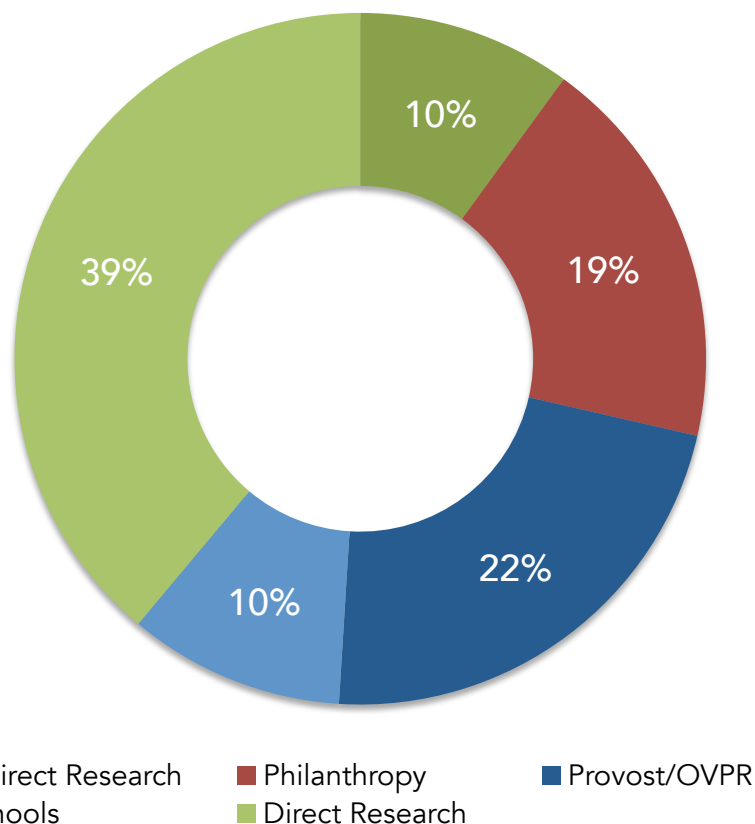
CROSS-DISCIPLINARY INSTITUTES

CHALLENGES AND A PATH FORWARD

CROSS-DISCIPLINARY INSTITUTES FUNDING: FY17¹

FUNDING SOURCES

- ▶ Institute funding is covered by research (green), university operating funds (blue), and philanthropy (red).



- ▶ Institutes remain reliant on significant internal support for operating funds and unallocated costs. Research is about half of total spending.
- ▶ Student engagement (and tuition revenue) is limited.
- ▶ Reporting structure creates difficulties in assessing institute performance.

OUR PATH FORWARD:

- ▶ More closely integrate institutes' work with schools and the student experience.
- ▶ Tie employment contracts more closely to research performance.
- ▶ Develop performance assessment metrics to ensure financial sustainability and research productivity.

¹ Approximate numbers based on FY17 forecast. Excludes startup packages, capital costs, and unrecovered indirect revenue. Numbers represent the Autism & Neurodevelopmental Disorders Institute; Cancer Center; Computational Biology Institute; Global Women's Institute; Institute of Neuroscience; and Sustainability Collaborative. Source: Office of the Provost; Office of the Vice President for Research; School of Medicine and Health Sciences



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.

ACTIONS WITH ADDITIONAL PHASES:

- ▶ Launch of additional cross-disciplinary research institutes (e.g. big data; genomics).
- ▶ Slowed the establishment of additional faculty lines (already met the plan's minimum of 50 lines).

ACTIONS FOR FURTHER CONSIDERATION:

- ▶ Develop four-year BA/MA programs for highly motivated students who enter GW with substantial advanced placement credit.
- ▶ Develop housing options that bring together graduate students from across the university.
- ▶ 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 DC-area think tanks.
- ▶ Explore modifying the university's policies to allow some faculty and staff to engage in classified research. With sufficient volume in this area, build a facility for classified research on the Virginia Science and Technology Campus.
- ▶ Encourage schools to adopt small think tanks and integrate their work into our educational and research programs.

**THE GEORGE
WASHINGTON
UNIVERSITY**

WASHINGTON, DC

PROGRESS UPDATE

MAY 13, 2016

WHAT DEFINES A GW EDUCATION?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: 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	PROGRESS UPDATE ¹
<p>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.</p>	<ul style="list-style-type: none"> • GW undergraduate deans developed a common core of general education requirements that went into effect in Fall 2015. (GWToday Story)
<p>Admit undergraduates to the university, rather than to individual schools. ... 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 minor and combined BA/MA programs.²</p>	<ul style="list-style-type: none"> • In 2013, admissions letters were altered to make clear students were admitted the university. • In Fall 2015, GW implemented policies to facilitate easier transfer among different schools and no longer required submitting a transfer application to the Office of Admissions. • The Office of the Registrar launched the “What If” feature for DegreeMap in 2014. (GWToday Story) • The number of students with a minor or second major in another school has increased from 676 in 2011 to 1,002 in 2015.
<p>Create minors that address issues that cut across traditional disciplines and schools (e.g. sustainability, poverty, immigration, citizenship, energy, AIDS, security, and obesity).</p>	<ul style="list-style-type: none"> • GW launched cross-disciplinary minors, including: <ul style="list-style-type: none"> • Biomedical Engineering • Law and Society • Sustainability • Additional minors in STEM teaching and women’s, gender, and sexuality studies are planned to launch in Fall 2016.

¹ The following pages outline some of our progress on the Strategic Plan’s objectives as of May 13, 2016. This is not a comprehensive list, nor are many of the actions necessarily complete — there are those that will require continuous attention. We will continue to work on the actions articulated in the plan while viewing it as “a living document that is periodically reevaluated and updated.”

² Action item truncated to accommodate space.

AREA: EDUCATION

WHAT DEFINES A GW EDUCATION?

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Objective: 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. (continued)

ACTIONS	PROGRESS UPDATE
<p>Fully coordinate academic and career advising to align students' intellectual interests with career goals.</p>	<ul style="list-style-type: none"> • Career Center utilization and employer engagement have increased by more than 50% and 30%, respectively, since 2012. <ul style="list-style-type: none"> • Developed and implemented three new career-related courses for undergraduate students in the Elliott School of International Affairs, Business School (for non-business majors), and a university-wide, online Internship Course • Attracted new top-tier employers such as Amazon, Dreamworks, Facebook, and Google • GW launched the First Destination dashboard in Spring 2016, which highlights the activities of GW's graduates and allows current students to view potential career options. • The Career Services Council developed Innovation Grants for GW faculty and staff to create professional and career development activities for undergraduate and graduate students. • The Council also surveyed online students and developed a preliminary Career Plan that includes virtual individualized services and other online resources (pilot effort in 2015-16).
<p>Encourage the development of courses and academic programs that appeal to students broadly, particularly at the freshman level.</p>	<ul style="list-style-type: none"> • The number of students with a minor or second major in another school has increased from 676 in 2011 to 1,002 in 2015. • Many of the rules that restricted studying across schools were dropped in 2015. • GW launched cross-disciplinary minors, including Biomedical Engineering, Law and Society, and Sustainability. • Additional minors in STEM teaching and women's, gender, and sexuality studies are planned to launch in Fall 2016.

WHAT DEFINES A GW EDUCATION?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

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

ACTIONS	PROGRESS UPDATE
<p>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.</p>	<ul style="list-style-type: none"> • More than 100 GW students participated in hosting the International Monetary Fund's 2016 Spring Meeting. (GWToday Story)
<p>Increase the number of undergraduates involved in research, particularly those working closely with a faculty member.</p>	<ul style="list-style-type: none"> • In 2012, GW added an undergraduate component to GW Research Days. That year, 69 students presented research posters. In 2016, that number more than doubled to 163. • The number of applicants for GW's Undergraduate Research Award and CCAS' Luther Rice Research Award has increased from 57 in AY12-13 to 73 in AY15-16.
<p>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, DC, community and around the world.</p>	<ul style="list-style-type: none"> • GW now provides university-wide access to premier online internship resources such as vault.com and goingglobal.com • The Division of Student Affairs worked in partnership with the Division of Development and Alumni Relations to create the Knowledge in Action Career Internship Fund (KACIF), which has provided \$165,000 to more than 95 graduate and undergraduate students to pursue unpaid internships since 2013. (video) • The Freeman Foundation has provided grants for up to 25 students per year to support internships in East Asia. • Thirteen GW students participated in the Spring 2016 White House Internship Program, more than any other university in the country. (GWToday Story)

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(continued)

ACTIONS	PROGRESS UPDATE
<p>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.¹</p>	<ul style="list-style-type: none"> The university convened a Citizenship & Leadership Task Force in 2014 to develop a framework for these modules. The draft framework was completed in 2015 and a program proposal will be submitted to the Office of the Provost in Summer 2016. Its first iteration is slated to launch in Spring 2017. A new course on citizenship and leadership will be offered in Spring 2017 and taught by GW's Service-Learning Faculty Liaison Dr. Wendy Wagner.
<p>Identify additional international career and internship opportunities by improving the coordination between the Office for Study Abroad and the Career Center.</p>	<ul style="list-style-type: none"> The two offices were co-located on the Marvin Center's 5th Floor in 2013. The Career Center launched the International Student Career Ambassador (ISCA) program in Fall 2015 to provide peer-to-peer career guidance for international students and created an Employer Guide for hiring international students.
<p>Establish diverse affinity-living groups where students from different backgrounds who share cross-disciplinary interests reside together so as to build stronger communities.</p>	<ul style="list-style-type: none"> When it opens in Fall 2016, District House will provide 14 additional affinity-living groups — seven 16-person and seven 20-person communities.

¹ Action item truncated to accommodate space.

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(continued)

ACTIONS	PROGRESS UPDATE
Provide more opportunities for students to interact with faculty by expanding the faculty-in-residence program and other such programs.	<ul style="list-style-type: none"> The university has expanded its faculty-in-residence program from 4 in 2011 to 10 in Fall 2016. Faculty guides, who work with residence advisors and faculty-in-residence to offer programs in the residence halls, have grown in number from 9 in 2011 to 10 in Fall 2016.
Renovate residence halls to create additional space for community-based activities.	<ul style="list-style-type: none"> In 2013, GW adopted and began implementation of a plan to renovate and enhance common space in residence halls on a regular schedule. The university has already renovated 6 residence halls, with another 2 planned in 2016.¹ (GW Hatchet Story)

¹ 2014: City Hall, International House, The Dakota; 2015: Building JJ, Mitchell Hall, Strong Hall; 2016: JBKO, 2109 F Street

AREA: EDUCATION

WHAT DEFINES A GW EDUCATION?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

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

ACTIONS	PROGRESS UPDATE
<p>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 experience should involve participating in research or service in another country.</p>	<ul style="list-style-type: none"> • GW launched the Global Bachelor's program, which begins in Fall 2016. The program includes three study abroad experiences, including an internship component. (GW Hatchet Story)
<p>Design innovative educational programs in key geographic regions and utilize technology to enhance educational opportunities.</p>	<ul style="list-style-type: none"> • In 2012, GW adopted the Koobi Fora Field School through a partnership between the National Museums of Kenya and CCAS's Center for the Advanced Study of Human Paleobiology. • GW has expanded opportunities for education abroad. In 2015, 10 students participated in the World Internet Conference in Wuzhen, China. (GWToday Story)
<p>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.</p>	<ul style="list-style-type: none"> • GW's Office of Summer and Non-Degree Programs has expanded program offerings and partnerships with international institutions, governments and foundations, including the Government of the Federal District of Brasilia, King Abdullah University of Science and Technology, and the Department of State Summer Sisters. • In 2014, the university hosted 335 high school students as part of the Brasilia Without Borders program. Participants earned 3 college credits through their study at GW. • In 2015, GW precollege enrolled 349 students from around the country and the world (a 35% increase in overall enrollments since 2012) including 55 international students representing over 26 countries, a 120% increase since 2013. • The university in 2015 enrolled 89 visiting and incoming international students in English language and other summer courses, a 48% increase since 2013. (GW Hatchet Story)

WHAT DEFINES A GW EDUCATION?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: Design graduate and undergraduate academic programs and student experiences that provide a global education and promote the development of intercultural competence. (continued)

ACTIONS	PROGRESS UPDATE
<p>Increase course offerings and secure support for faculty in the history, culture, literature, and language of selected geographic areas.</p>	<ul style="list-style-type: none"> In 2014, the Elliott School received \$2.7M in Title VI funding to support foreign language and area studies instruction. The school has also received a number of Carnegie Foundation, Luce Foundation, and MacArthur Foundation awards for regional studies programs. (ESIA News Release) (GWToday Story)
<p>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.</p>	<ul style="list-style-type: none"> The international student population relative to total GW enrollment has increased. <ul style="list-style-type: none"> 2011 Undergrad: 7.0% // 2015 Undergrad: 10.1% 2011 Graduate: 12.0% // 2015 Graduate: 17.8% Since Summer 2015, the English for Academic Purposes program has taught nearly 2,000 credit hours, up from 974 from Summer 2011 to Spring 2012. The university in 2015 created two senior administrative positions: <ul style="list-style-type: none"> Doug Shaw as Senior Associate Provost for International Strategy, who oversees the International Services Office and Office of International Programs (which includes Study Abroad) Adina Lav as Assistant Provost for International Enrollment

WHAT DEFINES A GW EDUCATION?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: Design graduate and undergraduate academic programs and student experiences that provide a global education and promote the development of intercultural competence. (continued)

ACTIONS	PROGRESS UPDATE
<p>Increase enrollment of underrepresented groups to improve the overall diversity of our student body.</p>	<ul style="list-style-type: none"> • The university has worked in partnership with several alumni and friends to expand opportunities for underrepresented groups, including: <ul style="list-style-type: none"> • The GW Cisneros Hispanic Leadership Institute, which provides scholarship support for Hispanic students • The Slim Scholars program that offers financial aid programs for students from Mexico • GW enhanced its partnership programs with a focus on underrepresented groups: <ul style="list-style-type: none"> • First cohort of 11 Posse Scholars will join GW in Fall 2016 • GW signed on to the Say Yes to Education partner program • In 2015, the university implemented a test-optional policy in an effort to boost enrollment from underrepresented populations. (Washington Post Story) (NPR Story) (CNN Money Story) <ul style="list-style-type: none"> • Enrollment for three underrepresented groups have already shown marked increases over this time last year:¹ <ul style="list-style-type: none"> • Black: +8.3% • Hispanic: +10.2% • First-Generation: +13.1%

¹ As of May 10, 2016

WHAT DEFINES A GW EDUCATION?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

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

ACTIONS	PROGRESS UPDATE
<p>Hire faculty prominent in STEM education to lead initiatives in the field.</p>	<ul style="list-style-type: none"> • GW hired an inaugural director of the STEM Academy in 2015. • The university launched a Department of Biomedical Engineering and hired Dr. Igor Efimov, a leader in the field, as the inaugural chair. (GWToday Story)
<p>Recruit and support high-quality students at all levels: undergraduate, graduate, and postdoctoral. To ensure diversity, develop an outreach strategy to attract students from underrepresented groups.</p>	<ul style="list-style-type: none"> • From 2012 to 2015, the median SAT scores for freshmen enrolled in the School of Engineering and Applied Science increased from 1940 to 2010. • SEAS has exceeded national averages for recruiting women at all levels: undergraduate, graduate, and doctoral. (GWToday Story)
<p>Train STEM faculty to use scientifically proven pedagogical approaches in their classrooms; dedicate a teaching lab in Science and Engineering Hall to pedagogically innovative STEM education.</p>	<ul style="list-style-type: none"> • Since the plan was implemented, GW has launched several pilot initiatives in engaging pedagogies in introductory calculus, physics, biology, and engineering courses. A university-wide STEM faculty advisory committee is evaluating these initiatives' efficacy and institutionalizing the successful programs. • SEH features a teaching tower — 1,000-square-foot teaching labs the span Floors 2-8 designed for hands-on learning.
<p>Build additional studio teaching spaces beyond those contained in Science and Engineering Hall.</p>	<ul style="list-style-type: none"> • The university is renovating spaces in Bell, Corcoran, and Tompkins Halls to provide additional teaching labs. • The partnership with the Corcoran College of Art + Design expanded the university's footprint in the arts. (Washington Post Story)
<p>Provide pathways for STEM undergraduate and graduate students to pursue teaching careers in secondary education.</p>	<ul style="list-style-type: none"> • GW launched the GWTeach program with the support of a \$1.5M gift; we have currently enrolled 35 students in this program.

AREA: EDUCATION

WHAT DEFINES A GW EDUCATION?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: Enhance post-graduation opportunities for our students.

ACTIONS	PROGRESS UPDATE
<p>Create BA/MA 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.</p>	<ul style="list-style-type: none"> • GW has launched a number of policy-related BA/MA programs since 2011, including: <ul style="list-style-type: none"> • BA in Environmental Studies; MA in Environmental and Resource Policy • BA in Political Science; MA in Legal Institutions and Theory • BA in Political Science; MPS in Advocacy in the Global Environment • BA in Political Science; MPS in Political Management
<p>Develop four-year BA/MA programs for highly motivated students who enter GW with substantial advanced placement credit.</p>	<ul style="list-style-type: none"> • Action needs further consideration.
<p>Ensure continued investment in and accessibility to career services.</p>	<ul style="list-style-type: none"> • GW more than doubled its central career services staff since 2011 to include: <ul style="list-style-type: none"> • Rachel Brown, inaugural Assistant Provost for Career Services • Career coaching positions that focus on career assessment, exploration, skill building, and industry expertise • Employer development consultants to develop and enhance employer partnerships university-wide • Specialized university-wide resources for target populations such as international students, veterans, and underrepresented groups • The Career Center worked in partnership with school academic advisors to expand "drop-in coaching" hours in academic buildings on both Foggy Bottom and Mount Vernon campuses and provide school-, major- and/or industry-specific presentations and events.

WHAT DEFINES A GW EDUCATION?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

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

ACTIONS	PROGRESS UPDATE
Create 10-15 graduate doctoral packages for students who add diversity in their chosen fields of study. ¹	<ul style="list-style-type: none"> The Provost's Diversity Fellowships are offered to incoming doctoral students. In AY11, there were 3 Fellows; in AY15 there were 14, an increase of 11. Seven new Fellows were recruited in AY16.
Create 30-50 additional fully funded graduate aid packages. ²	<ul style="list-style-type: none"> From 2011 to 2015, the number of master's-level packages grew by 9 (from 93 to 102). During that same period the university added approximately 50 doctoral-level packages.³
Ensure the financial competitiveness of graduate aid packages.	<ul style="list-style-type: none"> The average graduate aid package has increased from \$17,000 to \$22,500.
Develop housing options that bring together graduate students from across the university.	<ul style="list-style-type: none"> Action needs further consideration.
Provide university-wide graduate student training in how to communicate ideas and research results to the general public.	<ul style="list-style-type: none"> There has been ad hoc progress to date (e.g. Research Days presentation mentoring); action needs further consideration.
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.	<p>Recently launched programs include:</p> <ul style="list-style-type: none"> Data Sciences Experiential Education and Jewish Cultural Arts Global Communication Government Contracting Healthcare MBA Nursing Practice Regulatory Biomedical Engineering

¹ Factors used to determine eligibility included students of color and first-generation students. Diversity in field (e.g. women in engineering) was also considered.

² For this report, "fully funded" has been defined as a stipend, salary, or combination of both equaling \$20,000 or more per academic year.

³ Approximately 100 additional Research Assistant (employee) packages were converted to Graduate Research Assistant (student) packages.

AREA: RESEARCH

WHAT ARE THE GOALS OF OUR RESEARCH?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: 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	PROGRESS UPDATE
Support research institutes in areas where funding has already been committed, such as sustainability, computational biology, and global women's issues.	<ul style="list-style-type: none"> In FY17 the university will invest approximately \$16M in cross-disciplinary institutes (through both internal and external funding sources). It is anticipated these institutes will secure \$5M-\$7M in external research funding in that fiscal year.
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.	<ul style="list-style-type: none"> The university formalized 3 institutes (sustainability, computational biology, and global women's) and funded the creation of an additional 2 — the Autism and Neurodevelopmental Disorders Institute and the GW Cancer Center.
Designate some institutes as "enterprise zones," with 100 percent of indirect cost recovery reinvested in the institute's research for a fixed period of time.	<ul style="list-style-type: none"> This Global Women's Institute follows this model; additional enterprise zones will need further consideration.
Rigorously review all current institutes, and eliminate those that do not generate significant research activity.	<ul style="list-style-type: none"> The university has merged or shut down a number of institutes, including: <ul style="list-style-type: none"> The GW Solar Institute and Food Institute were folded into the broader Sustainability Collaborative. The Evaluators' Institute in CCAS was closed last year. ESIA's Institute for Global and International Studies will close later this year.

WHAT ARE THE GOALS OF OUR RESEARCH?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: 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	PROGRESS UPDATE
<p>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.</p>	<ul style="list-style-type: none"> • The Office of the Provost invested will have invested \$3.8M from FY13-FY18 matching funds for opportunity hires in schools. • In 2012, the year before the university adopted the plan, GW had 845 tenure-track lines; in 2015, that number increased to 885.¹ (Some of these were attributable to enrollment growth.) • A number of faculty hired over the course of the plan are engaged in cross-disciplinary research. Among them: <ul style="list-style-type: none"> • Herman Aquinis (GWSB) • William Dietz (SPH) • Emilia Entcheva (SEAS) • Allison McFarlane (ESIA) • Stephen Mitroff (CCAS) • Kevin Pelphrey (SMHS) • Eduardo Sotomayor (SMHS)
<p>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 DC-area think tanks.</p>	<ul style="list-style-type: none"> • Action needs further consideration.

¹ Excludes MFA faculty; Source: Office of Institutional Research [Core Indicators of Academic Excellence 2016 report](#)

AREA: RESEARCH

WHAT ARE THE GOALS OF OUR RESEARCH?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: Facilitate additional research on our campuses.

ACTIONS	PROGRESS UPDATE
Explore modifying the university's policies to allow some faculty and staff to engage in classified research. With sufficient volume in this area, build a facility for classified research on the Virginia Science and Technology Campus.	<ul style="list-style-type: none"> Action needs further consideration.
Improve pre- and post-award support for researchers, including help identifying funding agencies and writing proposals for grants and contracts.	<ul style="list-style-type: none"> School Research Administrators were created for seven schools to support pre- and post-award activities: CCAS, CPS, GSEHD, GWSPH, SEAS, SMHS, SON.
Dedicate unallocated space in Science and Engineering Hall to cross-disciplinary and high-volume research groups.	<ul style="list-style-type: none"> A large portion of space in SEH has been allocated to Biomedical Engineering; the 7th Floor will be home to cross-disciplinary research initiatives in the Milken Institute School of Public Health; the 8th Floor will be home to the GW Cancer Center.
Create a fund to seed research initiatives that involve principal investigators from more than one school.	<ul style="list-style-type: none"> The Cross-Disciplinary Research Fund provides up to \$50,000 per year for two years to GW centers and institutes that submit proposals with researchers from two or more schools.
Improve the research environment and support structure for graduate students fellows and postdoctoral fellows.	<ul style="list-style-type: none"> The university established a new Graduate Research Assistant process. The Office of the Provost and Office of the Vice President for Research are revising the process for handling post-doctoral fellows, which should be implemented in Fall 2016.

WHAT ARE THE GOALS OF OUR RESEARCH?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

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

ACTIONS	PROGRESS UPDATE
<p>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.¹</p>	<ul style="list-style-type: none"> • Since 2011, GW's partnership with Children's National Medical Center has funded faculty pursuing translational research through the Clinical and Translational Science Institute.
<p>Ensure that Institutional Review Board policies and procedures facilitate and support applied research.</p>	<ul style="list-style-type: none"> • The university in hired two senior administrative positions to expand support of all types of research: <ul style="list-style-type: none"> • Sheila Garrity was hired in 2014 as Associate Vice President of Research Integrity • Carley Emerson joined GW in 2015 as Director of the Office of Human Research, which oversees the Institutional Review Board
<p>Initiate a "reverse sabbatical" program for individuals engaged in policymaking, governance, or professional practice to teach and do research at GW.</p>	<ul style="list-style-type: none"> • A number of GW schools have engaged in hiring senior-level practitioners as visiting faculty, typically for one year, including: <ul style="list-style-type: none"> • GW School of Business: Appointed Dr. Patrick O'Connell of the US Navy as an executive-in-residence in the Department of Information Systems & Technology Management • Milken Institute School of Public Health: Appointed Dr. Bernadette Dunham of the Food and Drug Administration as a visiting professor in the Department of Environmental and Occupational Health • Trachtenberg School of Public Policy and Public Administration: Appointed Marcus Peacock, former Republican staff director of the Senate Budget Committee, as a visiting scholar in its Regulatory Studies Center

¹ Action item truncated to accommodate space.

AREA: SERVICE

HOW DOES SERVICE ENHANCE THE GW COMMUNITY?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: 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	PROGRESS UPDATE
<p>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.</p>	<ul style="list-style-type: none"> • The Office of External Relations created a Director of Research Communications position in 2012 to focus on helping promote GW faculty research. Since then, faculty research has been more prominently featured in external media outlets, including: <ul style="list-style-type: none"> • Research Explains the Reproductive Evolution of Snakes and Lizards (National Science Foundation Video) • How to Cure the Pandemic that Women Face (Washington Post Story) • Sea Lion Flippers Could Inspire Super-Stealthy Submersibles (Wired Video) • 'Tricorder' Brings Diagnosis Into the Home (Reuters Video) • ISIS Followers in U.S. Are Diverse and Young (New York Times Story)
<p>Encourage schools to adopt small think tanks and integrate their work into our educational and research programs.</p>	<ul style="list-style-type: none"> • Action needs further consideration.
<p>Establish an incubator to translate student and faculty research into private-sector enterprises that can supply goods and services on a large scale.</p>	<ul style="list-style-type: none"> • The Technology Commercialization Office has helped enhance GW's efforts to translate faculty research into enterprise. From FY12 to FY15 (FY12 // FY15): <ul style="list-style-type: none"> • Invention Disclosures: 225 (39 // 75) • Patent applications: 111 (18 // 42) • Patents granted (US): 35 (11 // 12) • Licenses/Options Completed: 39 (9 // 9) • Licensing Income: \$738,646 (\$16,273 // \$451,091) • Technology Commercialization Related Sponsored Projects: \$21.7M (\$315,357 // \$4.0M)

AREA: SERVICE

HOW DOES SERVICE ENHANCE THE GW COMMUNITY?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: 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. (continued)

ACTIONS	PROGRESS UPDATE
Leverage emerging mechanisms for digitizing and disseminating knowledge to more effectively incorporate GW's libraries into the research enterprise.	<ul style="list-style-type: none">• In Fall 2015, the university launched ScholarSpace, a web-based digital repository of GW's scholarly works that is available to the public.• Expert Finder, launched in 2016, allows users to search for GW scholars and research based on areas of interest. The online database helps faculty find other researchers at GW who are engaged in the same topics, furthering efforts to promote collaboration among schools. (GW Hatchet Story)• The Libraries are working on digitizing rare materials from the Corcoran archives.

HOW DOES SERVICE ENHANCE THE GW COMMUNITY?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

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

ACTIONS	PROGRESS UPDATE
<p>Attract leading creative artists to campus by improving performance venues.</p>	<ul style="list-style-type: none"> • The partnership with the Corcoran College of Art + Design expanded the university’s footprint in the arts. (Washington Post Story) • The George Washington University Museum and The Textile Museum opened in 2015. In its first year, the museum drew more than 34,000 visitors to campus (an increase over The Textile Museum’s 22,000 during its last year of operation). (GWToday Story) (NBC Story) • The museum hosted 25-30 student group performances in 2015, including international groups. The museum also hosts the GW Jazz Club twice a month during the past year. • A new dance studio will occupy part of District House’s lower level.
<p>Post more lectures and symposia online; build on existing models, such as the Elliott School’s web video initiative.</p>	<ul style="list-style-type: none"> • The university continues to expand its online presence by using live-streaming technology and showcasing major campus events online. Examples include: <ul style="list-style-type: none"> • Former Federal Reserve Chairman Ben Bernanke offered a College Lecture Series at GW in 2012, which later led to the development of a massive open online course. • The GW School of Business posts its annual Maxon Lecture online. Recent speakers include Avon CEO Sheri McCoy (2014) and Gallup Chairman and CEO Jim Clifton (2015).

AREA: SERVICE

HOW DOES SERVICE ENHANCE THE GW COMMUNITY?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: Make GW a leader in shaping the national dialogue in areas of our academic strength. (continued)

ACTIONS	PROGRESS UPDATE
<p>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/lectures.</p>	<ul style="list-style-type: none"> • Faculty regularly work in partnership with leading practitioners on courses: <ul style="list-style-type: none"> • In 2012, GW Law Professor Gregory Maggs co-taught a constitutional law class with U.S. Supreme Court Justice Clarence Thomas • World Bank Chief Economist Kaushik Basu co-taught a course on game theory with the Elliott School's James Foster in 2013 (GW Today Story) • The World on a Plate course regularly features prominent leaders in the food industry, including chef José Andrés (video) • GW engaged several senior policymakers and practitioners in developing 7 massive open online courses, including: <ul style="list-style-type: none"> • The Past, Present, and Future of the Federal Reserve: former Federal Reserve Chairs Ben Bernanke and Paul Volcker • Business in a Political Age: former U.S. Congressman and director of the Graduate School of Political Management Mark Kennedy • Patent Law and Policy: former Chief Justice of the U.S. Court of Appeals for the Federal Circuit Randall Rader
<p>Create GW-branded policy case studies similar to the Harvard Business School case studies; firmly establish GW's leadership in this area.</p>	<ul style="list-style-type: none"> • GW's Sustainability Collaborative is developing cases studies in partnership with GreenGov focused on environmental issues: bio-based products, waste, and power-purchase agreements.

HOW DOES SERVICE ENHANCE THE GW COMMUNITY?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

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

ACTIONS	PROGRESS UPDATE
<p>Continue hiring and retaining a diverse workforce that includes underrepresented groups, veterans, and people with disabilities.</p>	<ul style="list-style-type: none"> • Faculty diversity has remained relatively flat over the past three years; about 330 GW faculty identify as part of a minority group (134 are underrepresented minorities).¹ • The Office of the Provost invested will have invested \$3.8M from FY13-FY18 matching funds for opportunity hires in schools. • The Office of Faculty Affairs and Office of Diversity and Inclusion now provide training to search committees to increase the diversity of the faculty hiring pool.
<p>Continue the practice of sustainable new construction and renovation.</p>	<ul style="list-style-type: none"> • New buildings have been awarded LEED certification including two major projects, the School of Public Health (Platinum) and Science and Engineering Hall (Gold). • 12 total university building are LEED-certified Silver or above. • GW is now powered 50 percent by renewable electricity.
<p>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.</p>	<ul style="list-style-type: none"> • A collaborative effort among Center for Civic Engagement, Faculty Senate University and Urban Affairs Committee, and Department of Geography is developing a map of the DC region where GW faculty are engaged in community programs. • GW now has more than 70 service-learning courses, up from 35 in 2011. • GW students, faculty, and staff have increased their community service substantially since it Michelle Obama's challenge to the Class of 2010. That year, students recorded more than 163,000 hours of service. In 2013, that number increased to 254,000 and in 2016 the GW community logged a record 645,000 service hours.

¹ Source: Office of Institutional Research [Core Indicators of Academic Excellence 2016 report](#)

AREA: SERVICE

HOW DOES SERVICE ENHANCE THE GW COMMUNITY?

VISION 2021: A STRATEGIC PLAN FOR THE THIRD CENTURY OF GW

Objective: Expand GW's role as a model institutional citizen for the greater Washington, D.C., area. (continued)

ACTIONS	PROGRESS UPDATE
<p>Develop reciprocal partnerships with DC 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.</p>	<ul style="list-style-type: none">• GW continues to foster relationships in the DC community through partnerships with such organizations as the School Without Walls and the Duke Ellington School of the Arts, as well as participating in national program like Lemonade Day. (video)• The university has built on its Trachtenberg Scholarship Awards through the creation of the District Scholars program, which offers full-need awards to DC high school students who meet certain criteria.