Preparing for The George Washington University’s Third Century: A Strategic Plan

Preamble

The George Washington University was established in 1821 to fulfill General Washington’s vision of a national university that would educate the next generation of citizen leaders. Since our founding nearly 200 years ago, our university has always looked to the future, educating students to become well-informed, ethically-grounded citizens and leaders able to find creative solutions to society’s most complex problems.

We began as a single college with three faculty members, thirty students, and a curriculum consisting of ten subjects, from English and Latin to astronomy and political law. Over the decades, we grew and changed, keeping pace with our maturing nation. Today, George Washington is the largest university in the District of Columbia, with ten schools, nearly 100 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 the Foxhall neighborhood and our Virginia Science and Technology Campus in Ashburn, Virginia. Our three academic centers in Virginia focus on graduate education for professionals.

The depth and breadth of our academic programs, the exceptional qualifications of our full-time faculty, the unmatched experiences of our adjunct faculty, and the strengths of our research initiatives enable our students, faculty, and staff to view the world beyond the classroom. GW students often study and work alongside leaders and practitioners in a wide range of disciplines, gaining broad perspective on what it means to be an engaged citizen and how to become an effective leader.

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. By working together across schools and programs, we can enhance the quality of our academic programs and expand our research capacity. We also need to recognize the challenges that higher education will face in the years ahead and be strategic in building upon our strengths. Setting priorities is essential.

The George Washington University is at a critical juncture. We have evolved into one of the nation’s leading universities in many areas with the potential for moving into the group of truly elite institutions. To advance we need to embrace changes in higher education and in our own university. The combination of our accomplished faculty, talented students, and unique location opens up many opportunities for us to more fully
achieve President Washington’s vision of a university that educates the next generation of citizen leaders and shapes the future.
Section 1: The Planning Process

Throughout its history, George Washington University, like most institutions of higher education, has relied on strategic planning, both formal and informal, 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 support 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 center for science and engineering education and research.

The 2002 plan was designed to meet our needs in the early years of the 21st 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 Steve 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.

Building a Shared Vision

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 what society would be like in the decade to come. The committee also held numerous forums with faculty, staff, students, trustees, alumni, and parents. Eventually, the committee articulated four broad themes around which to organize the plan. These themes are discussed in detail in Section 2.
In late fall 2011, four working groups were organized to explore each theme. Again, the groups were diverse, including 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.

Throughout the planning process, members of the 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. The Board of Trustees focused on strategic planning at its annual retreat. The provost hosted dinners at his home, with faculty randomly selected, to discuss the plan in a more intimate setting. Meetings were also held with student leaders, alumni, department chairs, administrative units, and deans. In all, we organized more than 70 events to make the planning process as inclusive as possible.

Over the summer and fall of 2012, members of the steering committee began drafting the plan, defining the objectives and initiatives that would help us attain our goals. The initiatives also take into account our vision of future trends and analysis of GW’s strengths and limitations.

The working groups contributed a large number of these initiatives. In addition, many hours of conversation with GW faculty, staff, and students have shaped this draft. At the same time, we realize that for an institution as large and diverse as ours, this plan must allow for initiatives and priorities beyond its parameters. Some school-level priorities will reflect distinctive aspects of each school and may not necessarily link specifically to our strategic plan. GW will naturally continue to invest in programs and initiatives that do not always specifically align with this plan.

Over the next few months, faculty, trustees, students, staff, and alumni will comment on the draft. A final plan will be completed by February 2013.

**Envisioning the Future**

The steering committee identified six trends likely to affect higher education in general and our university in particular. These trends provided a context as the committee discussed how best to use GW’s strengths and branch out into new areas of inquiry.

*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. The interdependency of national economies,
for example, presents challenges and opportunities that demand fundamental changes in
government and corporate policies.

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 25 is on the rise in developing countries, placing new demands on
universities worldwide. Within our own country, the cultural and ethnic mix continues to
shift. These demographic trends will continue to shape higher education.

Resource constraints – The burgeoning world population means rising demands on our
world’s limited resources, such as water and fuel for energy. The United States and other
developed nations are more and more focused on sustainable production and
consumption practices. In addition, for our country and others that rely to one degree or
another on imports for basic commodities, such as fossil fuels, national security adds
another 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. Global challenges
include a struggling global economy, unrest in the Middle East, and a potential
breakdown of efforts to control nuclear proliferation. Domestic challenges include a
health-care system that is inefficient and does not produce optimal outcomes and a level
of energy consumption that is not sustainable. Governments and governing bodies need
effective systems to translate new policies into politically acceptable actions.

Higher education – There’s a swirling debate right now about the cost of a bachelor’s
degree. Is it worth it? Will today’s graduates leave campus with so much debt that their
lives are altered? These questions are affecting university policies now, and we expect
them to continue to influence higher education. We must make education more affordable
to more people because it is the right thing to do. In addition, federal funding for certain
programs may one day be tied to responsible tuition policies or metrics showing positive
employment outcomes for graduates. We also are confronting new competitors in the
higher education marketplace, as countries such as China and India invest in their higher
education infrastructure.

Technology – Technology helps us solve difficult problems. In higher education, for
instance, it offers an answer to rising costs by creating less expensive ways to deliver
high-quality education through hybrid courses and distance education. Evolving
technology also creates demands. Students today expect immediate connectivity and
access to files through cloud computing, expectations that put pressure on our human
resources and infrastructure.
Understanding our Strengths and Limitations

During steering committee meetings in 2011 and 2012, we reviewed the progress our university has made in its nearly 200-year history: our expanding programs, our transition from a commuter-oriented university to a residential one, our growing ability to attract strong students and talented faculty. We realized that, like every university, we have a unique identity and certain academic areas in which we excel. The question is, what next? How can we take the best advantage of our strengths to create a plan for a truly transformative decade? We decided that we can do this along two parallel courses, first by looking for new ways to take advantage of our enviable location, and second by merging cross-disciplinary study with innovation.

GW’s location in the heart of the nation’s capital is one of our greatest assets. It places us at the doorstep of our nation’s decision-makers. We are neighbors of the World Bank and International Monetary fund, two of the largest and most powerful international economic institutions in the world. We have easy access to major organizations and agencies in the arts, sciences, and technology. The benefits are considerable. We have relationships, formal and informal, with many pre-eminent institutions that offer our students and faculty exciting learning opportunities outside the classroom.

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 develop programs that link the sciences and engineering with policy. Our partnerships with relevant policy-making agencies would provide such students with rich opportunities to apply knowledge gained in the classroom and lab.

International affairs is another area in which we have exceptional breadth and depth. Our Elliott School of International Affairs is one of the nation’s largest such schools and is highly respected. In addition, we have a strong study-abroad program and a large number of international students here on campus. Many of our faculty members routinely collaborate with scholars around the world.

Our 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 into practice. Our Freshman Day of Service, launched four years ago, orients our entering students toward this core university value.
Our campus also reflects our nation’s diversity, and we are finding new ways to focus on building an inclusive culture. We are known for our commitment to educating and supporting veterans and active military personnel as well. We have a range of programs for these students and are exploring new ways to offer needed resources.

Our unique location and commitment to citizenship are integral parts of our identity. We also are strong academically, with several truly distinctive schools and programs. For example, our Law School has distinguished programs in intellectual property, international law, and environmental law. Several doctoral programs in the arts and humanities are highly ranked by the National Research Council, and the Elliott School is considered a top-tier school of international relations. The School of Public Health and Health Services, Graduate School of Education and Human Development, and School of Business are also well known in their fields.

In addition, we have made major capital investments in academic facilities, including Duques 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 a construction boom, with several major academic buildings rising from the ground or about to launch. By 2015, we will have a GW Museum and a new building 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.

In its conversations, the steering committee recognized that GW has specific challenges that also define us. First, we have an agreement with the District of Columbia that sets limits on the student population on each of our District campuses. We therefore cannot build larger instructional programs at Foggy Bottom or Mount Vernon. To increase enrollment, we need to consider other options, such as our Virginia campuses or distance learning.

We also remain highly dependent on tuition income, a fact that is further complicated by the limits on our student enrollment inside the District. In our current economic environment, more students need financial aid, which diminishes tuition revenue. The steering committee recognized that it is important for us to increase revenue from other sources, such as philanthropy and sponsored research.

Finally, the steering committee agreed that a number of GW’s business systems require further development to serve a large university as effectively as possible. The university
is working hard to change this. The steering committee emphasized that we must keep up this effort to develop business systems that support our core activities.

**Defining our Goals**

In all its discussions, the steering committee worked toward setting goals for the coming decade that would be both ambitious and realistic. We wanted to align these goals with the attributes that give our university a distinct identity. We believe that the three goals below accomplish this objective. Each is rooted in GW’s identity. And each aligns with one of the three elements we believe comprise higher education at our university.

- **Education:** Our students acquire the skills and knowledge to become leaders in addressing the challenges and seizing the opportunities they will encounter throughout their lifetimes;
- **Research:** Our faculty and students advance human knowledge in ways that have significant positive effects on society;
- **Service:** Our university is known as a world leader for turning knowledge into action to tackle society’s most challenging problems.

To achieve these goals in our fast-paced, interconnected society requires us to think across boundaries, both disciplinary and geographic. We must prepare our students to thrive in a globalized world with many complex challenges.

Fortunately, our university is blessed 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 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.
Section 2: Themes

Four broad themes – globalization, policy and governance, innovation through cross-disciplinary collaboration, and citizenship and leadership – are woven throughout this strategic plan. We believe these themes will be a useful guide over the next decade, helping us to make strategic choices. The themes both draw from and build upon our university’s current strengths and potential. They also were informed by our vision of the future.

Two themes, globalization and innovation through cross-disciplinary collaboration, reflect trends in higher education and society at large. We believe that these two themes can be represented in the work of each of the ten schools at GW.

The steering committee included governance and policy because our university has so many strong programs in this area and because it is located where national policy is made. Citizenship and leadership are part of our enduring legacy from General Washington, who envisioned a national university that would educate the next generation of citizens and leaders. Today, we also see our university as an exemplary citizen and leader, contributing to our local community and to society.

There are opportunities in each of the plan’s four themes for all of our ten schools, for those administrative units responsible for student life, and for the numerous centers, institutes, and other academic units across our three campuses. A number of existing programs 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 our success while not directly aligning with our strategic plan.

These themes inspired and informed us as we selected the actions in this plan. The initiatives described in depth in the next section are the result of thousands of hours of discussion and conversations with hundreds of people in the immediate and extended GW community. Each initiative in its own way contributes to our shared mission: to elevate the quality of our academic programs, research, and service to society.

Globalization

GW’s graduates in the coming decade will live most of their lives in a world that is much more interconnected than the world of any previous generation. While regional and national boundaries will remain, they will be more permeable than in past generations. As
the global economy continues to grow, a larger middle class will emerge in the developing nations, driving further economic expansion. Corporations will establish an ever-larger presence in countries and regions around the world. We need to prepare our students for this world, teaching them to work effectively with people and organizations from diverse countries and cultures. Our students need to understand and appreciate diverse belief systems. They need to learn about governmental systems other than our own. And they need gain perspective on how culture and language shape personality, organizations, and governments.

Research, like education, will increasingly transcend national boundaries. Our university is already adapting to this new model. For instance, we have hired a record number of scholars who are not from the United States. Indeed, a generation from now, Western universities may no longer dominate the roster of top research universities. Government-sponsored institutions from China, India, Korea, and Singapore already are gaining recognition, especially for professional education. Planned investments by governments will accelerate this trend. GW needs to focus on countries and regions we believe will be significant in the coming years. Among the likely countries and regions are China, India, sub-Saharan Africa, the Middle East, and one or more locations in Latin America such as Mexico and/or Brazil.

Fortunately, GW has a number of excellent academic programs whose primary focus is global studies. The Elliott School of International Affairs is among the university’s highest-ranked schools; Columbian College offers a significant number of experiences abroad for American students; and the School of Business and School of Engineering and Applied Science are attracting a large number of graduate students from abroad. Researchers in health and related fields have major grants for work being done around the world. Our College of Professional Studies has programs in Latin America taught entirely in Spanish. We have faculty in the Graduate School of Education and Human Development working on a comparative analysis of educational outcomes in different countries and scholars in the Law School deeply involved in areas of international law.

Equally relevant is GW’s location in Washington, D.C., which 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, and other preeminent global institutions.
**Governance and Policy**

Just as our current strengths in international education and research make globalization a natural strategic theme, our unique location and deep engagement in many areas of governance and policy suggest that we should enhance research and education in this realm as well. Our nation’s future security and success depends on the policies we pursue in areas such as health care, corporate governance, security, global warming, cybersecurity, human rights, income inequality, hunger, obesity, the delivery of urban health care, and transportation safety.

In addition, we have a wide range of partnerships with local, national, and international organizations that develop and implement policy. These relationships offer our students and faculty opportunities to interact with policy makers. We need to expand these partnerships so that our students’ educational experience and our research efforts are even more closely linked to practice.

The world needs better governance structures as evidenced by the fact that nations around the world are struggling to address major issues. Our goal in this area is idealistic: to become the university that attracts scholars and students from around the globe who are dedicated to thoughtful, effective, non-partisan policymaking.

**Innovation through Cross-disciplinary Collaboration**

The great challenges our society faces will require new insights and innovative solutions that result from the combined contributions of many academic and professional perspectives, skills, and methodologies. To contribute to these solutions in a significant way, GW needs to become far more agile in fostering collaboration across traditional disciplinary boundaries. We need to base our educational and research programs on a model that can transcend the field-based boundaries within which many of today’s faculty were trained. Students and faculty alike increasingly need the skills and perspective to integrate concepts from diverse fields to develop innovative approaches to complex issues.

Traditionally, agility in working across different disciplines has not been a core strength of most universities. Although there are important exceptions, our university is still largely organized around school, department, and programmatic boundaries. These boundaries can hamper exciting new educational opportunities and cross-disciplinary alliances. As a modern research university, we need to do more to foster collaborative, cross-disciplinary scholarship that accelerates the discovery process and, where
appropriate, the translation of research into practice. By breaking down existing boundaries, we will enhance student opportunities and facilitate the research that occurs on our campus.

The effort to develop cross-disciplinary courses and research at GW has already begun. During the current academic year, we hired faculty members to direct the newly-established 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. The master’s degree program in government contracting brings together courses in our law and business schools. And Science and Engineering Hall was designed explicitly to facilitate cross-disciplinary collaboration. While traditional disciplines will and should always have a place in academia, we need to be leaders in a world that does not fit neatly into disciplinary silos.

**Citizenship and Leadership**

General George Washington envisioned a university in the nation’s capital that would educate future leaders of the new country he helped to create. As we embark on this strategic plan for the next decade, General Washington’s vision is as relevant today as it was during his own time. True citizenship demands committed service to our local, national, and global communities. Through our academic and co-curricular programs, we need to reinforce the idea that success is measured not solely in terms of individual or national economic well-being, but in how each person, community, or country contributes to the greater good.

The ways in which individuals and organizations relate to the communities in which they reside help define democratic society. Individuals are citizens of their local communities as well as of their states and nations. Corporations are part of the communities in which they are embedded, as are universities. It is imperative that GW think deeply about the issue of citizenship in a diverse and globally-connected society: how we as a university relate to and serve the communities in which we live and work; how we train our students as responsible citizens and leaders; and how the research we produce translates into thoughtful leadership around the issues of individual, corporate, and university citizenship. In addition, we need to conceptualize citizenship and leadership within a global framework.

Our university, with its deep roots in democracy, can be a focal point for teaching and modeling citizenship and leadership. Preparing our students to be engaged citizens and creative leaders has always been and must continue to be part of our mission. 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 concepts of citizenship and leadership. GW is already an academic community where civic engagement is a key value. We envision a future in which our university is widely known as a leader in making the world a better place.
Section 3: Objectives and Actions

Our university’s objectives for the coming decade are organized around the three goals the steering committee defined in its discussion in fall 2011. As noted earlier, these derive from our university’s long-standing mission of education, advancement of knowledge through research, and service to society. The four broad themes described in the previous section further inform our action plan, with many initiatives related to more than one theme.

Overall, our strategic plan establishes a framework for making wise choices about the use of our university’s resources. We anticipate that this strategic approach will establish GW as a leader in education and research related to these four broad thematic areas.

A. Education

*Our students acquire the skills and knowledge to become leaders in addressing the challenges and seizing the opportunities they will encounter throughout their lifetimes*

This ambitious goal intersects with all four of our broad themes. In the coming decades, our graduates will live and work in highly globalized world. Among many other competencies, our students need to gain an understanding of diverse governmental systems and economic structures. In solving society’s toughest problems, they may draw upon knowledge and skills from multiple disciplines, ranging perhaps from engineering to psychology. And they will need to truly appreciate their responsibilities and privileges as engaged citizens and leaders.

This section emphasizes educational objectives and structures that provide rigor and flexibility in the curriculum, facilitate programs that cross disciplinary and school boundaries, better integrate curricular and co-curricular experiences, and enhance students’ intercultural knowledge and competence.

**Objective A1:** Create a more unified and intellectually coherent undergraduate educational experience that fosters a range of core competencies including creativity, critical thinking, quantitative reasoning, and an appreciation for diverse cultural perspectives.

*Rationale:* 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 and social responsibility; and the ability to use their education to
solve complex problems. A shared core curriculum ensures that our undergraduates acquire this essential foundation for success. In addition, we currently admit undergraduate students to our individual schools rather than to the university as a whole, which undermines students taking full advantage of all that our university has to offer. It also creates barriers to implementing options such as cross-disciplinary minors and combined BA/MA programs that bring together programs in different schools. These constraints are best addressed by having all undergraduates admitted to GW as a whole rather than to separate schools.

Actions
1. Work with the Faculty Senate to launch a process to develop a rigorous common core of undergraduate general education requirements that provide a broad liberal arts education and align with accreditation standards imposed by our regional and professional accrediting agencies (e.g., Middle States, ABET).
2. Create minors that address problems that cut across traditional disciplines and schools (e.g., sustainability, poverty, immigration, energy, AIDS, security, and obesity).
3. Admit undergraduates to the university, rather than to individual schools. This would involve appointing a vice provost for undergraduate education to work with school deans and faculty to design cross-disciplinary courses and programs. Students with strong, specific interests would be able to declare themselves as “pre-majors” in select areas including International Affairs, Media and Public Affairs, and Engineering.
4. Better coordinate academic and career advising.
5. Develop a new budget model that encourages development of courses and academic programs that appeal to students broadly, particularly at the freshman level.

Objective A2: Inculcate leadership ability and intellectual rigor by creating undergraduate experiences that better integrate student curricular and co-curricular activities and opportunities.

Rationale: By the time an undergraduate receives a GW diploma, he or she has successfully completed our core requirements, along with the requirements of a specific major and, possibly, a minor. Our graduates have frequently also benefited from at least one internship, performed a service project, and often held a paying job. 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 better 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 connects with to real-life experiences.

**Actions**

1. Identify and develop communities near campus and around the world where students spend extended periods of time participating in research and/or providing service, preferably in contexts where they become immersed in an unfamiliar culture or community.
2. Increase the number of undergraduates involved in research, particularly those opportunities in which they work closely with a faculty member.
3. Enhance our students’ internship experiences to clearly link them to relevant portions of the academic curriculum; utilize the career center as a central clearing house for an expanded list of internship opportunities in the Washington, D.C., community and around the world.
4. Identify additional international career and internship opportunities by improving the coordination between the study abroad and career centers.
5. Solicit contributions to a scholarship fund to ensure that all students can afford the opportunities provided by internships.

**Objective A3:** Develop academic programs and student experiences that provide the foundation for a global education and the development of intercultural competence.

**Rationale:** Cultural understanding and the ability to work with others who come from diverse backgrounds is an essential tool for future leaders. Cultural empathy helps people see and solve problems from multiple perspectives. And it enables people to move deftly among cultures, sometimes navigating across their own diverse cultural identities, sometimes living within and learning about unfamiliar cultures.

**Actions**

1. Develop study-abroad programs in which students spend extended periods of time immersed in the culture and language of another country (as opposed to simply studying in another country); some experiences may involve participating in research or service in another country.
2. Design innovative international experiences and programs in key geographic regions that distinguish our university.
3. Develop opportunities for pre-college students from abroad to come to GW to practice their English skills and prepare for undergraduate study in the United States.
4. Increase course offerings and secure support for faculty in the history, culture, literature, and language of key geographic areas.
5. 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 to help these student succeed.
6. Increase enrollment of underrepresented groups to improve the overall diversity of our student body.

Objective A4: Develop curricular offerings, research opportunities, and additional residential programs that equip students to be effective leaders and citizens.

Rationale: Our university is rooted in General Washington’s belief in the value of a national university that would educate the next generation of citizens and leaders. This tradition is fundamental to our identity.

Actions
1. Develop an eight-semester, module-based citizenship and leadership program that includes curricular, co-curricular, and extracurricular experiences and incorporates 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” targeted at alumni and policy leaders and open to GW students.
2. Establish diverse affinity-living groups where students from different fields of study who share cross-disciplinary interests reside together so as to build stronger communities and create additional leadership opportunities.
3. Expand the faculty-in-residence program and joint research opportunities, giving students additional opportunities to learn from and interact with our faculty.
4. Renovate and create additional space in residence halls for community-based activities.

Objective A5: Create an Undergraduate Science and Engineering Academy.

Rationale: Increased investment in undergraduate and graduate STEM (Science, Technology, Engineering and Mathematics) education and in developing the STEM
workforce is critical to the nation’s future. As a university, we want to attract and educate STEM students from around the world. The Undergraduate Science and Engineering Academy 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. The academy will benefit from the resources in our new Science and Engineering Hall.

**Actions**

1. Hire faculty prominent in STEM education to lead initiatives in the field.
2. Recruit and support high-quality students in the field at all levels: undergraduate, graduate, and post-doctoral. To ensure diversity, develop an outreach strategy to attract students from underrepresented groups.
3. Develop innovative STEM programs in areas such as energy and sustainability, mathematical modeling, computational biology, biophysics, nanomaterials, and technology-based entrepreneurship.
4. 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.
5. Build additional studio teaching spaces beyond those currently contained in the Science and Engineering Hall.
6. Provide pathways for STEM undergraduates and graduate students to pursue teaching careers in secondary education.

**Objective A6:** Enhance the post-graduation opportunities for our undergraduates.

**Rationale:** 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.

**Actions**

1. Create BA/MA policy track programs across disciplines.
2. Develop four-year BA/MA programs for highly motivated students who enter GW with substantial advanced placement credit.
3. Ensure continued investment in and accessibility to career services.

**Objective A7:** Sustain and strengthen a diverse and high-quality graduate student and post-doctoral fellow population by increasing the diversity of graduate programs.
Rationale: 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 support a diverse graduate population. This includes providing funding to improve access to doctoral programs and helping schools develop cross-disciplinary graduate programs.

Actions
1. Create 10-15 new graduate doctoral packages for students who add to diversity in their chosen fields of study.
2. Create 30-50 additional fully-funded graduate aid packages.
3. Ensure the financial competitiveness of all graduate aid packages.
4. Develop housing options that bring together graduate students from across the university.
5. Provide university-wide graduate student training in how to communicate ideas and research results to the general public.
6. Develop additional cross-disciplinary graduate programs such as the one recently launched by School of Business and the Law School on government contracting.

B. Research

Our faculty and students advance human knowledge in ways that 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. 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 nourish and sustain pure inquiry and discovery. 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. If we are to succeed in this endeavor, we need to become more agile than we currently are in collaborating across traditional disciplinary boundaries.

Objective B1: Create cross-disciplinary research centers that draw on faculty and students from more than one school to address complex issues and problems. These centers will draw from areas of strength within the university.
**Rationale:** Cross-disciplinary research centers will expand the university’s capacity to contribute creative and valuable solutions to some of the most pressing issues facing society. Such collaborative centers also open up new research opportunities for our students.

**Actions**
1. Support research centers in areas where funding has already been committed such as cancer, sustainability, computational biology, neuroscience, and the global women’s initiative.
2. Identify 4 to 8 additional cross-disciplinary and cross-school centers over the life of the plan; support these through additional faculty and start-up support.
3. Designate some of these centers as “enterprise zones,” with 100 percent of indirect cost recovery reinvested in the center’s research for some fixed period of time.
4. Rigorously review all current centers and eliminate those that do not generate significant research activity.

**Objective B2:** Expand and improve our research and teaching by hiring 50-100 faculty engaged in research in key areas identified in the strategic plan.

**Rationale:** In recent decades, the size of our student body has grown more rapidly than our tenure-line faculty. Over the coming decade, we plan to reverse this trend. New faculty hiring will focus on scholars who, while strong 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.

**Actions**
1. Develop a targeted, coordinated strategy for hiring research-active faculty engaged in: cross-disciplinary research; work in key geographic regions; policy and governance; citizenship and leadership studies. This strategy includes focused outreach to faculty from underrepresented groups.
2. 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.
3. Promote joint hires with government agencies (e.g., NIH, Smithsonian) and private entities such as D.C.-area think tanks.

**Objective B3:** Facilitate additional research on campus.
Rationale: The development of our research enterprise is essential to our long-term success. It will help us attract strong 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 integral part of our university’s service mission.

Actions

1. Thoughtfully modify university policies to allow some faculty to engage in classified research. With sufficient volume in this area, build a facility for classified research on the Virginia Science and Technology Campus.
2. Improve pre- and post-award support for researchers, including help identifying funding agencies and assistance writing grants.
3. Dedicate unallocated space in Science and Engineering Hall to cross-disciplinary and high-volume research groups.
4. Create a fund to seed research initiatives that involve principal investigators from more than one school.
5. Improve research environment and support structure for post-doctoral fellows.

Objective B4: Encourage translational research focused on extending basic research into pragmatic solutions to significant societal problems.

Rationale: We have long been known for our contributions to solving national and global problems through our translational research. As a consequence, we frequently attract students who are interested in policy. We can enhance GW’s role in addressing important problems by further supporting work in translational areas.

Actions

1. Support research into policymaking through incentives such as faculty sabbaticals to engage in policy-related translational research and leave for opportunities made possible by the Intergovernmental Personnel Act and other government programs.
2. Review Institutional Review Board policies and procedures to better facilitate policy research.
3. Initiate a “reverse sabbatical” program for individuals engaged in policymaking and governance to teach and do research at GW.
C. Service

*Our university is known as a world leader for turning knowledge into action to tackle society’s most challenging problems*

Our teaching, research, and co-curricular programs contribute to the many communities we serve. Our fundamental aim is to expand our contributions through support for civic-minded faculty, students, staff, and other community members.

**Objective C1:** Develop mechanisms to ensure that the research being done on campus is disseminated and publicized outside of the academic community.

*Rationale:* Much of the research done in the academy is theoretical in nature and reaches a targeted audience, often through publication in scholarly journals. As a result, its effect on policy makers and the general public is limited. We need to find ways to convey exciting research and discoveries taking place at GW to the general public.

**Actions**
1. Work with External Relations to help faculty disseminate key research findings broadly, both to the general public and to decision-makers in the public and private sectors.
2. Encourage schools to “adopt” small think tanks geared towards research in the humanities and social sciences.
3. Establish an incubator to translate student and faculty research into private-sector enterprises that can provide goods and services at a large scale and over sustained periods of time.

**Objective C2:** Ensure that GW is known for shaping the national dialogue in the arts, social sciences, and natural sciences.

*Rationale:* Our university is fortunate to be a venue for a large number of symposia, national meetings, lectures, and other prominent events. These activities provide unique educational opportunities for our students and enrich the intellectual life of the entire university. They also highlight important work taking place at our university. We should explore new ways to weave these national and international events into the fabric of campus life.
Actions
1. Secure funds to bring prominent policy-makers to campus as guest professors who teach all or part of a course; provide online access to these courses and lectures.
2. Attract leading creative artists to campus by improving our performance venues.
3. Post more lectures and talks online; build on existing models, such as the Elliott School’s web video initiative.
4. Create GW-branded policy case studies similar to the Harvard Business School case studies; establish GW’s leadership in this area.

Objective C3: Expand GW’s role as a model institutional citizen for the greater Washington, D.C., area.

Rationale: We are a valued contributor to the intellectual life and financial health 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 many students at District schools access to our courses, as appropriate. Through the work of our faculty, staff and students, we will expand those activities that add value to the larger community.

Actions
1. Continue hiring and retaining a diverse workforce that includes underrepresented groups, veterans, and people with disabilities.
2. Continue the practice of designing new construction and renovations to be sustainable.
3. Encourage faculty and students to engage in research and activities that contribute to the local community; e.g. legal clinics, health-care studies, economic development plans; enable faculty to engage in research in the community that includes undergraduate and graduate students and local community members.
4. Develop strong reciprocal partnerships with D.C. businesses, governmental agencies, schools, and non-profit organizations, particularly those that support underrepresented groups and at-risk populations. Identify and work with local minority-owned vendors.
Section 4: 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 and $305 million in funding for investments associated with the plan. We estimate the specific actions detailed in the plan will cost between $110 and $220 million. 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 GW’s Board of Trustees as part of its normal oversight of the plan’s performance. Specific allocations will be driven in part by a capital campaign.

Financing Sources

We have identified five sources of support for the plan: savings and revenues resulting ideas/initiatives of the Innovation Task Force; 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; research funding; and philanthropic contributions. We discuss each of these below.

Innovation Task Force Reallocations: Under the Innovation Task Force (ITF) initiative, all savings are allocated to our university’s academic mission. School savings realized from the ITF initiatives return to the schools, while those savings realized at the university level are allocated to the Office of the Provost. Over the course of the plan, we anticipate ITF contributions to cover between $45 and $60 million of needed funding. Included in this will be at least $5.2 million in funds that recur annually. At minimum, the provost will dedicate the funds from the following initiatives to strategic plan actions.

- **Study Abroad (cutting 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 Efficiency - $9,500,000 total ($950,000 annually)

Leased Space Reduction (reducing classroom space rentals: 2020 K Street and 1776 Street) - $12 million (upon expiration of both leases in 2017, saving will be $2 million annually)

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 can be applied to plan actions.

**Academic Affairs Administration Reallocations:** The Office of the Provost budget will fund between $25 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 recurring funds has already been placed in reserve to fund the plan.

**School-Based Contributions:** Schools that secure faculty lines related to the plan will be expected to dedicate a small contribution from either their own Innovation Task Force savings or from other sources. We anticipate these contributions will result in $5 to $10 million in expenditures over the life of the plan.

**Philanthropy:** The GW Office of Development has committed to securing, as part of the capital campaign, between $300 and $400 million for activities that align with the strategic plan. We expect that at least half this amount ($150 to $200 million) will derive from outright gifts, funded via one-year or multi-year 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.

Resources from philanthropy will be directed towards a globalization fund, a cross-disciplinary fund, a citizenship and leadership fund, a student services fund, and faculty lines. Within each category, donors may direct funds to specific projects or initiatives.

**Globalization Fund:** Philanthropic gifts would support programs such as: scholarships to ensure that students can study abroad, institutional projects with specific countries, and faculty and students working abroad in areas such as international medicine and pandemic diseases.

**Cross-disciplinary Fund:** Charitable contributions would fund endeavors such as cross-disciplinary centers (e.g. autism, neuroscience, cancer, global women, cyber-security), translational research, undergraduate and graduate research, research discovery, teaching support for high-profile lectures, and support of
professional school faculty teaching undergraduates. Included in resources for this area would be the funds (approximately $10 million) secured for a cancer center.

**Citizenship and Leadership Fund:** These gifts would help fund service learning, a professional internship office within the career center, citizenship and leadership educational programs, and community outreach efforts.

**Student Support Fund:** Philanthropic gifts would provide support for graduate programs, veteran-support programs, affinity housing, and the career center.

**Faculty Lines:** Funds would be sought to secure 20 to 50 new faculty lines. While the faculty lines would reside in the schools, faculty would be engaged in work associated with the initiatives outlined in the plan.

**Research:** Cross-disciplinary centers will be expected to secure both direct and indirect research support. Most of the indirect cost recovery associated with the growth of research will be needed to support the infrastructure associated with that research and therefore cannot be counted as funding the plan. However, there are some cases where the indirect cost recovery will be allocated back to the units doing the research. In these cases, the indirect cost recovery will be used in direct support of the plan. We anticipate that this will produce between $3 and $5 million in support over the next ten years.

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. Funding for career-services enhancement will occur through the use of regular, base-budget funds. Capital expenditures (e.g. artistic space, minimizing the environmental footprint of our facilities, etc.) will be resourced either from donations or the university’s regular capital budget.

**Estimated Costs of Actions**

Below are estimated costs for objectives not self-financed, with total cost expected to range from $110 to $220 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.
Objective A1: Create a more unified and intellectually coherent undergraduate educational experience. $9 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 most likely be from Provost reallocations/ITF distribution.

Objective A2: Create undergraduate experiences that better integrate curricular and co-curricular activities and opportunities. $2 to $7 million for developing service-learning courses, investing in student-research opportunities, and, if philanthropic gifts can be secured, towards providing internship scholarships. These funds will most likely come from Provost reallocations/ITF distributions and philanthropy.

Objective A3: Develop academic programs and student experiences that provide the foundation for a global education and the development of intercultural competence. $5 to $15 million for a “go deep” 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.

Objective A4: Develop curricular offerings and additional residential programs that equip students to be leaders and citizens. The primary expense associated with this objective will be maintaining and supporting a “module based” leadership and citizenship program for our students. Additional expenses are associated with expanding the faculty-in-residence program. We anticipate spending between $5 and $7 million on this over the course of the plan. These funds will most likely come from Provost reallocations/ITF distribution and philanthropy.

Objective A5: Create an undergraduate Science and Engineering Academy. Exclusive of faculty lines, we anticipate spending between $2 and $4 million on this initiative over the course over the next ten years. These funds will most likely come from Provost reallocations/ITF distribution and foundation support.

Objective A6: Enhance the post-graduation opportunities for GW undergraduates. Through its regular budgeting process, the university plans to invest an additional $2 million annually in career services. Additional support will be sought through philanthropy.
Objective A7: Sustain and strengthen a high-quality graduate student population.
$4 to $8 million over the course of the plan with funds deriving from Provost reallocations/ITF distribution. In addition, we anticipate building graduate housing that will be self-financed.

Objective B1: Create cross-disciplinary research centers. Exclusive of faculty lines, we anticipate spending between $20 and $30 million on support for cross-disciplinary centers over the course of the plan. These funds will most likely come from Provost reallocations/ITF distribution, the small amount of available indirect cost recovery, and philanthropy. The philanthropic funds will include contributions such as the already-secured gift for the establishment of a cancer center.

Objective B2: Hire 50-100 faculty. $50 to $100 million for new faculty lines. At the plan’s conclusion, we anticipate incurring between $8 and $16 million in annual expenses associated with faculty salaries. These funds will most likely come from Provost reallocations/ITF distribution, school-based contributions, and philanthropy.

Objective B3: Facilitate additional research. Beyond the completion of the seventh and eighth floors of the Science and Engineering Hall, 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 and $6 million on this objective over the course of the plan. These funds will most likely come from Provost reallocations/ITF distribution.

Objective B4: Encourage translational research. We anticipate spending between $2 and $4 million on reverse sabbaticals that bring prominent policymakers to campus. These funds will most likely be from Provost reallocations/ITF distribution.

Objective C1: Develop mechanisms to ensure that research being done on campus is disseminated. We anticipate spending between $2 and $6 million on actions such as small think tanks and broadly disseminating research findings. These funds will most likely come from Provost reallocations/ITF distribution and philanthropy.

Objective C2: Ensure that GW is known for shaping the national dialogue in the arts, social sciences, and natural sciences. Funding to fulfill this objective is needed to provide state-of-the-art performance space, to launch a university-wide video initiative to publicize talks and lectures that occur on campus; and possibly to create GW-branded policy case studies. Exclusive of the capital projects associated with the space/facility requirements, we anticipate spending between $3 and $10 million over the course of the
plan. These funds will most likely come from Provost reallocations/ITF distribution and philanthropy.

**Objective C3:** *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 and $4 million over the course of the plan. These funds will most likely come from Provost reallocations/ITF distribution and philanthropy.