Framework for Discussions: It was noted by a faculty member that not every one of the four pillars of the Strategic Plan will affect each level of the Faculty Code. It is important in these complex times for institutions of higher education to have governance structures that allow the faculty and administration to do their work. The review of the Faculty Code’s alignment with the Strategic Plan could be an opportunity to evaluate GW’s rankings and determine deficiencies and areas to improve.

Agility/Flexibility to Hire: For GSEHD, there is a spreading out of students and faculty across the world through distance learning. A major question raised was if the University had the means to sufficiently hire enough faculty on a temporary basis to meet these needs.

Governance Rights: A faculty member that holds a joint appointment between two schools found there to be an inconsistency of title, role and standards for both contract and non-contract faculty, especially in the area of research. One school may require a faculty member to be a primary author while another may require only secondary or tertiary authorship to advance through the APT process. Further, as a faculty member with a joint appointment, they are only permitted to be represented in their “home” school, and do not have rights to participate in governing rights in the school of which they are only “affiliated.” Many decisions for cross-disciplinary programs are made at the department and school level. Therefore, this faculty member may be absent from decision making meetings that directly affect their program.

It was brought up that long-term contract faculty do not have a voice in APT of their colleagues and that amending this should be explored. At the same time, tenure/tenure accruing faculty must show a commitment to service and scholarship while there is no requirement for contract faculty to do these things.

Faculty Definitions: Faculty often find the different types of faculty to be difficult to understand, e.g. clinical, professor of practice.

Academic Freedom: As a global university, notions of academic freedom are different throughout the world, e.g. faculty working in China. For GSEHD faculty, how do we define the classroom for online education (UTL)? Are the research methods used by students in Africa, or students living in another state protected?

School Bylaws: Should school bylaws be more uniform? Years ago, a review of doctoral programs at GW led faculty from different schools to review dissertations from other schools, found that there is some uniformity, but that disciplines are very different (English vs. Engineering) and that there should be allowances for those differences.

Evaluation: A major difference between schools is how they conduct reviews and evaluation. Schools have different evaluations of their deans and leadership. Is there an opportunity to evaluate school and University leadership? A review of evaluation of cross-disciplinary faculty is necessary, as different schools have different means of judging academic advancement. The amount of time it takes to create and implement a cross-disciplinary cross-school program is enormous.

Note: A list of Institutes and Centers within the University is housed in the Office of Research.
Ways to Improve: The faculty suggested giving attendees copies of the Faculty Code ahead of the meeting, as well as providing the matrix and framework ahead of time. Another suggestion was to keep dialogue. Print sign-in sheets ahead of time. Have document packets printed and ready to go day before.