The Presidential Search Committee extends special thanks to President Wrighton, the Deans, the Vice Presidents, the Faculty Consultative Committee, the Faculty Senate Executive Committee, the Office of the Board of Trustees, and all those who attended the faculty, staff, student and alumni community forums, as well as those who submitted commentary, for their many valuable comments, which greatly enhanced the writing of this document.
EXECUTIVE SUMMARY

The George Washington University (GW) Board of Trustees and the Presidential Search Committee, led by Chair Trustee Roslyn Brock and Vice-Chair Professor James Tielsch, seek to appoint as GW’s next president:

- A distinguished academic or organizational leader with a track record of success in hiring, developing, and retaining outstanding and diverse faculty and staff.
- An individual with a track record of increasing the academic reputation and quality of undergraduate, graduate, and professional education.
- An individual with a successful record of supporting a culture that facilitates the increase of extramural research funding and creating incentives for major multidisciplinary research centers and institutes focused on grand challenge problems.
- An individual with a demonstrated history of embracing and advancing institutional commitments to diversity, equity, and inclusion.
- An individual who comes with a record of uncompromising integrity, an unwavering moral compass, outstanding communication skills, and a passion for academic innovation and entrepreneurship—along with a record of strong financial acumen and collaborative, strategic, and decisive action.

The Board invites and especially encourages those who have a strong and demonstrable track record of success in senior academic leadership positions at GW’s peer or aspirational peer universities (especially those with academic medical centers), who have a reputation for respecting faculty, staff, students, and alumni in a manner that rewards success.

The Board and the Presidential Search Committee welcome nontraditional candidates from the corporate community or those who have served in senior leadership positions in government, with the proviso that such individuals must be sensitive to GW’s strong commitment to shared governance, and the value they place on the input of the Faculty Senate, the faculty, students, staff, and their distinguished alumni, of whom they are incredibly proud. Given the aspiration of GW’s faculty to be recognized for their policy expertise across a wide range of disciplines, individuals who could facilitate GW’s aspiration to increase their role as “policy influencers” and to be invited to serve as “wise counselors” to the nation’s leaders would also be especially welcome as candidates.

The next President of GW will be expected to partner with GW’s committed Board, faculty, and staff, in the development and implementation of an ambitious strategic agenda that will celebrate the numerous accomplishments of GW’s past, tout the extraordinary alumni who are the best examples of what makes GW proud, and energize the entire university community in its quest over the next decade for ever-increasing academic distinction, thereby, enabling GW to advance beyond its recognized excellence to achieve pre-eminence as an engine for discovery, education, and service broadly defined.

GW seeks a visionary president who is inspirational and who brings a unique commitment to the success of the entirety of the university; they will need to strategically deploy resources to drive the university’s aspiration for ever-increasing academic excellence and research. Given these challenging times, as universities emerge from the pandemic, priority will be assigned to candidates who have had significant leadership experience in a university or a comparably complex multifaceted organization that demonstrates their ability to lead a community that has multiple diverse constituencies and an ambitious agenda for increased stature and recognition.
GW’s next president will be expected to have a strong record of commitment to principles of diversity, equity, and inclusion and effective experience in creating an environment that is welcoming and nurturing for all.

GW’s next president will be expected to have a reputation for excellent communication and listening skills and embrace transparency in making timely and thoughtful decisions regarding all responsibilities within their purview. The president will need to be an individual comfortable in courageously charting a path for an enhanced future, characterized by excellence across the board, entrepreneurship and innovation. Given GW’s unique location as a comprehensive research university in the nation’s capital, the hope is that GW’s next president will embrace the idea (and facilitate its implementation) that GW’s faculty, staff, and students can have a unique and profound impact on our world, on their local community by being thought leaders and a convener for addressing key societal problems.

**The Specific Opportunity**

As a comprehensive, research university, GW has the special advantage of location in the nation’s capital and a storied history of influencing public policy. Its students and faculty regularly take tremendous advantage of their location. GW’s next president will be expected to recruit and retain a world-class, diverse faculty to increase—quickly and significantly—the reputation, stature and rankings of all GW’s academic units in order to be competitive with comprehensive research universities ranked in the top 50 by U.S. News & World Report. This will be the first step toward GW’s ambitious goal to become the *only AAU university in the nation’s capital*. While the realization of this goal will likely take years to achieve, it will require working with GW’s distinguished Board of Trustees, the faculty, the Faculty Senate, staff and university constituencies to develop an aggressive strategy with articulated goals and then execute on a road map to build and expand the institution’s research excellence, across all disciplines, both at the undergraduate and graduate levels, and to facilitate the ability for every one of GW’s schools and colleges to be competitive with and judged equal to those at their peer institutions currently ranked in the top 30.

GW seeks a leader who inspires trust, conveys trust, who listens actively to make transparent decisions informed by data, who has superb academic judgment, and who feels rewarded by enabling every student, staff, and faculty member to reach their full potential, individually and collectively. Understanding the competitive landscape within which preeminent universities compete, GW’s next president will need to be able to lead the implementation of a strategy to position GW for ever-increasing academic distinction and policy impact. Hopefully, this will lead to a reputation for the kind of expertise regularly sought by those in leadership positions in the federal government.

In summary, GW’s next president will need to convey unparalleled ambition for the university, a commitment to and the ability to raise the resources to fund this new agenda, and work collaboratively to realize that ambition with all of GW’s key constituents as partners.

In addition, GW seeks a president who will:

- Build upon the momentum and increased trust developed over the last nine months.
- Tout the extant strengths of GW and spend time in the first year to understand and appreciate the GW culture.
- Promote the principles of shared governance among all of the university’s stakeholders: faculty, staff, students, administration and the Board of Trustees and support operationalizing these principles into day-to-day practice.
- Work collaboratively with GW’s many constituencies to identify the institutional priorities that will serve as the foundation of a post-COVID unifying vision and strategic plan for the George Washington University over the next decade.
- Position the institution on a trajectory to be ranked among the top 50 national universities in the nation and set in motion strategies to raise all colleges and schools to be ranked in the top 30 among their peers.
- Create a culture of academic excellence that will lead to GW’s invitation to be the only AAU school in the nation’s capital.
- Target investments to people and programs that advance the reputation of GW, are forward-looking, and contribute to the academic excellence and financial health of the university.
- Anticipate the changing landscape of higher education and position the university so that it continues to attract outstanding students and exceptional faculty and staff and provides for them the opportunity to excel, in a timely manner, without impediments.
- Enhance the reputation of GW’s School of Medicine and Health Sciences and clinical practices by setting priorities for the growth of its research enterprise, increased NIH funding, and by creating areas of recognized nationally competitive clinical and research excellence.
- Through strategic hiring and investment, put in place the path to realize a doubling of the extramural research funding received by the university over the next five years.
- Foster a campus environment that welcomes free speech, supports academic freedom and encourages respectful dialogue about the complex issues of our time.
- Create an environment and a culture that celebrates civil discourse and respectful dialogue, even on controversial issues on which reasonable persons may disagree, such that GW is recognized as a leader in civil society and in higher education for embracing diversity of opinion and diversity of thought on all manner of subjects.
- Demonstrate a bold and unwavering commitment to diversity, inclusion, racial equity and social justice.
- Inspire and drive excellence on recruitment and retention of faculty and staff, and set the bar high for faculty appointments, and promotion and tenure.
- Champion university efforts to address the wellness of students, faculty and staff.
- Build on the institution’s commitment to the District of Columbia by assuming a leadership role in strategic networks advancing innovation within the District.
- Leverage relationships in the District and in the federal government to develop global opportunities for students and faculty to gain policy expertise.
- Ensure that GW’s organizational and budgetary systems are sustainable and minimally invasive, and designed to enable the realization of long-term aspirations, in a timely manner, including, but not limited to, increasing student access and enhancing faculty excellence.
- Engineer the university’s policies and procedures such that the bureaucracy that naturally comes with a large complex institution is minimized, and reforms are instituted to address concerns that frustrate and impede success.
- Lead in developing a master plan for the revitalization of GW’s facilities that is aligned with the strategy for increased academic excellence and student and faculty recruitment, taking
into account how higher education is evolving in the post-pandemic world, particularly among the nation's leading 50 comprehensive research universities.

• Shape and lead GW’s capital campaign to support excellence and innovation in education, research, scholarship, and community service as the University begins its third century.
• In collaboration with the Board, articulate and implement a plan to double the endowment, and dramatically increase major gifts to facilitate the realization of the goals to which the university has assigned its highest priority.
• Establish meaningful standards of judgement and metrics to measure success across all aspects of the university by rewarding outstanding performance and signaling unacceptable performance.

To solicit community feedback and inform its evaluation those to be considered for this exciting and unique leadership opportunity, the Search Committee held a series of forums with students, faculty, staff and alumni, met with deans and vice presidents, and embraced the goals articulated by the Faculty Consultative Committee, to identify the above priorities, albeit additional goals may be added to the list above. Consistent with the above, the committee is particularly interested in individuals who:

• Have a widely recognized and respected record of sustained, outstanding academic or intellectual achievement in their own discipline, and a career focused on addressing the most challenging problems of our time and/or in their academic discipline.
• Demonstrate a record of leading by example on DEI as evidenced by their having made DEI a strategic priority.
• Possess core skills and experience required of a distinguished university president as the face of the institution, including, but not limited to, a keen intellect, a reputation for intellectual curiosity far beyond their own discipline, an entrepreneurial spirit, financial acumen, strong listening skills, a kind, gracious and warm interpersonal style, an appreciation for the challenges faculty, students and staff are facing in this post pandemic decade, and a record of effectively leading complex organizations, including in times of crisis.
• Enjoy a reputation for transformative leadership, superb judgment and bold decision making.
• Demonstrate a holistic vision of a comprehensive research university and the ability to listen and communicate effectively with all stakeholders, and to convey to each and every constituent their importance and value to the university.
• Are respectful of shared governance among all of the university’s stakeholders and understand the beneficial role shared governance plays in creating and realizing an exciting and bold vision for the university’s future.
• Can set a tone of excellence for all the university does and aspires to be.
• Demonstrate an ability to work collaboratively, recognizing talent in building leadership teams and evaluating their effectiveness.
• Demonstrate an ability to inspire confidence and trust in the candidate’s ability to prioritize the right initiatives and reach the right outcomes.
• Have a track record of successful fundraising from corporate donors, major donors, alumni and friends; dramatically increase the number and nurturing of major donors and recognize the potential for a first-rate academic medical center that offers superb clinical services to drive corporate partnerships and interest in, and recognition of GW as a major asset of the District of Columbia in which everyone should invest.
• Model unwavering integrity.
• Serve as the catalyst for creating and realizing collaborative opportunities across an institution.
• Understand the competitive landscape within which top 50 comprehensive research universities compete and navigate it skillfully.
• Demonstrate strong emotional intelligence and a reputation for being humble, kind, warm and expressing a sense of humor.
• Are willing to take thoughtful risks to strategically advance the institution and build on success and learn from failure.
• Are self-aware, authentic, consultative in approach and willing to make difficult decisions in a timely manner.
• Display intellectual dexterity and creativity through strategic and operational decisions.
• Can determine strategic opportunities for GW to “leapfrog” its competitors by responding to COVID-19 and the post-COVID environment in creative ways as well as identify those areas of the university that have been placed “on hold” or reduced by COVID-19 and reignite them with specific programs or actions.

APPLICATIONS AND NOMINATIONS

The GW Board of Trustees and the members of the Presidential Search Committee are excited about the University’s future and proud of its history. They look forward to welcoming and supporting the next president.

Confidential review of applications, nominations and expressions of interest will begin immediately, and will continue until an appointment is made. The University invites inquiries, nominations and applications. To be ensured of full consideration, interested individuals should provide an electronic version of their curriculum vitae along with a bullet point summary of key accomplishments in each leadership role held. The university has retained Ilene H. Nagel, John D. Simon and Charles E. Kaler of Education Executives, LLC to assist with this search. Confidential inquiries, nominations and applications should be sent via e-mail to:

Ilene H. Nagel, John D. Simon & Charles E. Kaler
Education Executives, LLC
https://www.edexsearch.com/
GWU.President@edexsearch.com

George Washington University is an Equal Employment Opportunity/Affirmative Action (EEO/AA) employer committed to maintaining a nondiscriminatory, harassment-free, diverse work and education environment. The university does not unlawfully discriminate on the basis of protected characteristics or on any other basis prohibited by applicable law in any of its programs, activities, or employment practices.

For more information on this policy and its purpose, please read the Equal Employment Opportunity Policy Statement (PDF).
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THE UNIVERSITY

The George Washington University is a dynamic, diverse and student-centered research university committed to educate the next generation of citizen leaders. Chartered by Congress in 1821, the university is the largest private institution located in the nation’s capital. Nationally ranked and competing with some of the finest public and private research universities in the nation, GW’s commitment to academic excellence, forefront research and scholarship, and cultural and intellectual diversity, is built upon its founding values of integrity, creativity, and openness to the exploration of new ideas. For over two centuries, the university has produced well-informed, ethically grounded citizens, an extraordinary number of whom have gone on to seek and find creative solutions to society’s most complex problems.

GW’s main campus is located on 43 acres in the historic Foggy Bottom section of Washington, D.C. The university’s remarkable setting is just blocks from the White House, the U.S. State Department, the World Bank, the International Monetary Fund, embassies and the National Mall. Also nearby are the John F. Kennedy Center for the Performing Arts, the U.S. Institute of Peace as well as other prominent national and international organizations.

The university’s connections and proximity to many of the nation’s and world’s preeminent institutions mean that a GW education goes far beyond the classroom. The university has established academic relationships with the Smithsonian Institution, Children’s National Medical Center and the National Institutes of Health, among others.

In addition to the Foggy Bottom campus, the university has two other campuses. Its Mount Vernon campus is located on Foxhall Road in Northwest D.C. and includes residential housing, a library, and academic and athletic space. A 24-hour shuttle service provides access between the Foggy Bottom and the Mount Vernon campuses. Roughly one-third of GW’s first-year undergraduate class resides on the Mount Vernon campus, and it is home to a growing number of innovative living and learning communities.

Spanning 122 acres in Ashburn, Va., the Virginia Science and Technology Campus serves as GW’s hub for discovery through research and academic programs. The campus is home to research labs and centers and institutes advancing knowledge in a wide range of interdisciplinary areas. Academic offerings include School of Nursing degree programs, along with a number of other graduate and certificate programs.

These multiple locations provide a strategic advantage for GW and differentiates the university from its peers. The Washington, D.C., campuses are a “learning laboratory” for the students and affords students and faculty extraordinary opportunities to engage with the vast number of government agencies, elected officials, nonprofits, advocacy groups, foreign diplomats, and leading medical/scientific laboratories and hospitals located within and around the beltway. More than two-thirds of GW undergraduates and thousands of graduate students pursue internships during their time on campus. These intellectual assets make GW one of the most unique and special universities and together create exceptionally unique opportunities for GW to make its mark at a time when the nation is rightly fixated on addressing the grand challenge problems of our times. Students from around the globe are attracted to GW because of these intellectual assets and opportunities and seek to use their education to follow in the footsteps of the amazing cadre of alumni who have gone on to distinguished careers in law, business, government and politics, entertainment, civil society,
journalism and media, finance, science and medicine, the arts, and sports. A list of Monumental Alumni is available here.

Undergraduate Education
GW’s undergraduate programs – offered by the Columbian College of Arts and Sciences, its Corcoran School of the Arts and Design and School of Media and Public Affairs as well as the Elliott School of International Affairs, School of Business, School of Engineering and Applied Science, School of Medicine and Health Sciences, and the Milken Institute School of Public Health – are committed to recruiting talented and diverse students. There are over 136 majors offered across these schools and colleges, and 18% of the student population pursues a double major. Today, GW welcomes 10,929 undergraduate students; 49 states in the U.S. are represented, and the international student population (9.1%) come from over 99 countries. Students are drawn to the academic excellence of GW’s undergraduate offerings. And through attending GW, they get a front-row seat in the theater of history as national and world events unfold in Washington, D.C. The “only at GW” experience manifests itself in a student body that is regularly ranked among the most politically active in the nation. Sixty-three percent of the undergraduate population is female, 37% male. For fall 2022, there were 27,199 applications, and the acceptance rate was 49%. The total number of Pell Grant eligible students at GW has grown from 12% in the fall of 2011 to 15% in the fall of 2021. Twenty-one percent of the student body is from minority and underrepresented populations.

Graduate and Professional Education
GW has a strong commitment to academic excellence and research and scholarly excellence in its graduate and professional programs. The university offers more than 240 master’s, doctoral and certificate programs, enrolls a diverse graduate student body of nearly 15,000 students across 14 graduate and professional schools and colleges. Thirteen percent of the students are international. GW is enormously proud of the fact that in the 2023 U.S. News & World Report ranking, several schools were listed among the top in the United States: The Milken Institute School of Public Health was ranked No. 11, the school’s online Master of Public Health program was ranked No. 1 by Fortune Magazine, GW Law was ranked No. 25, the Law School’s part-time law program was ranked No. 2, the Business School was ranked No. 55, the Nursing School was ranked No. 27, the Trachtenberg School of Public Policy and Public Administration was ranked No. 12, the School of Engineering and Applied Science was ranked No. 79, and the School of Medicine and Health Sciences was ranked No. 61. The overall university was ranked No. 62. While the university is proud of these accomplishments, it seeks now a president who will take them to new heights in the accomplishment of discovery, ground-breaking research, scholarship, research with impact, and the recognition that GW is home to a faculty with tremendous expertise that can be called upon to influence policy decisions in law, technology, science, energy and environment, finance, business, education, public health, and medicine.

Faculty
GW has 1,376 regular full-time, 163 specialized research and teaching, 75 visiting faculty members. 16% of the total full-time faculty are in the medical/nursing/clinical operations (School of Nursing and School of Medicine and Health Sciences). 61% of the regular full-time faculty are on the tenure track or tenured. Leaders in the D.C. area engage in the educational and research mission of the university, enabling students the opportunities to learn from some of the best minds in the world.
GW makes a point of connecting academia to policy and the workplace and is home to a variety of teaching adjunct faculty who are renowned in their fields.

More than 65 current and former Fulbright Scholars serve on the faculty; GW faculty have been elected to the National Academy of Sciences, National Academy of Medicine and the American Academy of Arts and Sciences. This year, two faculty and nine alumni were among those awarded Pulitzer Prizes – the highest national honor in journalism and the arts.

GW is also committed to building a more diverse faculty and a welcoming and inclusive environment. The faculty is approximately 48% women, and 10% of the total faculty are underrepresented minorities.

Research
Advancing GW’s research agenda has been one of the university’s top priorities. The university has made great strides in federally funded research and the quality and impact of scholarship. GW ranks 86th in federal research expenditures, according to the latest figures from the National Science Foundation. Total research expenditures from federal sources for fiscal year 2020 were approximately $157.5 million, an increase of 72% since 2009. GW attributes its rise among premier research institutions to its emphasis on cross-disciplinary collaboration, recruitment of top talent across all disciplines, and investment in research administration.

The university has succeeded in utilizing its proximity to federal funding agencies and other government and regulatory bodies. Faculty across the university serve as experts on federal panels and have the opportunity to meet in person with program officers. In collaboration with GW deans and faculty leaders in their schools, the university has launched key research initiatives such as the Institute for Data, Democracy and Politics, Cancer Center, Computational Biology Institute, Global Women’s Institute, Climate and Health Institute and Sustainable GW, among others. GW scientists and scholars are increasingly the recipients of large federal grants aimed at addressing some of the world’s most pressing challenges.

Our research enterprise is truly comprehensive. GW is building a strong STEM enterprise and integrating STEM competencies into areas of historic strengths such as public policy, law, the arts and humanities and international affairs to advance the public good. The university’s investment in the state-of-the-art Science and Engineering Hall has paid off by attracting new students, outstanding faculty and new cross-disciplinary collaborations. Academic programs in the sciences are blossoming as a result, and stronger collaborations are being forged with preeminent research institutions such as the Smithsonian and NASA.

GW’s location naturally positions it for institutional leadership on research and education in the arenas of governance and policy. University faculty collaborate with international governmental research institutes and agencies on advances in scientific and technological policymaking. GW regularly hosts domestic and international experts on campus for roundtable discussions and has been a prominent source of policy recommendations on such topics as education, public health, climate change, disinformation and domestic extremism.

Service
Being in the heart of the U.S. capital, GW welcomes a large number of prominent visitors to campus each year, from the U.S. president to Supreme Court justices to cabinet secretaries to visiting heads of state. GW is proud of its unwavering commitment to civic engagement and service. This is a
value shared by the entire GW community; and like all aspects of academic life, it is done with a commitment to excellence and impact. In academic year 2021-22, GW community members recorded 618,103 hours of service. Prior to the pandemic, GW students recorded about 750,000 hours of service each academic year. The university is consistently recognized as a top Peace Corps producer and top contributor to Teach for America. In Washington Monthly's national university rankings for service GW consistently ranks in the top 5 and was ranked No. 3 in 2021.

Finally, we would be remiss if we did not reiterate and highlight the fact that the list of GW alumni who have distinguished themselves in their own careers and who have had a profound impact on society is awe inspiring. As referenced above in the link to GW’s Monumental Alumni, GW alumni include business leaders, political leaders (U.S. cabinet members, senators, representatives, governors, foreign heads of state and cabinet ministers), diplomatic leaders (ambassadors, state department officials), judicial leaders (U.S. Supreme, circuit and district courts), academic leaders, military leaders, award-winning journalists, Pulitzer Prize winners, activists, entertainers, and professional athletes and Olympians. GW alumni are the institution’s greatest advocates and ambassadors, and they continue to provide substantial financial support to the university.

**Diversity, Equity and Inclusion**

The George Washington University is home to a vibrant community of scholars, activists, community members and learners hailing from all around the world – we are a truly global university. In our classrooms, research spaces, athletic fields and offices, we are challenged and strengthened by a diversity of identity, thought, experience and perspective, enabling us to gain a deeper understanding of the world and our own community. Our faculty, staff and students have a long history of demonstrating their love of GW by insisting upon and contributing to ongoing self-critical analysis and change making—all in service of aligning GW’s policies and day-to-day practice with our stated values on diversity and inclusion. This magnetic energy around change permeates the GW community and has taken the form of DEI resolutions, initiatives, and programs from our Faculty Senate, schools, departments, student organizations and programs. In addition, this commitment led to the creation of a trustee-led Diversity Committee, a President's Council on Diversity & Inclusion, the creation of GW’s Office for Diversity, Equity and Community Engagement and the university’s first-ever Office of the Provost-led Diversity Program Review currently underway.

Engaging students, staff, faculty and the Board of Trustees, the Diversity Program Review includes a thorough review of current policies and practices, focus groups and interviews, and an external review by a selected board of scholars leading this type of work nationally. This independent evaluation will be critical in informing our DEI efforts as GW moves into its third century. The university intends to review the findings and recommendations advanced by the review process, and develop a diversity action plan that includes goals, action items and regular assessments to track our progress.

**Finances**

GW’s operating budget for fiscal year 2023 is approximately $1.2 billion, and the university’s bonds are rated A1 and A+ by Moody’s and S&P, respectively. The university’s endowment net assets as of June 30, 2022 (unaudited) totaled $2.3 billion and generated $99 million in support of university activities in fiscal year 2022. GW’s COVID response was careful and deliberate. Due to the prudent handling of the pandemic crisis, GW was able to fully return to campus for the fall 2021 semester and resumed providing an enriching higher education experience to its students.
GW uses a modified RCM (Responsibility Center Management) budget model, which is used increasingly by a number of universities in the U.S. The model gives schools more control over new tuition revenues from graduate, off-campus and online programs. The university has a five-year budget planning process that provides accountability from each of the deans and within each of the schools and of transparency into the annual budgeting process. These tools enable GW to react nimbly to changes in the marketplace and create a strategic and aggressive approach to recruiting students and developing educational innovations.

**Development and Alumni Relations**

Through a combination of focused and broad-based fundraising, engagement and communication strategies that are both metrics-driven and aligned, the Division of Development and Alumni Relations (DAR) builds and strengthens relationships with the GW community to encourage investment, advocacy and support of the university’s mission and priorities. With five-year annual fundraising averaging $114 million, the DAR team focuses its work on alignment, effectiveness and efficiency to support strategic institutional priorities through philanthropy with a smart return on investment.

DAR liaises across the university and around the world, providing GW’s more than 320,000 living alumni with opportunities to continue engaging with GW. After the university's iconic only-at-GW Commencement on the National Mall, we welcome new alumni to the GW Alumni Association, which offers opportunities to network, connect, engage and mentor across the globe.

Alumni can also tap into the university’s regional and international alumni networks, multicultural and affinity alumni networks, school alumni networks and alumni industry networks. In honor of GW’s bicentennial in 2021, we proudly introduced the Monumental Alumni Award, a special recognition of GW’s living alumni who have made an impact on the world through their work and service and who embody the ideals of the university. Recipients of this award made enduring contributions that offer inspiration and exemplify the potential of a degree from GW. Among those honored are acclaimed actors, best-selling authors, journalists, politicians, diplomats, activists, entrepreneurs, philanthropists, executives, and more than one astronaut and Olympic medalist.

Notable graduates include author and poet Elizabeth Acevedo, B.A. ’10; astronaut Serena Maria Aunon-Chancellor, B.S. ’97; Sen. Tammy Duckworth, M.A.92, HON ’17; the real estate and Washington Nationals baseball team-owning Lerner-Tanenbaum family; Operation Smile co-founder William Magee, M.D. ’72; actor, director, producer and activist Kerry Washington, B.A ’98, HON ’13; and international trade and economic policy expert Irving Williamson, J.D. ’75.

DAR brings academic leadership together several times a year to discuss best practices in engagement and fundraising. The donor base is alumni, families and friends as well as organizations with sponsored research and planned giving as areas of strength. Notable annual DAR events include Alumni & Families Weekend in the fall and the Celebration of Scholarships & Fellowships in the spring.

In 2021, GW launched **Open Doors: The Centuries Initiative for Scholarships & Fellowships**, a university-wide effort to raise funds for undergraduate scholarships and graduate student fellowships and to spark conversations across the GW community about the pressing need for greater financial support to attract and retain talented students. Open Doors is the fundraising priority for DAR and start of an ambitious new chapter for GW.
Looking ahead to the university’s third century, we are preparing for the next comprehensive campaign, which will take an investment in a sustainable culture of philanthropy. GW is coming off its highest level of attainment since 2015, thanks in part to several gifts that showcase our commitment to academic excellence.

This year several new endowed professorships were established, including the largest gift in GW Law history to support faculty as well as new professors installed in the School of Medicine and Health Sciences. We also expanded on the interdisciplinary work of the Milken Institute School of Public Health through the creation of the Gill-Lebovic Center for Community Health in the Caribbean and Latin America, established by the largest gift from a GW faculty or staff member. We look forward to carrying this momentum into the next year and the next century.

GW’S SCHOOL & COLLEGES

Columbian College of Arts & Sciences

The Columbian College of Arts & Sciences (CCAS) is the largest of GW’s academic schools, encompassing the Corcoran School of the Arts & Design, the Trachtenberg School of Public Policy and Public Administration and the School of Media & Public Affairs, as well as 42 academic departments and programs, more than 1,000 full-time and part-time faculty, 5,700 undergraduate students, 2,500 graduate students, 67 majors, 68 minors, 35 combined degree programs, 51 master’s programs, 24 doctoral programs, 17 graduate certificates, 21 research centers and institutes and 86,000 alumni living in all 50 states and 120 countries around the world.

The Engaged Liberal Arts

CCAS is home to what it calls the engaged liberal arts, where disciplines intersect to inform each other, where theory meets practice, where deep learning and lateral thinking is cultivated to animate the mind, preparing the next generation of engaged, effective and responsible citizens of the 21st century.

Students are immersed in the cultural, scientific, analytical, theoretical and practical realms of knowledge and ready to meet challenges and opportunities of our global society.

CCAS takes learning and discovery into the halls of government, the galleries of the Smithsonian and the historic home of George Washington’s Mount Vernon Estate. Students are curious, disciplined, politically active, socially aware and committed to their education. And they are emboldened through transformative connections—across the nation’s capital through internships and access, and across the world through research and learning opportunities.

CCAS faculty are prolific authors, award-winning scholars and noted innovators and artists. They are recipients of Guggenheims, Pulitzers, NEH fellowships, Fulbright Scholars and cited in top media outlets, published in leading scholarly journals and affiliated with prestigious academic centers, including the National Academy of Sciences and the American Academy of Arts and Sciences.

Our Breadth and Depth

- Arts & the Humanities: Creative and humanistic scholarship enlighten our understanding of how we form, articulate and debate issues of religious, philosophical and cultural importance. From performances and exhibitions to language and literature, our students are challenged to think critically as they engage and interpret the world around us.
• **Science & Quantitative Analysis:** In the classroom and lab, our biologists, physicists, chemists and mathematicians are seeking actionable solutions to today’s most pressing challenges. Faculty engage students in every step of the discovery process to mitigate climate change, treat disease, meet global energy needs, address cybersecurity and more.

• **Social Science:** Studying how we have evolved, the way we interact, live and govern and how we move forward as a society reflect the essence of what makes up the social sciences. The knowledge we create through these disciplines sheds new light on our past while helping us navigate the path ahead.

**FY 22 Research Activity**

During fiscal year 2022, CCAS faculty submitted 187 research proposals and were awarded 62 grants from top research agencies to fund projects across the sciences, social sciences and the arts/humanities. These projects ranged from research on climate change and a study on COVID-19’s impact to examining the influence of social media disinformation campaigns and exploring the use of big data to predict human variability. Total research expenditures for the year reached $16.2 million, an increase of more than 20 percent over the previous year. Among the top grants awarded last year were the following:

• Vera Kuklina (Geography) was awarded $851,749 from the National Science Foundation (NSF) to study change, resilience and sustainability of frozen commons in Alaskan and Northeastern Siberian communities, and $115,200 from the Research Council of Norway for a project studying urban sustainability in action using a multidisciplinary approach through jointly organized research schools.

• Chet Sherwood (Anthropology) received $870,310 from the National Institutes of Health for a study on comparative epigenomics of primate brains.

• Rebekah Tromble (Media & Public Affairs) was awarded $749,222 from NSF to study building trust in communication systems by addressing misinformation-driven online abuse and harassment.

• Sarah Wagner (Anthropology) received $981,597 from NSF for her work examining the impact of COVID-19 on mourning and memorialization.

**Undergraduate Learning**

CCAS undergraduate students enjoy a vast array of unique and immersive learning opportunities to choose from. In addition to 66 majors, a Special Interdisciplinary Major (SIM) is available to CCAS for students whose academic goals cannot be met through one of the existing departments. There are also small-group Dean’s Seminars for CCAS first-year students, as well as student fellowships to encourage faculty-mentored research.

Last year, in response to student interest and market-place demand, CCAS expanded options for undergraduates through new degrees and minor options. Now offered are the following:

• The Bachelor of Science in Data Science guides students through essential concepts such as data warehousing and data mining and visualization while also exploring ethical perspectives and real-world policies.
• The Bachelor of Science in Cognitive Science of Language, a new degree program in the Department of Speech, Language and Hearing Sciences, immerses students in the interplay between language and the psychological/brain processes supporting it.

• The Bachelor of Science in Psychological and Brain Sciences offers an integrated approach that emphasizes the convergence between subfields within psychological and brain sciences.

• The Bachelor of Arts with a major in fine arts, photojournalism concentration serves as a multidisciplinary training ground for the next generation of visual reporters and documentarians.

• The minor in Asian American studies, which explores Asian American identity and history from an interdisciplinary perspective.

• Micro-minors, which were introduced to allow students to address a shared problem, topic or theme from different disciplinary perspectives.

The Graduate Student Experience

With 24 doctoral programs, 51 master’s programs and 17 graduate certificates, graduate study at CCAS is designed for students ready to hone their professional skills or take the next step into academia through engaged research in the classroom, lab or in the field. CCAS also offers a number of clinical and/or practice-oriented graduate programs, such as art therapy, forensic science, professional psychology, speech, language and hearing sciences, and green chemistry.

Among the highlights are the following:

• Columbian College’s Trachtenberg School of Public Policy and Public Administration has increased its overall standing as among the best public affairs school in the country, according to the latest U.S. News & World Report ranking of the nation’s top graduate programs. The school ranked 12th—up from the 19th slot last year—and nine of its specialty areas were in the top 2 percent to 7 percent of ranked schools.

• Other Columbian College disciplines are highly ranked and make an impact on their fields. Political science, for example, is ranked 21st in the Shanghai Ranking (Global Ranking of Academic Subjects), 25th in the QS World University Rankings and 37th (International Politics: 26th) by U.S. News & World Report. Their faculty’s research is placed in the top 15 programs for citations and impact.

• Graduate students regularly collaborate with faculty on published research. Recent examples include Elizabeth Tapanes, M.Phil. '20, Ph.D. '21, the lead author on a paper published in the “American Journal of Biological Anthropology” that examined the factors driving hair variation in a wild population of lemurs; and Vincent Ficarrotta, a biology student and first co-author of a paper published in the “Proceedings of the National Academy of Sciences” that demonstrated how removing the gene in butterflies whose wings lack UV coloration leads to bright patches of UV iridescence in the wings.

• Graduate students win support from federal research agencies and foundations. CCAS doctoral students hold NSF Graduate Research Fellowships, NSF dissertation improvement grants, and fellowships from the American Council of Learned Societies/Mellon, Fulbright-Hays, the Social Science Research Council and many others.
Diversity, Equity and Inclusion

CCAS is committed to ensuring a diverse, equitable and inclusive environment across the college. Toward that goal, CCAS recently executed the following:

• Established a DEI Office staffed with two fulltime employees charged with programming, advocacy and assessment.

• Created a DEI Council made up of faculty, staff and student representatives who will serve as an advisory group to CCAS senior leadership.

• Launched the Inclusive Excellence Initiative to enhance curricular inclusivity, facilitate learning and success and foster diversity in faculty ranks.

• Expanded the Minority-Serving Institution (MSI) Award for eligible students to include all HBCUs (Historically Black Colleges and Universities), all TCUs (Tribal Colleges and Universities) and several HSIs (Hispanic-Serving Institutions).

Goals and Aspirations

• Expand experiential learning opportunities and build back short-term study abroad programs.

• Encourage cross-disciplinary research and initiatives to bridge the expertise of our scholars, scientists and artists.

• Grow and sustain the recruitment of a highly qualified and diverse pool of students and faculty.

• Strengthen doctoral degree programs and improve reputational rankings of those programs.

• Engage alumni in meaningful ways to strengthen affinity and increase philanthropic support, particularly in the area of scholarships.

• In the wake of the pandemic, rebuild a sense of community among CCAS faculty, staff and students.

School of Business

Key Facts

• 115 full-time faculty and eight academic departments: Accountancy, Decision Sciences, Finance, International Business, Information Systems Technology Management, Management, Marketing and Strategic Management & Public Policy

• 3,250+ students (1,550+ undergraduate and 1,700+ graduate) and 55,000+ alumni

• 13 specialized master’s degrees, six MBA program formats, 23 graduate and professional certificates, eight Bachelor of Science in Business degrees and Ph.D. programs in accounting, decision sciences, finance, international business and management and strategy.

• 13 research centers and institutes, including the Center for International Business Education and Research (CIBER) and Global Financial Literacy Excellence Center (GFLEC).
Vision

Our vision for the school is to cultivate ethical, inclusive and entrepreneurial leaders that make a positive impact on the environment, society and governance locally and globally through market-responsive lifelong learning programs, innovative research and outreach to the business and policy community.

Faculty Research and Recognitions

The George Washington University School of Business (GWSB) faculty provide thought leadership on business and social issues, and cross-disciplinary solutions for the rapidly changing environment. While faculty research covers a wide range of disciplines and cross-disciplinary fields, a few particular areas have gained more prominence in terms of research productivity and reputation, including information systems and technology management (Professors Wenjing Duan, Chad Ho, Yixin Lu, Youngki Park), decision sciences (data science, statistical machine learning, Stochastic programming, and operations management) (Professors Janne Kettunen, Miguel Lejeune, Zhengling Qi), strategic management and public policy (corporate governance, economic sociology, professional career, organization theory, entrepreneurship, strategic management, public policy, sustainability management) (Professors James Wade, Joel Gehman, Jennifer Merluzzi, Jorge Rivera, Jorge Walter), finance (empirical asset pricing, empirical corporate finance, financial markets, corporate-government dynamics) (Professors Senay Agca, Vineet Bhagwat, Brian Henderson, Gergana Jostova), and international business (international corporate governance, international property rights protection, performance of multinational firms, technology transfer, energy security) (Professors Meghana Ayyagari, Heather Berry, Anupama Phene, Robert Weiner), Consumer experience with AI, consumer behavior in online environments and digital marketing (Professors Donna Hoffman and Thomas Novak). Multiple faculty formulate a nucleus of each of these areas. We also have individual colleagues who are leading experts in specific areas: for example, Professor Annamaria Lusardi in financial literacy research, and Professor Herman Aguinis in performance management.

We have steadily improved our research and scholarship ranking as our faculty continue to publish in top-tier journals and engage in scholarly and applied research that is receiving increasing recognition and reputation. The “Financial Times” (FT) faculty research ranking, an important factor for the FT MBA ranking, has most recently ranked our faculty scholarship to be among the top 60 in the world. Over 2019-2021, GWSB faculty had a headcount of approximately 300 refereed articles of which 81 were on the “Financial Times” 50 (FT50) journal list and 51 on the University of Texas – Dallas 24 (UTD24) journal list. Additionally, more than 40 GWSB faculty serve on the editorial boards of close to 100 academic journals as editors, senior, associate or area editors or on the editorial review boards. Eighteen faculty serve on the editorial boards of 12 UTD24 or FT50 journals. Multiple faculty members serve on the editorial boards of more than one of these prestigious journals. GWSB faculty have a particularly strong presence on the editorial boards of several top journals, including “Organization Science,” “Information Systems Research,” “Journal of International Business Studies” and “Strategic Management Journal.”

Over the past two years, GWSB faculty received several distinguished awards and recognitions, including Best Paper or Outstanding Paper Awards in top quality research journals or academic conferences and Best Reviewer Award. Herman Aguinis, Avram Tucker distinguished scholar, professor of management, and president of Academy of Management (AOM), and Annamaria Lusardi, university professor of economics and accountancy and director of GFLEC, were included among the list of Highly Cited Researchers in 2021. Professor Anupama Phene was elected to
become a fellow of the Academy of International Business (AIB) over the past year, a prestigious world-wide recognition of her achievements in international business research. Scheherazade Rehman, professor of international finance/business received a Fulbright award. Two colleagues – professors Chad Ho and Yixin Lu – who have recently earned tenure received early career awards in their academic field of information systems research. Miguel Lejeune, professor of decision sciences and of electrical and computer engineering, received multiple research grants from well-known institutions, including the National Science Foundation (NSF). In addition to academic citations, faculty expertise is featured in major media and industry-specific outlets including ABC, CBS, CNBC, “Forbes,” “Fortune,” NBC, MSNBC, PBS and global media including “Financial Times.”

**Academic Programs and Student Experience**

Our programs and curricula are designed to respond to the demands of the market at the undergraduate, graduate, doctoral, executive and continuing education levels. Our new degree programs, cross-disciplinary certifications and continued inroads at the intersection of business, STEM and policy position our students to be competitive in a fast-changing world. Students seek out the school for our global and experiential learning opportunities, including short-term, semester-long and year-long study abroad and exchange programs with 20+ partner universities in addition to the flagship Consulting Abroad Program for the Global MBA students and Global Bachelor’s Program. We also expanded the Communities of Practice program in Consulting, Finance and Technology resulting in placements that are more inclusive.

Our MBA programs are ranked among top 35-60 programs and Undergraduate programs received national recognition as top 50 business programs in the United States. Additional U.S. ranking highlights include:

- No. 1 Percentage of Women in full-time MBA program - *Financial Times*, 2022, 2021
- No. 1 International Business - *Financial Times 2021, 2020*
- No. 2 Faculty Quality - *The Economist*, 2022
- No. 2 Diversity - *Bloomberg Businessweek*, 2021
- No. 2 MSF pre-experience - *Financial Times*, 2021
- No. 5 Corporate Social Responsibility - *Financial Times*, 2020
- No. 8 Veterans - Online Master’s in Business (non-MBA) - *U.S. News & World Report*, 2022

**Engagement and Giving Priorities**

In 2019, we increased the school’s visibility and global reach by launching a weekly *George Talks Business* speaker series featuring fireside chats with pioneering thinkers, industry leaders and experts that is also live streamed on social media. Speakers come from a variety of areas ranging from the public sector (Mayor of the District of Columbia Muriel E. Bowser) to finance (David M. Rubenstein, co-founder and CEO, the Carlyle Group) and aerospace and defense technology (Kathy J. Warden, chairman, CEO and president, Northrop Grumman Corporation).

The programming of our Dean’s Diversity Council and our diverse student organizations, including GW Women in Business (GWWIB) and GW Data, contributed to increased outreach efforts by featuring the expertise of alumni to educate and connect with our current students. Our Board of Advisors and Corporate Council bring real-world experience and innovative ideas that influence our
programming and support the development of initiatives that link into the Open Doors campaign for scholarships.

**Strategic Partnerships**

New local and international partnerships include the launch of the MBA in Security Technology Transition program with the Department of Homeland Security and the launch of ACE (America, China, Europe) triple degree in business, a four-year bachelor’s degree in business jointly offered in coordination with Luiss University in Rome and Renmin University of China in Beijing. GWSB also partners with the International Finance Corporation (IFC) and Milken Institute to admit two cohorts per year for the Capital Markets (CAMA) Program with students coming from developing economies. In 2020, GWSB and the Coalition for Nonprofit Housing and Economic Development (CNHED) launched training for local minority-owned small businesses through a new program, Executive Leadership Education Venture Advancing Talented Entrepreneurs (ELEVATE). In 2022, we launched a new collaboration with Globant’s BeKind.Tech investment fund and international network of BKTF partners on promoting Tech for Good movement and building platforms that prevent the misuse of technology through entrepreneurship, experiential learning, teaching, and community outreach initiatives.

**Look forward to 2022-23**

Our new strategic plan is designed to accelerate our evolution as a distinctive and distinguished learning and research hub. To advance our academic mission, with the leadership and support from our Advisory Council, GWSB has invested in strategic initiatives that will provide a unique, rigorous education that will increase the interest of high-potential, prospective students in selecting GWSB as their top choice. In addition to continuing to advance distinction through enhanced student learning, faculty research excellence, and building state-of-the-art infrastructure, we will become more distinctive through the Penn West Equity and Innovation District initiative and GW Global Business and Policy Forum on Cybersecurity launching in spring 2023.

**Graduate School of Education & Human Development**

**Overview**

Founded: 1904

Dean: Michael Feuer, PhD (since September 2010); past president, National Academy of Education

FY23 operating budget: $18M

Campus locations: Foggy Bottom, Alexandria, Arlington, Ashburn (VSTC)

**Programs**

<table>
<thead>
<tr>
<th>Degree/Certificate</th>
<th>Areas of Study</th>
<th>Requirements</th>
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<tbody>
<tr>
<td></td>
<td>Counseling (Clinical Mental Health, Rehabilitation, School Counseling); Education Policy; Education Leadership and Administration; Educational Technology Leadership; Curriculum and Instruction;</td>
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### Master's

**Fall 2021 enrollment: 677**

Teacher Preparation; Special Education and Disability Studies (Cultural Responsiveness and Equity, Emotional and Behavior disorders, Transition); Organizational Learning; Higher Education; International Education; Museum Education; Israel Education; Assessment, Measurement, and Testing; Experiential Jewish Education

~ 30 - 36 credits, to be completed in 4-5 semesters full-time or 6 semesters part-time; main campus, off-campus, online.

### Ed.D. (Doctor of Education)

**Fall 2021 enrollment: 336**

Curriculum and Instruction; Education Leadership and Administration; Higher Education Administration; Human and Organizational Learning; Special Education and Disability Studies

~ 48 - 60 credits, main campus, off-campus, online. All require dissertation. Time to degree ~3-5 years.

### Ph.D.

**Fall 2021 enrollment: 66**

Counseling; Education (cross-disciplinary)

Counseling ~ 75 credits; Education ~ 60 credits. Both require dissertation. Time to degree ~5-7 years.

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### People

<table>
<thead>
<tr>
<th></th>
<th>Students (2021)</th>
<th>Faculty*** (2021)</th>
<th>Staff (2022)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>1,219</td>
<td>83</td>
<td>55</td>
</tr>
<tr>
<td>Male*</td>
<td>21.5%</td>
<td>37.3%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Female*</td>
<td>78.3%</td>
<td>62.7%</td>
<td>87.2%</td>
</tr>
<tr>
<td>Minoritized Background</td>
<td>35.3%**</td>
<td>25.3%</td>
<td>39.6%</td>
</tr>
<tr>
<td>International</td>
<td>9.9%</td>
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<td></td>
</tr>
</tbody>
</table>

*Less than 1% of students did not identify with a binary gender.

**~ 9% of students did not self-report race.

***Full-time tenure track, tenured, contract, visiting, specialized.

### Highlights and Accomplishments

- School ranked consistently in top 40-60 nationwide.
- Rehabilitation counseling program ranked No. 3.
- Ranked No. 23 for “Best Online Master's in Education Programs for Veterans.”
- Research expenditures: ~ $5M in FY22
Public Schools, D.C. Public Education Fund, American Institutes for Research, Hewlett Foundation.

- Financial aid: tuition support ~ 15%, not including partnership and research discounting and endowment scholarships.
- Among the most active DEI programs in U.S. education schools.
- Largest Jewish education/Israel education program in the U.S.
- Partnership with Azerbaijan Pedagogical State University.
- Partnership with Western Galilee College.
- Collaboration with French Ministry of Education.
- GWTeach - one of 40 sites nationwide for undergraduate STEM majors earning teaching license.
- Higher education program in social justice.
- World renowned program in executive leadership and professional development.
- Recent alum named “superintendent of the year.”
- GWU Online High School among best in the world, 1,341 alumni.
- UNESCO Chair (one of three in U.S. education schools)
- 150+ agreements and internship partnerships in schools, clinics, museums, cultural institutions, research organizations, think tanks across the Washington, D.C., area.
- Special partnerships with the Smithsonian and National Gallery of Art.
- Unique program in human-technology learning.
- Joint program in law and education policy.
- Museum education alumni placed in the most prestigious museums around the world.
- Community Counseling Services Center provides low-cost counseling services for DMV residents.
- “Care for Creatives” initiative offers mental health services to D.C. artists (started during pandemic).

A Word from the Dean

GSEHD (we pronounce it G-SHED) has evolved since its founding almost 125 years ago. We are a small school…with a big agenda. Building on the foundational principle that a society’s investment in its “human capital” is the most powerful determinant of individual and social advancement and the sustainability of democracy, we prepare people for careers in all the professions that fall under the general rubric of education. Our aim is “to make a difference,” to equip working and future
educators with knowledge, skills, dispositions, and courage to shape the future. Our programs cover the range: from early childhood to advanced adulthood; in diverse school settings as well as community, government, and business organizations; using in-person and remote modalities. Across our complex program ecology, we integrate practical experience with rigorous application of research-informed evidence.

- Our students, faculty and staff come from everywhere in the U.S. and the world. On any day in GSEHD one can hear a symphony of languages and accents and interact in a mosaic of demographic, geographic, racial, ethnic, religious, political and gender diversity. Our faculty were educated in the finest institutions in the world, including Harvard, Penn, Virginia, Columbia, Northwestern, Wisconsin, Maryland and GW, to name a few. Our graduates are recruited to coveted positions in academic, government, military and private sector settings.

- Borrowing the familiar maxim from aviation, we acknowledge to our students that “you have choices... and we are honored that you chose to ‘fly’ with us…” A blend of process and product makes our value proposition distinguished and distinctive: We foster close and mutually enriching relations in settings that enable analysis of complex subject matter, with emphasis on inquiry and interrogation. We value engagement as a tool for knowledge production and aspire to make all our classrooms -- physical and virtual -- laboratories for vibrant interaction.

- We take as axiomatic the imperative of connecting to families, community organizations, government bodies, private companies, schools, and the myriad other “stakeholders” in the American collective educational experiment. Our speaker series, master classes, internship placements, and public colloquia exploit our location and connect our faculty, students, and staff to the centers of power and promise in the nation’s capital.

- Our research ranges across the disciplines of education and human development. Unique examples include: special educator well-being, resilience, and retention; Muslim-lived experiences within organizations; student-teacher ethno-racial matching and student disciplinary outcomes; impacts of COVID on persons with disabilities; ethical issues in artificial intelligence; inequality and educational opportunity.

- Although most obvious at the doctoral level, where the goal is to equip students with advanced qualitative and quantitative skills, our commitment to research is ubiquitous. In all our programs, students learn to apply the highest standards of empirical inquiry to the specific issues they study. They appreciate that “evidence comes before advocacy,” and wherever they go next, they go with the confidence to say “show me the data.”

- On the product side, our graduates leave us with a combination of credential and credibility: their degrees signify advanced learning of specific and general skills, along with resilience, determination, humility, and commitment to advancing human development and the egalitarian principles enshrined in the nation’s founding documents and evolving laws. It is no wonder our alumni have been named “teacher of the year” and “principal of the year,” have risen to the highest ranks of their respective professional homes, are recognized nationally and globally as thought-and-action leaders, and are routinely called on to advise decision makers seeking to apply rational judgement to the most vexing challenges.

As we emerge from the scourge of the COVID pandemic, we know that we live in a time of heightened awareness of the roots of economic and racial injustice that continue to infect our democracy, and in a time when our planet is at risk of climate catastrophe. GSEHD is determined to continue making a difference, to contribute our part to what might hopefully become known as a “grand reset.”
A small school with a big agenda, indeed.

School of Engineering & Applied Science

Highlights

• “Engineering and...” brand that emphasizes interdisciplinary programs and societal impact.
• 82 tenured/tenure-track faculty across six academic departments.
• ~850 undergraduate students, including 42% female.
• ~1800 graduate students, including ~1100 online.
• $21.1M research expenditures in FY22, doubled since FY15.

Vision

GW Engineering strives to be a preeminent engineering school with recognized and differentiated strengths in high-quality education and high-impact research that leverage our competitive advantages and our diverse community. These strengths emerge from the synthesis of technical expertise, a broader perspective, and our unique location in the nation’s capital, empowering our faculty, students, and alumni for leadership, innovation, and societal impact. This “engineering and...” mindset drives GW Engineering to partner with other GW schools and colleges and with companies and government agencies around D.C. and the world to connect engineering to other disciplines and to responsibly translate innovations to society. This mindset also represents a differentiated value proposition to prospective students and faculty, external partners, funding agencies, and donors.

Academic Programs

GW Engineering offers bachelor’s, master’s, and doctoral degrees from six academic departments: Biomedical Engineering, Civil & Environmental Engineering, Computer Science, Electrical & Computer Engineering, Engineering Management & Systems Engineering, and Mechanical & Aerospace Engineering. In addition to providing technical depth, our academic programs curate “engineering and...” learning experiences for our students, such as courses and projects with other schools across campus, research experiences in our state-of-the-art Science and Engineering Hall laboratories, internships and jobs at companies and government agencies around the globe, innovation and entrepreneurial experiences in the GW Innovation Center, and study abroad programs with our many international partners. Over the last three years, the U.S. News & World Report rankings for our undergraduate and on-campus graduate programs have increased by 15 and 11 places, respectively. Recent “engineering and...” branding efforts yielded GW’s Engineering’s largest and most diverse undergraduate class ever, with the Class of 2026 being 10% larger than the previous largest class.

GW Engineering also offers several successful online graduate programs, which primarily serve working professionals. The most popular programs include “engineering and...” themes such as cybersecurity policy & compliance and engineering management. A new Gateway to Computer Science certificate will support students from non-technical backgrounds to acquire programming and computing expertise that is becoming critical in nearly all professions and sectors. GW Engineering has risen 40 places in the online graduate engineering programs rankings over the last 3 years, reaching No. 15 this year.
Research and Faculty Excellence

GW Engineering’s faculty, which include many society fellows, winners of early-career awards, and a PECASE award winner, have long held “engineering and...” mindsets, which brought them to GW and D.C. in the first place. But recent efforts have focused on developing distinctive and distinguished initiatives that leverage our strengths and competitive advantages and create opportunities for global leadership, center-scale research funding, and societal impact. This is especially critical given that GW Engineering is a relatively small R1 engineering school, making it necessary to focus and differentiate and to ensure that our whole is greater than the sum of our parts.

For example, our Trustworthy AI initiative connects our core technical strengths in artificial intelligence (AI) and machine learning (ML) – which exist in most engineering schools around the world – to policy, law, business, ethics, equity, and other social sciences to explore the role of AI in our society. The initiative is based on the tenant that “trust” is not just a technical problem to be solved but a social construct that cannot be ignored in the rapid proliferation of new technologies. This initiative yielded GW Engineering’s first-ever NSF Research Traineeship (NRT) grant “Designing Trustworthy AI Systems (DTAIS)”, which is supporting PhD students conducting research at the intersection of AI and human work systems.

Energy Innovation is another “engineering and...” initiative that connects core strengths in materials, thermal transport, power systems, and systems engineering to critical policy, business, and equity issues that largely determine the societal adoption of energy technologies. A key activity of the initiative is to create high-profile demonstrations of energy innovation in action, including an architectural model of D.C. showing adaptive and resilient electrical, heating, and cooling networks that link communities and address social inequities.

Another major initiative is Photonics-based Computing, which leverages our core expertise in photonics and our state-of-the-art Nanofabrication and Imaging Center (NIC) to explore the development of a new light-based computing substrate that could dramatically increase the speed and lower the power consumption of data-intensive computation. This addresses critical national security and competitiveness challenges and aligns with the CHIPS Act that was recently passed by Congress. GW Engineering is part of a recently awarded Semiconductor Research Corporation JUMP 2.0 Center.

Other research strength areas include fluid mechanics, cybersecurity, smart cities, plasma nanoscience, and personalized medicine, all of which have “engineering and...” themes that leverage our competitive advantages and differentiate work at GW Engineering from that done at other engineering schools.

Justice, Equity, Diversity and Inclusion

GW Engineering’s commitment to justice, equity, diversity and inclusion is based on the belief that diversity of thought, identity and lived experience is critical to innovation and to solving society’s most challenging problems. We are therefore proud that 45% of our last two undergraduate classes are female, which is about double the national average in undergraduate engineering. Our Center for Women in Engineering (WiE), led by Founding Director and Computer Science Professor Emerita Rachelle Heller, is not only making GW Engineering a top school for female engineers but is also leading efforts to promote gender equity in the field of engineering more broadly. Our last two undergraduate classes also include 29% underrepresented minorities and 17% first generation college students, compared to national averages of 18% and 10%, respectively. Our graduate
programs are similarly diverse, as a 2019 national report ranked GW Engineering as the No.1 school for Doctoral degrees awarded to underrepresented minorities. This diversity and culture of inclusion in GW Engineering fosters and sustains leadership, innovation, vital community partnerships, economic growth, and competitiveness in an increasingly interconnected world.

Elliott School of International Affairs

Mission and Accomplishments

The Elliott School of International Affairs (ESIA) is among the largest schools of international affairs in the United States by enrollment, with more than 1,800 undergraduates and more than 700 graduate students as of fall 2022. The Elliott School is a national leader in the field, ranked in the Top 10 for both undergraduate (No. 8) and graduate (No. 7) study, based on the “Foreign Policy” Ivory Tower Survey (2018). The school’s mission has three components: to educate the next generation of international leaders; to conduct research and produce scholarship that advances understanding of important global issues; and to engage the public and the policy community in the United States and around the world, thereby fostering international dialogue and shaping policy solutions. We do all this on a budget of $24 million, with approximately 65 tenure-track or contract primary faculty members, and a staff of more than 70.

Faculty and Research

The school is multidisciplinary by design and closely tied to Columbian College of Arts and Sciences. Our primary tenure-line faculty also have appointments in Columbian College disciplinary departments: anthropology, economics, geography, history, political science, and public administration. We have contract and research faculty from multiple disciplines homed within the school itself and secondary affiliated faculty spanning the entire university. The Elliott School is organized around multidisciplinary research centers and institutes, of which we have 10 spanning regions and functions: Institute for African Studies; Institute for European, Russian, and Eurasian Studies; Institute for International Economic Policy; Institute for International Science and Technology Policy; Institute for Korean Studies; Institute for Middle East Studies; Institute for Public Diplomacy and Global Communication; Institute for Security and Conflict Studies; Sigur Center for Asian Studies; and the Space Policy Institute–the only institute on space policy located in an international affairs school.

Elliott School faculty are preeminent in their fields. We are among the largest recipients of Carnegie Corporation grants in the world, are engaged with policy communities in the United States and globally, and are quoted regularly in the national media. Our highly-cited scholars have shaped their fields, such as Martha Finnemore (elected to the American Academy of Arts and Sciences membership) and Michael Barnett on global governance; Charles Glaser on security (recognized in 2021 with a lifetime award from the National Academy of Sciences); James Foster on poverty metrics; David Shambaugh on China; Jennifer Brinkerhoff on diasporas and public-private partnerships; or Marc Lynch on the Middle East. In 2022, President Biden nominated Jay Shambaugh, professor of economics and international affairs, to serve as Under Secretary of the Treasury for International Affairs—the top diplomat of the US Treasury Department. Our faculty win national prizes, such as the 2022 Association for Asian Studies Ananda Coomaraswamy Book Prize to Ben Hopkins for his book Ruling the Savage Periphery: Frontier Governance and the Making of the Modern State; the 2021 John K. Fairbank prize from the American Historical Association to Eric Schluessel for Land of Strangers: The Civilizing Project in Qing Central Asia; and recognition by Foreign Affairs magazine of Sean Roberts’s War on the Uyghurs as a “Best Book of 2021.”
Elliott students thus have the opportunity to study with world-class professors and practitioners, and gain research experience that will shape their own lives through our institutes, centers, and initiatives.

**Pedagogy, Students, and Educational Outcomes**

Our location within blocks of the White House, State Department, World Bank, International Monetary Fund, US Trade Representative, and other US government agencies, is a particular draw. For students interested in foreign policy, international trade, national security, and development, being situated right in the middle of it all really does create not just bridges but direct “sidewalks” to internships, experiential learning, and exposure to practitioners. The location also matters pedagogically: in addition to our outstanding full-time faculty, we draw upon a large number (typically more than 160 annually) of distinguished Washington, D.C.-area practitioners who teach part-time, and are able to bring that experience of a life in practice to the classroom. We’ve had a former chief economist of the World Bank in the classroom, a former Director of National Intelligence, a former Bank of America cybersecurity leader, and regular classes taught by former ambassadors.

We have a dynamic, talented student body who aspire to change the world, and we see ourselves as building leaders for the world. Last year we had 21 Presidential Management Fellowship finalists at the school and 5 Boren fellowship awardees. At the undergraduate level, we offer a comprehensive and rigorous International Affairs BA curriculum that is both multidisciplinary and interdisciplinary. Undergraduates get a foundation in the concepts of disciplines central to international affairs (e.g., economics, political science, history, anthropology, and geography), and then learn about different regions and issues from an interdisciplinary perspective. We offer 10 functional and 5 regional concentration options, plus an “individualized” option, which give students many choices. In 2019, we established a new BS in International Affairs degree, which allows students the ability to complete a degree with a stronger STEM emphasis. We offer 12 master’s programs, including a specialized exchange program, a mid-career program with a fully-online option, and a new online track for our fast-growing Security Policy Studies master’s degree. We also have three dual/joint-degrees with other GW schools (law, business, and public health), and three graduate certificates.

Our career placement track record is impressive. Within six months of graduating, some 93% of our BA/BS graduates are either employed, in further degree programs, or volunteer experiences like the Peace Corps. Our graduate student placement rate is similar; in 2019 it was nearly 92% and this past year, even during the pandemic, a little more than 89%. The majority of our undergraduates go on to opportunities in the business sector (some 57%), with another 30% pursuing non-profit sector careers, and 13% pursuing government/public sector employment. Our graduate students go on to careers split largely evenly across the government, business, and nonprofit sectors.

Finally, our global alumni network numbers more than 27,000 across 113 countries, and includes leaders in national security, finance, media/journalism, politics, and many other fields. And our alumni stay active with the school; over the past year, more than 248 alums volunteered their time in various ways across the school in more than 265 activities, whether academic, mentoring, advisory groups, with student organizations, or other ways they connected with the school and our students. Over 4,600 alumni, parents, students and friends registered to participate in 25 Elliott School events in the past year.
Law School

Our Vision

The George Washington University Law School (GW Law) vision statement boldly proclaims that we are a global law school that exists to make an impact on the law through leadership. This vision is articulated in a five-year strategic plan adopted by the GW Law faculty in the Spring of 2022.

Our strategic plan features six strategic focus areas accompanied by quantifiable metrics that we will use to track our progress toward each goal. Over 150 students, faculty, alumni, and staff participated in the year-long process of developing this plan. It represents our collective decisions that will inform the investments we will make, the impact we will have, and the inspiration we hope to share as we move confidently into the future.

Our Distinctive “D.C. Infused Education”

GW Law is distinguished first by its world-renowned faculty of 97 full-time scholars, 353 adjunct professors, and a network of over 33,000 preeminent alumni who provide approximately 1700 students a uniquely “D.C.-infused education.” GW Law as a school where students learn from a superior faculty that is not only ranked 18th in the nation for its scholarly impact, but which also leverages their influence working in Washington, D.C. with some of the world’s most important decision makers in public service, public interest, and throughout the private sector. For example, a GW Law professor may teach Property class in the morning and testify before Congress on Capitol Hill in the same afternoon. Our faculty are the authors of the definitive treatises and the most frequently cited articles in the fields of international, administrative, data privacy, intellectual property, and environmental law, while they are also sought-after advisors to the United States government, private corporations, and nations around the world when they reform their laws and legal systems.

Moreover, our students enjoy outstanding experiential opportunities that complement the rigor of their classroom learning. The GW Law Field Placement Program – the largest in the nation – allows over 500 students each year to earn academic credit while working as externs with D.C. government, judicial, and nonprofit organizations. GW Law students can make the District of Columbia their classroom all year round, gaining work experience that employers highly value. In addition, our 13 Jacob Burns Community Legal Clinics allow law students to represent indigent clients throughout the metropolitan area. Finally, we have uniquely invested in permanent faculty to teach our award-winning Foundations of Practice Program, and the Fundamentals of Lawyering first year curriculum, to create an ecosystem that guides every single GW Law student to form a professional identity that will lead to a satisfying and meaningful career.

Our Contribution to a Great Research University

GW Law is a proud member of the George Washington University (GWU) family. We share and serve the twofold goals of exceptional teaching and preeminent research. GW Law makes an outsized financial contribution to the strength of our University. While we represent only 6.6% of the total GWU student enrollment, our law school contributes over $110 million in tuition revenues annually. This is because we have enjoyed strong enrollments throughout the vicissitudes of the pandemic that have adversely affected many schools. For example, this year we exceeded our enrollment targets to welcome a class of 523 J.D. and 120 LLM students; our median LSAT (168) and undergraduate GPA (3.84) scores are the highest in GW Law’s history during a year that saw an 11.7% drop in law school applicants nationwide.
Further, GW Law’s philanthropic contribution to the University is significant. In FY 21, our generous law alumni contributed $12.3 million representing 11.6% of the University’s total attainment. In FY 22 the law school attainment of $19.1 million represented 15.4% of all GWU attainment. The strength of the GW Law financial model is its closed budget financial model that assures our faculty, alumni, and students that GW Law will continue to grow the reputation and value of the GW Law degree in a competitive and dynamic market for legal services.

Yet, GW Law faculty are active participants in interdisciplinary research with partners across the University. For example, our faculty collaborate to win grant awards through the GWU Institute for Data, Democracy & Politics, the School of Public Health, the Schools of Engineering and Applied Sciences, and the Elliott School of International Affairs. Importantly, the GW Law Dean is spearheading a University-wide collaboration to create an institute dedicated to community-engaged research on the worldwide problem of racial and ethnic inequality (See go.gwu.edu/eii). Through this Equity Institute Initiative, and our law faculty’s participation in interdisciplinary research projects, GW Law provides the vital law and policy expertise to translate new knowledge into actionable change.

A Law School Still at The Forefront of History

GW Law, the oldest law school in the nation’s capital, is distinguished by the nexus between its history and its mission today. Founded in 1865, at the close of America’s divisive Civil War and the beginning of our First Reconstruction, GW Law’s legacy compels us to equip students for hard times and hard decisions. We therefore welcome all viewpoints and perspectives, and endeavor to build a community where all forms of diversity thrive. Forged during the most difficult period of our country’s history, the George Washington University Law School is uniquely positioned for those who are called to shape solutions to the most pressing challenges of our times.

George Washington School of Medicine and Health Sciences

Founded in 1824, the George Washington University School of Medicine and Health Sciences (SMHS) is the 11th oldest medical school in the country and the first in the nation’s capital. Since its establishment, the school has been at the forefront of medical education, and it has grown to include highly ranked programs in the health sciences and biomedical research. With dozens of top-tier residency programs, SMHS is a competitive and highly-regarded destination for medical school graduates across the country.

Academic Medical Enterprise Overview

As an academic medical center, the school relies on affiliation agreements with many regional hospitals, clinics, and health care facilities to support its education and training programs. Three partnerships form the basis for the SMHS clinical departments and primary teaching hospitals.

- **GW Medical Faculty Associates (MFA):** The MFA is a non-profit, physician-led practice group which supports the academic mission of SMHS. Formerly part of The George Washington University, the MFA has grown to become the largest independent physician practice in the Washington, D.C., metro region, with over 500 physician providers. As SMHS faculty members, MFA physicians provide almost all of the clinical education for the school, serving as teachers and mentors for medical students, residents, and researchers. In addition to supporting the school’s clinical care mission with comprehensive patient care across 52 medical and surgical specialties, MFA-employed clinical faculty are also essential to serving the school’s research mission.
• **GW Hospital**: From 1997 to 2022, GW Hospital was jointly owned and operated by a partnership between GW and a subsidiary of Universal Health Services (UHS), one of the nation’s largest hospital and health care services companies. In May of 2022, GW and UHS announced restructured terms of this long-standing partnership agreement. Under the new terms, UHS will become the sole owner of GW Hospital by purchasing the university’s minority interest. The new partnership affiliation is based on the modern structures and shared programming widely practiced in premier academic healthcare systems across the nation.

Through a separate agreement with Universal Health Services, SMHS and the GW MFA will serve as the physician and academic arm of a new medical complex to be built in D.C.’s Ward 8. The Cedar Hill Regional Medical Center (CHRMC) will open in December 2024. This initiative will provide opportunities for GW academic medical faculty to support the health care needs of the under-served communities in Ward 7 and Ward 8. It will also allow SMHS to expand educational opportunities for our students and residents and enhance our school’s research and clinical care missions.

• **Children’s National Health System**: Children’s National Health System (Children’s National) is the premier pediatric care provider in the Washington, D.C., metropolitan area. Children’s National is home to the SMHS Department of Pediatrics and the Department of Genomics and Precision Medicine, and its faculty have full-time GW faculty appointments. GW sponsors two residency programs at Children’s National and 10 fellowships. As the academic partner for pediatrics, Children’s National is recognized among the best pediatric health care institutions in the region and one of the best in the country.

The School of Medicine and Health Sciences is also affiliated with the Washington D.C. Department of Veterans Affairs (VA) Medical Center, and over 130 VA physicians hold either full-time or part-time GW faculty appointments.

**Academic Programs**

**MD Program**: The School of Medicine and Health Sciences’ flagship MD program is well regarded and highly competitive. This year, the school received over 12,000 complete applications for an incoming class of 181 students. Over the past several years, SMHS has continued to enhance the quality of the MD curriculum, adapting methods to students’ needs in a changing medical care environment. Over the past several years, the school has built innovative courses in the areas of correctional medicine, culinary medicine, implicit bias in medicine, and the use of media to share health information, in addition to expanded offerings in developmental-behavioral pediatrics, radiation oncology, sports medicine, and several surgical subspecialties. In response to the pandemic, the school also created or revised courses in clinical telehealth, disaster medicine and COVID-19 virtual electives.

The school has developed a leading edge Clinical Public Health (CPH) curriculum, which engages MD students with local and national health equity issues through public health summits and longitudinal projects. Topics are specifically chosen to enrich students’ awareness of the social determinant of health as well as important public health/community health issues such as HIV/AIDS, childhood asthma, the opioid epidemic, and obesity. SMHS is currently expanding elements of this unique and innovative curriculum to include PA and GME programs.

SMHS working to establish a regional medical campus (RMC) through partnership with LifeBridge
Health, a regional healthcare system based in Baltimore County, Maryland. We have received approval from the Maryland Higher Education Commission and are actively planning to accept students into the first RMC cohort as early as spring 2023.

The school is actively preparing for reaccreditation of the MD program in the 2023-24 academic year. Currently, our program is one of just a few others in the U.S. with no citations or required progress reports to the Liaison Committee on Medical Education (LCME).

**MD Program: 2022 Entering Class Profile**

- Median GPA: 3.75
- Median MCAT: 512
- Percent Female: 51%
- Self-Identify as Non-Caucasian: 65%
- Average Age: 23.5
- Colleges/Universities Represented: 76
- States, D.C., China and Canada: 25
- Previous Research Experience: 90%

**Graduate Medical Education:** There are 46 ACGME-accredited, school of medicine-sponsored residency and fellowship (GME) programs. We anticipate that an additional program, Pediatric Cardiac Anesthesia, will be approved by the end of 2022. The school is planning to launch a residency program in family medicine, which will be an integral element in the expanded educational and clinical programs of the Cedar Hill Regional Medical Center.

Health Sciences: SMHS offers 46 health sciences programs across many fields of study. This includes highly ranked Physician Assistant and Physical Therapy programs, as well as a diverse set of post-baccalaureate, certificate, and online bachelor’s and graduate programs in areas such as occupational therapy, medical laboratory sciences, research administration and biomedical informatics. The school has had a longstanding relationship with the U.S Navy and U.S. Army and offers contract degree programs in a variety of health sciences fields to active-duty soldiers. The school’s online health sciences programs are also recognized among the best in the country for military veterans.

**Graduate Biomedical Programs:** The SMHS Institute of Biomedical Sciences (IBS) has PhD programs in Cancer Biology, Genomics & Bioinformatics, Microbiology & Immunology, Neuroscience and Pharmacology & Physiology. The common IBS core curriculum includes interdisciplinary cell and molecular biology and physiology courses, biostatistics, and professional skill courses in scientific writing, biomedical careers and responsible conduct. The school also offers a PhD program in translational health sciences.

**Pathway Programs:** The School of Medicine and Health Sciences supports a number of pathway programs to enhance workforce diversity in research, medicine, and health careers. One example is the Governor's Health Sciences Academy at T.C. Williams High School, which the school operates in partnership with Alexandria City Public Schools. The Governor’s Academy enrolls 100 to 150 new students each year, and graduates gain about 18 college credits from GW through dual enrollment. The Academy provides 7 concentrations spanning numerous health career clusters, leading to careers in medicine, nursing, physical and occupational therapy, health informatics, pharmacy, emergency health services, and medical laboratory sciences.

**Program Rankings**
**US News and World Report**

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Research & Discovery
SMHS has made strategic investments in research excellence over the past several years, and these investments have driven significant growth in research awards. Total research expenditures in FY22 were $48.8 million, an increase of 16.4 percent over FY21. Over the past seven years, total research expenditures have more than doubled.

The School of Medicine and Health Sciences is actively investing in research infrastructure. We have recently renovated laboratory space within the Ross Hall medical school building and are expanding our bone marrow transplant unit and GMP T-cell therapy facilities. The school has also launched new tools such as protocol builder and OnCore as well as enhanced clinical research training.

In 2021, the school opened a new Office of Clinical Research, which serves as a core resource for faculty involved in clinical and translational research. The OCR provides high quality support for the efficient execution and management of impactful clinical research while ensuring the highest level of research participant safety. The center has consolidated activities of the MFA, SMHS, and GW Cancer Center into a single entity.

Current areas of research strength are cancer biology, neuroscience, and infectious diseases/HIV and vaccines. The school is developing a center of excellence model to support further excellence in these areas. Earlier this year SMHS recruited a new director for the GW Cancer Center, who will oversee the significant expansion and further development of the center over the next several years through interdisciplinary collaboration with scientists and clinicians across the university.

Over the past several years, the school has recruited a significant number of new funded investigators and institutional leaders in research. New recruits include chairs of the departments of Biochemistry, Microbiology Immunology and Tropical Medicine, and Pathology as well as the Director of the Cancer Center.

SMHS is placing a strong emphasis on research workforce development, and the school is gaining national recognition for doctoral research training. Over the past two years, SMHS has been awarded three T32 training grants, the first such awards for the university. A third of SMHS IBS PhD students win highly prestigious individual fellowships to support their research. The school is also home to several pathway programs to support the development of a diverse research workforce.

Leadership
Since 2020, SMHS has been led by Dean Barbara Lee Bass, MD, FACS. Dr. Bass is a GW residency alumna, completing her residency in general surgery at GW in 1986. Dean Bass serves as vice
president for health affairs (VPHA), dean of the GW School of Medicine and Health Sciences (SMHS), and chief executive officer of The GW Medical Faculty Associates (GW MFA). Dr. Bass leads the academic, clinical, and research missions and provides strategic direction on all aspects of GW’s medical enterprise, including the university’s relationships with the GW MFA and the GW Hospital. As CEO of the GW MFA, Dr. Bass oversees operations management and provides an effective and efficient administrative structure that supports the clinical enterprise and creates a culture of excellence in both internal and external customer service.

School of Nursing

Overview

The George Washington University School of Nursing (GW Nursing) is one of the top ranked nursing schools in the nation and proud to offer innovative educational programs led by top-tier faculty, supported by the latest in healthcare technology. GW Nursing offers bachelor’s, master’s, multiple post-master’s certificate programs and both a clinical doctoral and research doctoral program, making it possible for students to not only succeed but excel in providing high-quality, compassionate health care. Compelled by the belief that all people deserve equitable and quality healthcare, the GW Nursing community aspires to be trusted advocates for the advancement of societal well-being in the clinic, community and statehouse. GW Nursing seeks to prepare nurse leaders, providers and scholars to improve the health of all people by leveraging its presence in the nation’s capital.

GW Nursing is also committed to transforming policy. Having graduate faculty on campus in Washington, D.C. allows connections to the world’s most influential health organizations, including the National Institutes of Health and several national nursing and policy organizations. Students not only study the world but also work to improve it.

The George Washington University School of Nursing has offices on both GW’s Foggy Bottom campus and the Virginia Science and Technology Campus (VSTC). Its presence in Washington, D.C. enables faculty and students to participate in the national health policy discussion. The VSTC campus is a research and educational technology hub that houses GW Nursing’s recently renovated, 75,000 sqft. building offering classrooms, an instructional design studio, administrative offices, and student lounge space. In addition, the building contains a state-of-the-art simulation center where students learn to deliver safe patient care.

Interdisciplinary Centers

GW Nursing leads two interdisciplinary centers:

- The Center for Aging, Health and Humanities is the interdisciplinary home for GW faculty to collaborate on research, education, scholarship and clinical innovations to improve the care of older adults and their families. The center is a member of the national Hartford Center of Gerontological Nursing Excellence and works with faculty and organizations to incorporate skills, benefits and lessons learned from the humanities in the fields of aging and health. This unique approach provides practitioners with insight into the intersection of the human experience and the rapidly changing landscape of science, technology and public policy in health care.

- The Center for Health Policy and Media Engagement is committed to increasing visibility across health care disciplines to educate the public about its expertise, perspectives and work educating nurses, allied health professionals and students in health policy and media. The
Center uses research and scholarship to inform policy discussions and solutions. It designs curricula, experiences and mentorships that support nurses and allied health professionals as leaders in advancing the health of populations, and policies that improve delivery systems for high-quality care.

**Key Initiatives**

In addition, GW Nursing leads several key initiatives, including:

- GW Nursing’s Global Initiatives strive to improve health equity throughout communities and the world by creating strategic relationships with organizations that serve communities in need of health expertise. Students and faculty provide 200,000 hours of community service to the Washington, D.C., region and on international mission trips. Students are provided with opportunities to serve internationally, which teaches them the scope of health issues people face. Faculty teach and conduct research with an eye to the health issues and priorities of each community they serve. GW Nursing experts also consult on issues of clinical practice and health policy with educational organizations, NGOs and health care providers worldwide.

- Community Engagement Initiatives (CEI) collaborates with organizations and community partners to enhance student service-learning, scholarship and research activities for faculty and staff through the beneficial exchange of knowledge and resources; preparing educated, engaged nurses that enhance the health of the communities they serve. CEI creates partnerships between GW Nursing resources and community partners to enrich service-learning, scholarship, and creative activity locally and nationally.

**Rankings**

GW Nursing has solid top-30 showings in 2023 U.S. News rankings, with six specialty tracks landing in the top 10. For the second year in a row, GW Nursing earned top-30 rankings in U.S. News & World Report’s Best Master’s Programs (No. 27) and Best DNP Programs (No. 30). These solid rankings, paired with the school’s top 10 rankings in many specialty areas, are a testament to GW’s growing reputation as a premier destination for nurses looking to advance their careers and excel in leadership and management (MSN No. 3, DNP No. 4), family nurse practitioner (MSN No. 10, DNP No. 13), adult-gerontology primary care (MSN No. 6, DNP No. 10), and adult-gerontology acute care (DNP No. 9). This is the first year that U.S. News & World Report has ranked many of these specialty areas, making GW Nursing’s high rankings particularly notable.

**Financials**

With an annual budget of approximately $28 million, GW Nursing is home to 65 faculty members. The full-time faculty includes 16 tenured faculty, 7 tenure-track faculty, 19 non-tenure track faculty and 15 special service faculty. Faculty have been recognized nationally with fellowships from the US Fulbright Program, as well as with fellowships from the National Academies of Practice (FNAP), American Academy of Nursing (FAAN), the American Association of Nurse Practitioners (FAANP), National League for Nursing’s Academy of Nursing Education (ANEF), and the American College of Nurse Midwives (FACNM). The school has approximately 50 dedicated staff members. In 2021, GW Nursing enrolled approximately 1100 students. GW Nursing offers three undergraduate BSN programs: Accelerated BSN, Veterans BSN and online RN to BSN. In addition, the school boasts a wide variety of MSN programs, including Adult Gerontology (Acute Care NP and Primary Care NP), Family NP, Nursing Leadership and Management, Nurse Midwifery, Psychiatric Mental Health NP, and a dual degree program with the School of Public Health, the
Nursing Leadership and Management with MPH program. The School offers a seamless, integrated post-BSN to DNP pathway for students committed to doctoral education as well as post-master’s DNP options. GW Nursing also has a PhD program that prepares nurses for a career in academic nursing and research. In addition, GW Nursing offers a robust array of certificate programs.

Diversity and Inclusion

Diversity and inclusion are key priorities for GW. GW Nursing’s strategic and evaluation plans are centered on the themes of diversity, equity, inclusion, belonging, and social justice and are tailored to focus on four areas: leadership and accountability; recruitment and retention; social transformation; and education, research, scholarship and service. GW Nursing cultivates excellence in teaching and learning, research and service through equal access to resources, opportunities, and advancement for all members of the community. Privilege is acknowledged, discussed and addressed to increase success among marginalized people. Both GW and GW Nursing are committed to engaging in the dynamic process of promoting equity and social justice.

Research

GW Nursing’s focus on research yielded over 15 grants, 3 books, 62 articles in scholarly journals and $3 million in research expenditures in FY 2021. Faculty research interests include but are not limited to aging, chronic care management, pediatrics, technology, community health, health disparities, health policy, nursing education and oncology. Nursing faculty have been funded by prestigious federal and national organizations such as the National Institutes of Health (NIH), United States Department of Defense (DOD), Department of Health and Human Services (DHHS), National Academy of Medicine, Josiah Macy Jr. Foundation, Robert Wood Johnson Foundation (RWJF), National League for Nursing (NLN) and National Council of State Boards of Nursing (NCSBN).

College of Professional Studies

Key Facts

- 21 full-time faculty and 240+ adjunct faculty, many of whom have taught in the college for several years.
- 1,017 total students (167 undergraduate and 850 graduate)
- 15 degree programs (bachelor-completion programs, graduate certificates, and master’s degrees) focused on a wide variety of professional fields particularly in demand in the Washington D.C. area: cybersecurity, health care corporate compliance, homeland security, information security, legislative affairs, paralegal studies, political management, publishing, strategic public relations, and sustainable urban planning.
- Three major school/centers, including the GW Cyber Academy, the Graduate School of Political Management and the Center for Excellence in Public Management.

Vision

To be the most preeminent, agile and market-responsive learning innovation hub in the world, offering a distinctive array of educational options (including degree-based, continuing, and executive education) to a diverse community of learners to: empower their professional progression, engender lifelong-learning, and contribute to social and economic impact locally, nationally and internationally.
Key to realizing this vision are partnerships with other GW schools/colleges, community colleges, corporations, and the local Washington, D.C., government.

Overview

The George Washington University College of Professional Studies (CPS) was founded twenty years ago to create profession-focused lifelong learning opportunities for its students. From the start, this new college was granted authority to hire full-time faculty and award academic degrees. Until now the college focused its attention on building degree-based programs in interdisciplinary areas aligned with many Washington, D.C. employment needs.

On August 1, 2022, the college announced its first competitively selected dean and has begun to chart a new course, expanding not only its degree-based offerings but also developing new executive and continuing education programs to promote lifelong learning for GW alumni, the Washington D.C. workforce, and beyond. The CPS dean sits on the advisory committee for the Penn West Equity and Innovation District and plans to work closely with the D.C. government and private sector to develop workforce development solutions to upskill and reskill the DMV area’s diverse labor force for employment in the district as it grows.

CPS physical locations have been selected to meet students where they live and work. The college’s headquarters and some programs operate on the Foggy Bottom campus. One program operates off-campus in the Hall of States, adjacent to Capitol Hill, while several programs are taught in the Virginia Science and Technology campus in Ashburn, Virginia. The college also oversees sites in Arlington, VA and Alexandria, VA, whose classrooms are utilized by CPS and other GW Schools.

Supported by a strong instructional design team and multimedia studio, CPS faculty have extensive experience in online, hybrid and on-campus teaching and learning. A majority of CPS programs have an online companion program, which are run in-house using Blackboard as the learning platform. This parallel modality program allows the student to choose their preferred learning modality, which creates choice and flexibility for the student that gives CPS's programs a competitive advantage.

The College of Professional Studies also serves as a hub of practical excellence by hosting an array of innovative schools and centers, which are designed to achieve successful, real-world results for organizations, individuals and communities, and society at large.

GW Cyber Academy

The College of Professional Studies’ Cyber Academy, in conjunction with GW’s Research Technology Services, conducts applied research and assists in the development, coordination and expansion of GW's cybersecurity degree programs. In addition, the Academy facilitates engagement with public and private partners in the fields of cybersecurity and infrastructure protection. The Cyber Academy envisions being a hub of cutting-edge research, educational programs, and information exchange in the rapidly changing cyber arena.

Graduate School of Political Management (GSPM)

GSPM is the first and foremost school of applied politics, advocacy, and communications. Providing students with a hands-on education for 35 years, GSPM teaches students how to deploy real-world strategies and tools to win elections, advance legislation, and prevail in the battle for public opinion in international, national, and local campaigns.
Center for Excellence in Public Leadership (CEPL)

GW-CEPL was founded in 1997 with a mission to develop public leaders who make a positive difference in their organizations and for the people they serve. The Center achieves its mission by weaving together a combination of academic and practitioner resources to provide rigorous executive education training and coaching, grounded in the realities of public-sector leadership and management. CEPL offers executive education, coaching, non-credit certificates and certifications, and customized programs to local governments and Federal agencies and their employees.

Milken Institute School of Public Health

Overview

This year, as we celebrate our 25th anniversary, we recognize that our history and our aspirations have made us who we are today—an independent, top-ranked public health research and education powerhouse with a clear mission: “Healthier and safer communities, powered by public health”. The Milken Institute School of Public Health (GWSPH) was formally established on July 1, 1997. A 2013 package of gifts totaling $80M named the School, created the Sumner M. Redstone Global Center for Prevention and Wellness and provided an enormous boost that has allowed us to build a school that demonstrates excellence in educating future public health leaders and practitioners and serves as a world-renowned hub for science, learning, research, community engagement and applied practice. Right now, we are pursuing innovative solutions to complex and significant public health problems. While the challenges we face and the problems we need to solve are intricate as well as formidable, the tools and technology we have in our hands now—and even more in the future—will allow us to continue being on the front lines of public health innovation.

We are now ranked by US News No. 11 among public health schools and programs and by Fortune the No. 1 online MPH program. Our MHA (Master of Health Administration) also is highly ranked and this year we celebrate its 60th anniversary! As the only public health school in the nation’s capital, we have wonderful access to outstanding faculty and students. The expertise of our faculty and our location means we have enormous exposure to and influence on policy related to public health in the city of Washington, D.C., nationally and internationally. GWSPH changes the world through the research we do, the students we educate, the practice and policies we transform and the thousands of alumni who are leading in public health worldwide.

Departments

GWSPH has seven departments based at 950 New Hampshire Avenue, Washington D.C., a 115,000 square foot award-winning LEED Platinum building. Our home is a central location where faculty, students, alumni and staff make connections and convene with prominent leaders to exchange ideas. It is a focal point for hosting public health events as we engage dynamic speakers and important issues. Our departments are: Biostatistics and Bioinformatics; Environmental and Occupational Health; Epidemiology; Exercise and Nutrition Sciences; Global Health; Health Policy and Management; and Prevention and Community Health.

Students and Programs

GWSPH offers excellent programming from a wide range of degree programs. Our professional degrees are: a schoolwide DrPH program; an online MPH; 16 distinct residential MPH programs ranging from Public Health Communication and Social Marketing to Epidemiology; and the Master of Health Administration (MHA) in residential and executive formats. We have great academic programs: three BS majors plus four minors, three MS and seven PhD programs. As of August 28,
we expected 2,831 students in Fall 2022: BS (566), Graduate Certificate (17), MPH (1,769), MHA (261), MS (68), DrPH (70), and PhD (80); additional online students will join us later in Fall. We have the nation’s largest MPH program and second largest graduate program. Especially exciting and distinctive are new, innovative PhD programs in Social and Behavioral Sciences in Public Health; Environmental Health; Health and Biomedical Data Sciences; Global Public Health Sciences and Exercise Physiology and Nutrition, in addition to our stellar PhD programs in Health Policy and Epidemiology.

Diversity

Our faculty are relatively diverse (5% Latinx and 9% Black) as is our student body (11% Latinx and 17.8% Black); 2.5% are International. We have a strong effort underway to diversify our faculty and student body as well as to eliminate structural racism in public health teaching, research and practice.

Faculty

The only school of public health in D.C., we have been able to recruit a world-class faculty – 338 strong – who not only are scholars but also are leaders in transforming public health. Our students have access to many “only-in-D.C.” opportunities, e.g., internships at the White House, on Capitol Hill, or with HHS, EPA, PAHO, APHA, and other national or global health organizations, unmatched by any other school of public health in the world.

Research Funding

Because of our growth, in 2021 Blue Ridge ranked us No. 9 in total NIH funding ($46,879,336) among all public health schools in the US. In FY2022 we had $87.9M in total research expenditures, $12.7M for indirect costs. We house GW’s largest research entity, the Biostatistics Center (BSC), which primarily is involved with coordinating very large clinical trials and cohort studies. This year marks the 50th anniversary for the BSC!

Research Areas

Our faculty and students tackle some of public health’s biggest problems through groundbreaking research, whether by modeling COVID genetics and transmission; studying vectors and microbiomes to prevent infectious outbreaks and antimicrobial resistance; working with government and community partners to end the HIV epidemic; working alongside communities and healthcare systems to end the negative health impacts of racism; ending inequities in maternal and child health; using big data and environmental surveillance to document the health impacts of climate change; or changing local, national and global food systems to end obesity and food insecurity.

In 2022, 21 individual faculty had >$1M in research expenditures. Their major efforts include: protecting the health of infants and mothers; improving treatment and preventing the worst consequences of diabetes; preventing HIV; supporting clinical trials; tracking antimicrobial resistance and stopping antibiotic misuse; microbiomes and infectious disease risks; COVID-19; health workforce policy, development and resilience; Medicaid policy; covering the uninsured; cancer prevention including control of tobacco use and vaping; global climate and health research and communications; health and mental health in schools; optimizing global maternal nutrition and child growth and development; building health equity and community resilience across the US; and prevention of dementia and promotion of brain health. Our global impact is increasing as our faculty do key public health research across 30+ countries. They support capacity development of professionals in low-middle income countries including by hosting six NIH-Fogarty global health training grants at GWSPH.
Research Resources

Our world class laboratories housed within GW’s Science and Engineering Hall focus on environmental health, genomics, computational biology, and molecular epidemiology, as well as antimicrobial resistance, HIV/AIDS and related viruses, mosquito borne diseases (we have an insectary), nutrition, and air pollution. We use the VSTC supercomputer for genomics, microbiome and studies of climate and health using NASA satellite data. Our building has an innovative MET (Metabolism and Exercise Testing) Lab.

We house over 30 centers and units that address key problems nationally and globally, including antibiotic resistance, HIV/AIDS prevention, health policy, maternal and child health, commercial determinants of health and brain health; our centers enlist the engagement of faculty across GW. Several endowed centers include: The Redstone Center, led by Bill Dietz; the Fitzhugh Mullan Institute for Health Workforce Equity, funded by Atlantic Philanthropies and led by Polly Pittman; the newly funded Gill-Lebovic Center for Community Health in the Caribbean and Latin America led by Carlos Rodriguez-Diaz; and the Geiger Gibson Program led by Feygele Jacobs. Several research facilities are available to researchers across GW – Genomics, Bioinformatics, Biostatistics & Epidemiology Consulting (BECS), the MET Lab and GW’s only BSL-3, directed by Chris Mores.

Collaborations

We collaborate with many schools. One of our faculty (Berg) is the AD for Prevention for the GW Cancer Center. Examples of research collaborations include: Medicine (vaccine clinical trials, health workforce equity, health equity, HIV AIDS and trauma/injury research); Law (health law and policy, health equity); Engineering (climate and sustainability and health, COVID, environmental health); Education (health and mental health in schools); Nursing (health policy); ESIA (climate and health, global health and humanitarian and disaster assistance); and CCAS (HIV AIDS). We have educational collaborations with Medicine, Law, CPS, ESIA and Nursing. We contribute to the university community. We have supported the development of the GW research ecosystem, by providing models of research management and other tools that were necessitated by the growth of our research During the first year of COVID-19, our faculty provided leadership and collaboration to rapidly establish testing and tracing protocols that protected our community. We continued to support GW’s efforts to establish public health measures to smoothly transition from shutdown, to symptom monitoring, case investigation, masking and required in-house PCR testing, to immunization verification systems; we continue to provide support as we address Monkeypox.

GEORGE WASHINGTON UNIVERSITY DEPARTMENT OF ATHLETICS

The Department of Athletics at The George Washington University is committed to the principles of integrity, ethics, diversity and equality. In doing so, it strives to bring pride, admiration and loyalty to the students, alumni, faculty, and staff of the institution. The main objective of the Department within the framework of an educational community is the holistic development of student-athletes to their highest potential in an atmosphere committed to winning and in the spirit of sportsmanship.

The Department of Athletics, as an integral part of The George Washington University, requires a high degree of dedication and commitment to excellence and strives to work together with all constituents to be the positive and visible display of excellence for the entire University.

We are composed of 20 NCAA Division I programs that compete nationally against other Division I institutions. Throughout our 100+ year history, we have won dozens of conference championships, competed in the NCAA championships and represented the University across the
United States and even globally on international tours. Our primary conference is the Atlantic 10 (A-10) Conference.

Atlantic 10 Conference members:

Davidson College, University of Dayton, Duquesne University, Fordham University, George Mason, George Washington University, Loyola University of Chicago, University of Massachusetts, St. Bonaventure University, Saint Joseph’s University, Saint Louis University, University of Richmond, University of Rhode Island, Virginia Commonwealth University.

Diversity and Inclusion

GW Athletics believes in and is committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators. GW Athletics believes that excellence and diversity are intricately linked, and that diversity and inclusion benefits all members of our enterprise. As the world comes to our university, we stand firmly in the statement that All Are Welcome Here. We believe that how we treat people is one of our competitive advantages and we work to intentionally support individuals across dimensions of diversity that include, but are not limited to, age, race, sex, class, national origin, creed, educational background, religion, gender identity, disability, gender expression, geographical background, income, marital status, parental status, sexual orientation and work experiences.

Student-athlete Success

Graduation Success Rate (GSR)- 94% (Four percent higher than the NCAA average)

Department GPA: 3.35 (Spring 2022); 178 earned a 3.5 or above; 293 earned a 3.0 or above

Academic Progress Rate (APR)- Single year: 985

Health and Well-being

The Department places its top priority on the health and well-being of our students. To that end, our efforts are led by an Associate Athletics Director who has become an expert in this space with more than 25 years of service to GW students behind them. Efforts include mental health first aid training and repeated and consistent identification of tools and resources for the prioritization of self-care. This is facilitated by an app called Teamworks, which puts critical information directly into the hands of students and staff at a moment’s notice.

Leadership Excellence: Acquire, Practice, Perform (LEAPP)

Built on the athletic department values of Determination, Commitment and Respect, the LEAPP program emphasizes campus resources and local partnerships to provide hands-on training throughout the school year to all student-athletes.

Core Professional Competencies

Through philanthropic support, the department funded a full-time position dedicated to constructing the curriculum for our students to comprehend, practice and execute in eight professional competencies (Teamwork, Professionalism, Communication, Inclusion; Critical Thinking, Technology and Data, Leadership, Career Development). The competencies are based on research conducted by the National Associate of Colleges and Employers (NACE) to define what employers consider to be essential for recent graduates’ success. GW Professional Competencies are taught in LEAAP, our First-year Experience courses and in team workshops.
Competitive Excellence

GW’s competitive excellence can be seen in broad-based success at the conference level. Over the past four years, we have won 12 conference championships in Women’s Basketball (2018), Women’s Cross Country (2021), Gymnastics (2022), Softball (2019, 2021), Men’s Swimming and Diving (2018, 2019, 2021, 2022), Women’s Swimming and Diving (2020, 2022), and Men’s Water Polo (2018).

In 2016, GW Men’s basketball earned a bid to the NIT Tournament. The 2016 NIT run included four games on either ESPN or ESPN 2, including one game on campus at the Charles E. Smith Center. With wins over the Hofstra, Monmouth, the University of Florida, San Diego State and Valparaiso; GW concluded the run in the historic Madison Square Garden by capturing the championship in front of approximately 750,000 viewers on national TV.

Each of our 20 programs are visible as our coaches and students travel throughout the country and internationally wearing the GW brand. The majority of GW competitions are streamed on the web and/or available on regional or national television. From 2014-2018, several of our men’s basketball games were also televised in Japan due to the popularity of alumnus Yuta Watanabe. Viewership numbers for the NIT were measured between 500k-750k in the span of three weeks in March/April. The two-plus hour “commercials” for GW put our University’s brand into homes that our admissions staff simply can’t reach at times when high school seniors and potential transfers are making college decisions. When the department is thriving, specifically in the sports of men’s and women’s basketball, GW Athletics is the most-covered-by-media unit on campus.

As stated above, GW competes in the A-10 Conference which is basketball centric (non-football). It is considered a top 8 Division 1 league (in addition to the Power 5 conferences plus the Big East and the West Coast Conference). Annual success (finishing in the top 4-6) gives a team the best chance to compete for an A-10 Tournament Championship title, which comes with an automatic qualifier to the NCAA Tournament. The men’s basketball tournament bids pay out over six years bringing approximately $340,000 per game played annually to teams who qualify for the tournament.

Community Engagement and Service

Community engagement and service is core to our mission. Our student-athletes work for multiple organizations throughout the year and are highly focused as leaders in Grassroots Health (https://grassrootshealth.us). Additionally, multiple teams have “Signed” athletes from Team Impact (https://teamimpact.org) into their programs.

Development and Alumni Engagement

FY22: $1,473,192 an increase of $273k from FY21

Total donors: 2,032 (highest in over 5 years with athletic alumni giving at or above 20% annually)

Our alumni include the current most decorated Black winter Olympian and 2022 Commencement Speaker, Elana Meyers Taylor; the 2021 Women’s National Basketball Association (WNBA) Most Valuable Player, Jonquel Jones; and NBA Basketball Hall of Famer Red Auerbach. Other Olympians include Patricio Garino, Pops Mensah-Bonsu and Yuta Watanabe (men’s basketball); Katura Horton-Perinchief (diving), Tina Brown, Michelle Knox Zaloom and Linda Miller (women’s rowing), and Juan Bocanegra and Chad Senior (men’s swimming).
Our key philanthropic donors include multiple current and former members of the Board of Trustees as well as global leaders. Of note, some of our top athletic alumni donors include: Meena Lakdawala-Flynn (gymnastics); Russ Ramsey (baseball); Ric Duques (men’s basketball); Ave Tucker (baseball).

Facilities

GW Athletics’ primary facility is the Charles E. Smith Center which sits on campus at 22nd and G Streets. This facility is the competition home for men’s and women’s basketball, volleyball, gymnastics, men’s and women’s swimming and diving, and water polo. Additionally, all programs train in the strength and conditioning spaces and utilize the athletic training room spaces for pre-habilitation, rehabilitation and other medical treatment. Our primary administrative suite is housed in this building as well as our educational support services space.

Across the street from the Smith Center are four townhouses that house our head and assistant coaches for the sports of baseball, men’s and women’s basketball, gymnastics, rowing, swimming and diving, golf, volleyball and water polo. One of those townhouses is also occupied by our externally facing staff members (Athletics Communications, Marketing and Promotions, Corporate Sponsorships, Videography, Development and Alumni Relations).

Five of our programs (lacrosse, men’s and women’s soccer, softball, and tennis) are housed at the Mount Vernon Campus. There is a large strength and conditioning space that is utilized by all 20 programs throughout the year. GW baseball trains and competes at Tucker Field at Barcroft Park in Arlington, VA. The team drives out to this facility each day. GW gymnastics practices in Chantilly, VA each day at a private gym.

Top of mind

In July 2020, GW announced that the University was streamlining the Department of Athletics from 27 varsity programs to 20. This effort was designed to more closely align the size of the department with our market basket and conference schools while also allowing for a reallocation of funds into our premier sports. The global pandemic disrupted the reallocation; however, the plans continue to look for ways to optimize and enhance our men’s and women’s basketball programs in order to be a perennial contender for the A-10 Championship and a birth to post-season play in the NCAA or NIT.

In July of 2021, the NCAA granted student-athletes the freedom to benefit from the use of their name, image and likeness (NIL). This allows for student-athletes to be compensated on a quid-pro-quo basis for their NIL to be used by third parties. Given our strategic placement in the heart of the nation’s capital, in a Top 10 media market, and considering the academic prestige of our university, our student-athletes stand to potentially benefit significantly in this space given their national visibility and influence. The evolving landscape is one that is paramount to be understood to best position GW Athletics as a national player. Our department has partnered with multiple units on campus to creatively and strategically consider how best to position current and future student-athletes.

The Department launched a strategic review in 2022 to begin the research and strategic thinking that would be required for the next strategic plan. Working groups were developed to evaluate multiple aspects of Personnel, Career Readiness, Human Performance, Constituent Engagement, Facilities and Revenue/Resource Generation. The department is working to align strategic efforts with that of the current Provost, Vice Provost of Enrollment and Student Success, Dean of students and Vice
President of Development and Alumni Relations in order to best position GW Athletics to enhance GW’s brand, student-life, and alumni and community engagement.