Georgetown University defines itself as "a student-centered research university". How well does the university actually satisfy that definition? The following *Intellectual Life Report, 2006-07: The Undergraduate Experience* finds that current practices divide that definition into two parts: Georgetown University is a student-centered university *and* Georgetown University is a research university. This report's recommendations seek to unite the two parts of that definition: recommending that as a student-centered research university, Georgetown University become a place where undergraduate students themselves develop the capacity for independent learning and become significant participants in the research process.

One of Georgetown's strengths is a tradition of intellectual inquiry that has been a part of the Jesuit order and the Catholic intellectual tradition. A significant number of students choose Georgetown precisely because they view intellectual inquiry in the context of Jesuit emphasis upon the union of knowledge and religion (*scientia* and *religio*)—a union of a piece with Georgetown's motto, *Utraque Unum*. We believe that the recommendations we make here deepen and strengthen that tradition of intellectual inquiry and contribute to making the university a place where the "life of the mind" can flourish.

Georgetown University is a student-centered-research-university founded on cultures of civility, engagement, and inquiry-based learning.

Main Campus Executive Faculty
Committee on Intellectual Life
March 2007

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PREFACE

Background to this report. The Main Campus Executive Faculty, under the leadership of Robert Cumby, convened the Committee on Intellectual Life in December 2005. The Committee was composed of those who at that time were Chairs of the Curriculum Committees of Georgetown College, the Edmund A. Walsh School of Foreign Service, the McDonough School of Business, and the School of Nursing and Health Sciences. Other faculty members of the Committee were chosen to round out the representation of intellectual disciplines. The charge of the Committee was to review the *1996-97 Intellectual Life Report* for the purpose of identifying those areas covered by the report where progress was made and those areas that still needed work. For the most part the Committee followed the topical outline of the 1996-97 report but was selective in what it chose to examine in detail, with the result that the 2006-07 report focuses entirely on aspects of undergraduate intellectual life.

Between December 2005 and the end of March 2007 the Committee met on Friday afternoons nearly every other week of the academic year in the Executive Board Room of the Wagner Alumni House. Its work fell into four phases: Discovery (Spring 2006), Draft (Summer 2006), Decisions (Fall 2006), and Consolidation of Findings (Spring 2007). Our methods included data analysis, literature reviews, focus groups, and experiential findings. We discussed every finding, every conclusion, and every recommendation in detail. The objective of the Committee was to expose weaknesses in undergraduate intellectual life and recommend changes designed to eliminate those weaknesses. The Committee is not a policy-making committee, but acts as a faculty-advisory body to the Main Campus Executive Faculty. It presents its findings and recommendations to the MCEF for discussion and voting. It is the responsibility of the MCEF to forward recommendations it approves to the body responsible for executing them or to convene a committee appropriate for the tasks specified.

Committee Members

Committee Chair

Kathryn M. Olesko	Chair, College Curriculum Committee Department of History BMW Center for German & European Studies Director, STIA

Committee Members

Robert Cumby	Chair, Main Campus Executive Faculty Department of Economics & SFS

Charles Evans	Chair, SNHS Curriculum Committee Chair, Health Sciences
Chester Gillis	Department of Theology
Charles King	Chair, SFS Curriculum Committee Chair, SFS Faculty Department of Government
Amy Liu	Department of Physics
Lucy Maddox	Department of English
Joseph Neale	Department of Biology
Terry Pinkard	Department of Philosophy
Ilkka Ronkainen	Chair, MSB Curriculum Committee
Ex Officio Committee Members	
Randy Bass	Assistant Provost of the Main Campus Director, CNDLS Department of English
Michael McGuire	Executive Director Office of Planning and Institutional Research
Todd Olson	Vice President for Student Affairs

Acknowledgements. We thank Dean of Admissions Charles Deacon, Dean of Student Financial Services Patricia McWade, Professor John Glavin, Professor Wayne Davis, and Visiting Assistant Professor Susan Pinkard for their assistance and guidance on parts of this report. Three members of the university's administration who were formal members of the Committee proved invaluable in providing insight into undergraduate intellectual life and made contributions to the report that were above and beyond the call of duty: Vice President of Student Affairs Todd Olson, Assistant Provost Randy Bass, and the Executive Director of the Office for Planning and Institutional Research, Michael McGuire. A note of gratitude goes to Gorky Cruz, Administrative Assistant in the Center for New Designs in Learning and Scholarship, who provided administrative and clerical assistance when we most needed it. Finally, we would like to thank Jessica Neagle-Pearman of the Wagner Alumni House for providing us with a most hospitable space for lively discussion, the Executive Board Room.

INTRODUCTION

Kathryn Olesko
with the assistance of Randy Bass, Joseph Neale, and Todd Olson

What is "intellectual life," and why does it matter at a university? An answer to that question may seem obvious enough: intellectual life is the "life of the mind." It is the cultivation of learning, the arts, and scholarship. It is the pursuit of knowledge for its own sake as well as for the benefits it brings. Within that classic definition, however, resides a set of assumptions about the conditions under which the life of the mind is best pursued. The working assumption of this Committee on Intellectual Life was that the life of the mind could not be studied or understood in isolation, but had to be considered in the context of university life in general.

There are many dimensions to intellectual life at a university. There's the intellectual life of undergraduates, of graduate students, of the faculty, and of the administration. There's also the "public sphere" of the university: the space within which extra-curricular intellectual events, such as lectures from visiting scholars, occur. These dimensions of intellectual life overlap. To study all of them would have been a massive undertaking. The 2006-07 Committee on Intellectual Life focused on the intellectual life of undergraduates because we believed that this dimension of intellectual life at Georgetown was at a crisis stage. Parts of undergraduate life are vibrant, colorful, and stand out with clarity to any viewer, including undergraduate engagement with Washington through work and internships, undergraduate commitment to social justice through community service, and athletics. Other parts of the undergraduate life—chiefly the intellectual life of the undergraduates—appeared unclear, in shades of gray, and even shadowy. In fact we could not define the intellectual life of undergraduates with precision because some of the fundamental features of the life of the mind were not sufficiently cultivated to stand out with any clarity. We were in agreement that the activity we believe should define the undergraduate experience—the cultivation of inquiry leading to a capacity for independent learning—is the weakest component of undergraduate education at Georgetown. The Committee to a person was dissatisfied with the quality of the intellectual life of undergraduates at Georgetown.

The starting point of our investigation was the *1996-97 Intellectual Life Report.* Many recommendations were made in that report, and many positive changes came about as a result. The New Student Convocation, the John Carroll Fellows Program, and improvements in undergraduate research opportunities (GUROP), were just three of many long-lasting and transformative results. Other innovations were found in programs that linked outside-the-classroom experience to academic learning (e.g., Center for Social Justice), the expansion of first year seminars (appearing first in SFS and now spreading to the College), and improvements in infrastructure (CNDLS, Gelardin New Media Center, and the Undergraduate Learning Initiative). Yet we also found that there were many areas in which there were no changes, and in some cases outright backsliding occurred. No progress has been made in some areas identified as critically important ten years ago, including grade inflation, number of hours students study in courses, and the amount of time spent partying at Georgetown. We found, too, that new communication

technologies threaten a culture of civility on campus, academic mentorship declined, and the general education requirements were "stale." Ten years after the first intellectual life report, there are still issues to address that compromise the quality of intellectual life at the university and so require serious re-examination. Achieving some of the goals outlined in the first intellectual life report proved to be more difficult than anyone imagined. Because of the lingering persistence of problems identified in that report, we derived the categories of analysis for this 2006-07 report from the earlier one. This report covers ten topics related to undergraduate intellectual life on the Main Campus: Georgetown's image, admissions, student culture, student experience, study-party-work, academic standards, the general education requirements, science, the curriculum, and academic advising.

In the course of our meetings, we asked ourselves a number of questions that helped us to round out our definition of intellectual life.

- Why should a student come to Georgetown University to study?
- Do we have a clear, shared definition of the intellectual life we want for our students? How do faculty members, academic administrators, and student affairs administrators view their roles in fostering this intellectual life?
- What factors are working against this intellectual life?
- How do concepts like reflection and self-understanding tie in with the intellectual? In the hectic schedules of our students, how do we introduce reflection, time to think, and quiet? Do we routinely reward frantic activity?
- How does intellectual life relate to space constraints on campus?
- How does it relate to the cultural messages students receive from one another, from faculty, from staff, and from administrators?
- How does social life relate to the life of the mind? How much time do we want students to spend on study outside the classroom?

As our deliberations matured, the Committee came to define intellectual life in terms of the preparation and opportunities for the cultivation of inquiry and independent learning. After all, learning and the pursuit of new knowledge is what a university is all about. A university is not merely the provider of information, knowledge, or certifications for consumers intent on acquiring and possessing a high quality product. What is insufficiently developed at Georgetown, we found, was vertical progress toward depth in the curriculum across the four years of an undergraduate's career. For example, increasingly it is the case that students are awarded greater amounts of AP credit for courses taken in high school. AP credit was originally intended for advanced placement, and hence was a means whereby a student could engage in the type of intellectual depth and research that we discuss in this report. But now AP credit is most commonly a way for a student to complete a college education in less than four years (to "graduate early"), and so to avoid precisely the depth that higher level university courses would have offered. Or, to view the problem another way: undergraduate life at Georgetown perpetuates a culture of functionality, of underachievement, of diffuseness, and a lack of depth.

We identified three cultures central to the development of the capacity for independent learning: cultures of inquiry, engagement, and civility. By a culture of inquiry we mean an

academic environment wherein a student acquires the capacity for independent learning that is the foundation of meaningful participation in research. By a culture of engagement we mean the immersion of students and faculty alike in the search for new knowledge; the opposite of a culture of engagement is a consumer culture where knowledge is a product merely "passed on" and where "possession" of that knowledge drives the certification process as a means of economic advancement. By a culture of civility we mean a respect for others that goes far beyond respect and toleration of the ideas of others to the valuation of others as equal members of the human community. One might also view a culture of civility as the ethical dimension of the life of the mind. Sometimes these three cultures can be described in quantitative terms, as is done in this report when we refer to hours spent studying, partying or working, or when we refer to course evaluations and grade distributions.

We want to emphasize, however, that the principal message of this report is not in its quantitative findings. The message is instead in how all the various indicators of intellectual life fit together. To solve one problem, you have to solve many simultaneously. In contrast to the response to the last intellectual life report where each issue was dealt with piecemeal or ignored, we argue here for an integrative approach to improving the quality of intellectual life on campus. All of the factors that we address here—Georgetown's image, admissions, student culture, student experience, study-party-work, academic standards and grading, general education requirements, the curriculum, and advising—are not isolated issues but mesh with one another. We are not talking about fixing this or that problem, but rather of overhauling nearly the entire structure of the intellectual life of undergraduates. Unlike the approach taken ten years ago, we believe that we are in a position now to tackle and solve the problem of undergraduate intellectual life in an integrative fashion. The transformation of undergraduate intellectual life will be an ongoing challenge for all of us for the foreseeable future. Presently students are studying less and earning higher grades than they were ten years ago. What message does that send to us? It certainly does not suggest that the work they do is deeply intellectually challenging. The most important change we recommend is not merely to ask more of students (busywork), but to ask them to do a different set of tasks, tasks more challenging to them and befitting what we find to be their higher intellectual abilities now in comparison to ten years ago. The bottom line in the recommendations of this report is that the curriculum, including general education requirements, must change in the direction of greater challenge through inquiry-based learning ideally culminating in original research.

We believe that it is urgent to address the problems discussed in this report if Georgetown University is to maintain its position as a first rank university. We need to make concerted efforts to meet the challenges facing us. We call upon faculty to assume the leading role here in changing the intellectual life of undergraduates. Intellectual life on campus is driven by the faculty. It is also the case, however, that we faculty "reap what we sow." The Committee seeks a state of affairs where all students identify strongly with the intellectual side of their life here on campus. To achieve that goal we as faculty must broaden our own horizons and take on the task of introducing students early in their undergraduate careers to a culture of inquiry that leads to the capacity for independent learning and eventually research. As a Committee, we look forward to the changes recommended here as well as to our roles in them.

We furthermore believe that the examination of intellectual life on campus is an ongoing project necessary for maintaining the health of the university. To that end, we make the following recommendation:

- **RECOMMENDATION: That the Main Campus Executive Faculty set up a standing Committee on Intellectual Life. The charge of the Committee is to conduct periodic reviews of the various dimensions of intellectual life on the Main Campus and make recommendations to the Main Campus Executive Faculty for the improvement of intellectual life.**

EXECUTIVE SUMMARY
of
INTELLECTUAL LIFE AT GEORGETOWN UNIVERSITY, 2006-07: THE UNDERGRADUATE EXPERIENCE

1. Georgetown's Image

Over the last decade, the university community has responded energetically and appropriately to the critique of its "image" contained in the *1996-97 Intellectual Life Report*. A serious and well-crafted New Student Convocation has become the key ceremonial event marking the opening of the academic year. The New Student Orientation in general has become about more than checking in at the dorm and meeting one's roommate. The Prelude Program continues to inspire students soon after they reach campus. In these events, as well as in publications and other media, faculty and intellectual life are "present" in a way that they simply were not a decade ago.

Yet the challenges of the last decade are not the challenges of today. We still have much to do to refine the way in which we represent ourselves to the world and, perhaps more importantly, represent ourselves to ourselves. At the broadest level, we have a tendency to emphasize service over academic excellence and broad-based competence over intellectual depth. We speak about the core mission of the university as engagement with the world, yet this message often squeezes out what should be our basic task: creating and disseminating knowledge. Fostering involvement in the world is a valuable part of the university's heritage and mission, and it contributes to Georgetown's uniqueness among major American research institutions. However, involvement in the world should not overshadow engagement with ideas.

- **RECOMMENDATION 1.1: That the statement on the first page of the University Prospectus be revised to say:**

  > *". . . being so near the centers of business, technology, the arts, and government has made this the perfect place to pursue a very old ideal, part of the tradition of Georgetown's Jesuit founders. Knowledge is pursued for its own sake and to effect change in the world. The life of the mind is for the life of the world. Education should make a difference. The best life to live is one combining contemplation and action."*

- **RECOMMENDATION 1.2: That the university demonstrate continued attention to the form and content of academic ceremonies**.

- **RECOMMENDATION 1.3: That the faculty be involved in crafting the overall image of the university.**

- **RECOMMENDATION 1.4: That a faculty-student committee, made up equally of faculty and students, be established to review annually campus tours and the materials used to train tour leaders. As a useful framework, we recommend that campus tours project the intellectual image the university wants for itself by emphasizing *equally* Georgetown's Identity, Fun Facts, and Academic Achievements of Students and Faculty.**

2. Admissions

The admissions program at Georgetown has strengthened in the past ten years. Our joint recruiting program with Harvard, Penn, Duke, and Stanford has positioned us to reach the most desirable students. Our ethnic and geographic diversity (including international students) has remained fairly steady. There is concern, however, that the economic diversity of our student body is decreasing as costs rise and our financial aid packages are less competitive than many of our peer institutions. The newly initiated Georgetown Scholarship Program that enlists alumni support by class year for current students has helped to address this problem. However, more aid is required. Thus, the committee supports the university's intention to create a $500 million endowment for financial aid within the current capital campaign.

The John Carroll Fellows Program, which evolved in part as a result of the previous report, has enjoyed considerable success preparing students to compete for prestigious postgraduate scholarships and should continue to be supported. But we still need more creative ways to identify and successfully recruit the most academically serious students. The John Carroll Scholars Program may need to be reconfigured to help to achieve this goal. We also charge the Admissions Office with the task of better advertising student research opportunities at Georgetown.

- **RECOMMENDATION 2.1: That alumni interviewers be kept informed of faculty research highlights and student research opportunities at Georgetown and that they actively use them as a recruitment tool.**

- **RECOMMENDATION 2.2: That the Admissions Office develop a comprehensive plan to advertise undergraduate research opportunities at Georgetown University, that it tie these opportunities to admissions and recruitment practices, and that the Admissions Office present a plan for achieving these goals to the Main Campus Executive Faculty's standing Committee on Intellectual Life no later than March 2008.**

- **RECOMMENDATION 2.3: That the university's decision to create a 500 million dollar endowment for financial aid remain a high priority.**

- **RECOMMENDATION 2.4: That the Georgetown Scholarship Program continue and be expanded.**

- **RECOMMENDATION 2.5: That the diversity goals at Georgetown include socioeconomic diversity alongside racial, religious, and ethnic diversity.**

3. Student Culture & Intellectual Life

This update sets a brief context for how student culture is connected with intellectual life at Georgetown today, responds to recommendations in the 1996-97 report, and outlines current themes and suggestions for the 2006-07 report. It is both obvious and worth noting that undergraduate life at Georgetown is intensely residential and engaging. This character offers both opportunities and challenges as we work to strengthen the intellectual life of the campus. One phrase that captures the desired state is "a culture of engagement". This section explicates how that culture of engagement can be strengthened as we move forward.

Since 1996-97 we have made progress in several areas. New Student Orientation (NSO) now features academic life and academic integrity in powerful ways. Student space needs have been addressed to a degree by the new Village C Alumni Lounge. Students have been actively involved in addressing issues of high-risk alcohol use. We also see some perennial challenges: alcohol use, student mental health, and careerism continue to erode the intellectual culture of our campus beyond the classroom.

This section examines the quality of life in our residence halls in terms of civility and intellectual vigor, and recommends a strengthened Faculty-in-Residence program and a general broadening of interaction between students and faculty beyond the classroom. The section goes on to address the negative consequences of student alcohol use and the culture associated with it, and recommends steps in response. The analysis continues with a focus on student mental health, recommending stronger faculty involvement in the campus "safety net". Further improvements to New Student Orientation are discussed, including a recommendation to begin the academic year after Labor Day. The issue of student gathering and activity space on campus is addressed, with recommendations to pursue construction of the planned New South Student Center as quickly as possible. Involvement with the city of Washington is discussed, with a recommendation to weave the community involvement efforts of the Center for Social Justice into the Capital Campaign as part of the Undergraduate Learning Initiative.

- **RECOMMENDATION 3.1:That the Faculty-in-Residence Program be strengthened by adding apartments and positions in each of the firs- year- student residence halls.**

- **RECOMMENDATION 3.2: That the Office of Student Affairs implement ways of best addressing the problem of drinking on campus, including the best way of providing online alcohol instruction.**

- **RECOMMENDATION 3.3: That the administration create an extra safety net for students by training faculty to recognize the signs of mental health problems.**

- **RECOMMENDATION 3.4: That intergenerational contact be promoted and facilitated in order to civilize student culture and to promote intellectual life.**

- **RECOMMENDATION 3.5: That fund-raising for the purpose of increasing and enhancing extra-curricular faculty-student activities be undertaken**

- **RECOMMENDATION 3.6: That the academic year begin after Labor Day as soon as feasible.**

- **RECOMMENDATION 3.7: That the New South Student Center be actively pursued in the quiet phase of the capital campaign and be completed and open for students in 2011.**

- **RECOMMENDATION 3.8: That efforts to encourage engagement with Washington, DC and to participate in community service, especially in the Center for Social Justice, be integrated into the Undergraduate Learning Initiative component of the capital campaign.**

4. Student Experiences at Georgetown

A series of focus groups with first-year students in their first semester of study established Georgetown's image as academically rigorous and committed to educating the whole person. This image is conveyed well to the students before their arrival through materials and events and deepened upon arrival in the classroom through professors' commitment to their subject matters. In this respect students' initial impressions of Georgetown contrast with their impressions become as the undergraduate years pass by.

Students indicated a need for more interaction with faculty beyond the classroom, either as part of a particular class meeting but outside regular class time, or tied to extra-curricular activities beyond the campus. Major concern was raised over learning facilities, both in terms of class rooms and space available for studying.

- **RECOMMENDATION 4.1: That faculty specify in their syllabus their availability via email and office hours and their willingness to see students beyond the simple phrase "by appointment."**

5. Life on Campus: Study, Party, Work

Data collected over the past several years support the conclusion that Georgetown undergraduate students are not sufficiently challenged by their coursework, continue to party at the same level as a decade ago, and continue to devote an unacceptably small number of hours to study outside of class. When considered in the context of continuing increases in grade inflation, these data do not reflect well on our academic standards. On average, the efforts to affect these results since the *1996-97 Intellectual Life Report* a decade ago have not been effective. Individual faculty and departments need:

- to critically assess the hours that students self-report studying in each course;
- to reflect on the level and quality of learning goals in each course;
- to adjust learning goals in course where the hours studied clearly indicate that students are not being challenged to a level that is consistent with their ability; and
- to work with the Deans to achieve these goals.

- **RECOMMENDATION 5.1: That faculty whose students self-report studying at low levels adjust the learning goals for their courses in order to contribute to the greater intellectual development that can be obtained by having students working at a significantly higher level. Students on average should meet the goal of devoting 2 to 3 hours to course work per credit outside of class meetings**.

  RECOMMENDATION 5.2: That departments with faculty who fail to achieve the goal of 2 to 3 hours of course work per credit outside of class meetings on average over three years provide the relevant Dean with a plan by which these faculty will achieve greater success in achieving the goal before Fall 2009.

- **RECOMMENDATION 5.3: That as part of the departmental annual review, departments assess the degree to which a balance of course scheduling is obtained such that about one fifth of the courses meet on Fridays.**

6. Academic Standards at Georgetown

The *1996-1997 Intellectual Life Report* concluded that our academic standards were too lax: we awarded grades that were too high, and we expected too little of our students. It recommended raising our grading standards and making our courses more demanding. The recommended percentage of A grades was 30%. The recommendations had little effect. Since 1999, the percentage of A grades has increased from 46% to 55%, a 20% change. Measures of student ability (SATs, HS rank, selectivity, and yield) have improved comparatively little (≤3%). "Life at Georgetown: Study, Party, and Work" concluded that students have not devoted more time to their studies. Non-ordinary faculty give around 60% A grades, while ordinary faculty give around 50%. Evidence suggests that the use of student evaluations of teaching contributes to grade inflation. A number of steps are recommended to raise faculty awareness of the campus grading standards. It is further recommended that the Deans review each department's grading

practices annually and provide incentives for compliance, that a faculty member's grade distributions be considered in merit reviews along with student study time and challenge data, and that an MCEF committee develop a uniform numbering system reflecting the intellectual level of courses

- **RECOMMENDATION 6.1: That grade guidelines should be distributed to each faculty member at the beginning of each semester and again prior to submitting final grades.**

- **RECOMMENDATION 6.2: That departments be charged with the responsibility of (1) informing non-ordinary faculty of the grade distribution guidelines and the recommended number of hours of study per credit hours and (2) instructing non-ordinary faculty in why the guidelines for grades and hours studied exist.**

- **RECOMMENDATION 6.3: That new faculty orientation each year should include a presentation and discussion of the grade distribution guidelines.**

- **RECOMMENDATION 6.4: That the table summarizing grade distributions by department produced each year by the Office of the Registrar be sent to all faculty members.**

- **RECOMMENDATION 6.5: That, after the entry of final grades in Faculty Access, a histogram of course grades be automatically displayed along with a comparison to the standard for grade distribution.**

- **RECOMMENDATION 6.6: That the Deans review each department's grading practices annually. If a department's practice differs substantially from the guidelines, the Dean should discuss the matter with the department and decide if the department should submit a plan to bring practice into alignment with the guidelines. In addition, persistent deviations from the guidelines should be used by the Dean as part of an overall evaluation of a department.**

- **RECOMMENDATION 6.7: That the teaching component of each faculty member's merit review take into account a comparison of how that individual's grades align with the guidelines.**

- **RECOMMENDATION 6.8: That the teaching component of each faculty member's merit review include the responses to the study time and degree encouraged and challenged questions in the student evaluations and should not use the "global question" on instructor quality.**

- **RECOMMENDATION 6.9: That Main Campus Executive Faculty set up a**

committee to promote a uniform system of course numbering that corresponds to the increasing intellectual level of undergraduate courses (e.g., 000-, 100-, 200-, 300-, 400-levels).

- **RECOMMENDATION 6.10: That the administration provide appropriate incentives to departments, programs, and faculty that contribute in a positive way to increasing the academic rigor and thus demand of coursework while reversing our currently out-of-control grade inflation.**

7. Georgetown's General Education Requirements

Although Georgetown calls its own model of general education a "core curriculum," it is in fact only a distribution model. It would probably be impossible to establish anything like a true core curriculum at Georgetown, and it would be very difficult to establish at Georgetown what is sometimes taken to be the alternative, a "modes of knowing curriculum." At present, our general education requirements are stale and have in effect not been reviewed or changed for close to fifty years. Nonetheless, unless everything were put on the table, *including* the idea of a 4/4 course load and even the requirement for two philosophy and two theology courses, there would be little rationale for a new review, given that the time required of the faculty is immense, and without a substantially altered starting point, the results would be little different from what we have now. We nonetheless recommend putting everything up for grabs and for a new review of the general education requirements.

- **RECOMMENDATION 7.1: That Georgetown undertake a review, and pending the outcome of that review, a thorough revision of its general education requirements, in the process placing on the table the fifteen week semester system, the four/four course load, and the requirement of two courses in theology and two in philosophy. The framework of this revision should be undertaken with strong consideration of the broader curricular goals discussed here and elsewhere in the report, especially those of enhancing small group experiences, introducing students to research, and enabling active involvement in research at an earlier stage in the students' education. Intellectual risk-taking should be introduced early on in the student's years at Georgetown.**

8. Science

The *1996-97 Intellectual Life Report* recommended greater support for the natural sciences, particularly for facilities and undergraduate recruitment. It noted that the natural sciences had been allowed to languish in comparison with other disciplines, skewing the intellectual climate on campus. Today the number of faculty and undergraduate students in the science departments remains essentially the same as ten years ago. The difference, though, is that the campus is now engaged in a comprehensive science-planning effort with an aggressive time

line for expansion of facilities and faculty. While significant expansion of personnel and curriculum may have to await new facilities, some progress has already been made, including the introduction of new graduate programs and interdisciplinary undergraduate initiatives. Recruitment of undergraduate science students remains a challenge. By offering research opportunities and adopting active learning strategies in the classroom, science departments hope to attract students who are eager to engage in intellectual discovery early in their undergraduate careers.

- **RECOMMENDATION 8.1: That the university expand the role of the sciences in the Georgetown intellectual experience beyond its ongoing efforts to construct a new science building, to hire thirty-five new faculty and to renovate the Reiss Science Building, and recognize the importance of the sciences to the university's intellectual future in the twenty-first century.**

9. Curricula & Pedagogy

The Main Campus has seen key areas of progress in "Curricula and Pedagogy" since 1996-97, including the initiation and spread of First Year Seminars across the main campus, the emergence of programs to support undergraduate research (GUROP, John Carroll Program), and development of a strong infrastructure to support broad improvement and innovation in the curriculum and pedagogical practices (the Center for Social Justice Research, Teaching, and Service, the Center for New Designs in Learning and Scholarship, the Gelardin New Media Center, etc.).

Significant challenges persist in setting high expectations through curricular and pedagogical practices, especially in the first year. This includes promoting active and independent learning as early as possible in the curriculum, and where possible, to reorient general education courses toward activities that incorporate different types of inquiry-based learning. Undergraduate research opportunities will continue to be a cornerstone of deepening a culture of inquiry in the undergraduate experience, and should be expanded and supported. Expanded opportunities for depth should be complemented by opportunities for integration, including substantive and creative ways to connect coursework with intellectual work outside the classroom (such as through study abroad and community-based learning). Finally, the University needs to continue supporting a robust environment for faculty engagement with new approaches to teaching and learning. This will necessitate both campus-wide and unit-level commitments to valuing the most effective practices for good teaching and learning, transparency in communicating goals and expectations to students, and attending to the alignment of goals, course activities, and feedback.

- **RECOMMENDATION 9.1: That there be continued examination and renewal of the first year and second year academic experiences with special attention paid to the consequences of how courses in those years are taught and staffed (that is, by ordinary, full-time non-ordinary, or full- or part-time adjunct faculty).**

- **RECOMMENDATION 9.2: That in addition to supporting seminars for all first year students, we encourage support for ongoing innovation with course design and pedagogy of courses in the first two years (especially larger enrollment courses), emphasizing active, independent, and inquiry-based learning.**

- **RECOMMENDATION 9.3: That Curriculum Enrichment Grants be continued and expanded, with the goal of giving every lower division course access to enrichment funds.**

- **RECOMMENDATION 9.4: That research workshops along the lines of the Carroll Round for Undergraduates in Economics or the Phi Alpha Theta history conferences be developed at Georgetown in disciplines and interdisciplinary fields.**

- **RECOMMENDATION 9.5: That undergraduate research opportunities be expanded through GUROP and other fellowship opportunities. We also recommend expansion of capstone research experiences across the campus, and continued experimentation with new forms of those experiences. We recommend that culminating research experiences begin no later than the first semester of the senior year.**

- **RECOMMENDATION 9.6: That a task force be established to examine the ways in which resources to support undergraduates in developing skills to carry out independent intellectual work could be expanded, including the expansion of student services for quantitative thinking and analysis and research similar to the way in which the Writing Center assists students.**

- **RECOMMENDATION 9.7: That courses have early and challenging assignments followed by prompt assessment of performance and frequent feedback, especially for first-year students.**

- **RECOMMENDATION 9.8: That academically meaningful and rigorous models for integrating curricular learning with learning and experience outside the classroom be developed with consideration of study abroad, community-based learning, and internships. We also recommend that these directions be cultivated in close coordination with the Council of Associate Deans so that they might be viewed as coherent campus-wide opportunities**.

- **RECOMMENDATION 9.9: That the institutional funding for effective teaching practices, initiated out of the 1996-97 report, be further strengthened and made stable through endowment funds, under the rubric of the Undergraduate Learning Initiative and the upcoming capital campaign.**

- **RECOMMENDATION 9.10: That the Main Campus continue to emphasize activities that promote effective pedagogical practices, such as the expansion of New Faculty Orientation, and the dissemination of information about effective syllabus design and assessment.**

- **RECOMMENDATION 9.11: That a standing committee be established to coordinate and strengthen the breadth and depth of learning assessment. This committee should be faculty-led but administratively managed, and different from the Intellectual Life Committee convened by the Main Campus Executive Faculty in the first recommendation of this report.**

10. Academic Advising

The committee considers the advising of students a critical part of the intellectual life of students and of the teaching function of faculty. The most challenging aspect of the advising process is the effective mentoring of first- and second-year students who have yet to declare a major. The advising students need in order to successfully navigate their degree requirements is increasingly being managed by the staff of the deans of the various schools, and the evidence is that this strategy is working well. However, the kind of mentoring of students that would help them to think through a course of study, to understand the intellectual rationale for a sequence of courses, and to become actively engaged in shaping their own intellectual development is less readily available to students and is not clearly presented to them as an important part of what Georgetown has to offer them. The scant attention given to advising and the role of advisors in Georgetown publications or on Georgetown websites is evidence of the university's need to better incorporate advising into its vision of, and its public statements about, the intellectual relationship between faculty and students.

- **RECOMMENDATION 10.1: That as the first year seminar becomes a common experience on the Main Campus, faculty teaching these seminars become faculty mentors to the intellectual life of the students, particularly during their first two years at the university.**

- **RECOMMENDATION 10.2: That members of the Dean's Offices of the College and the various undergraduate Schools continue to function as advisors in all areas including degree completion over the four years of a student's undergraduate career.**

- **RECOMMENDATION 10.3: That students in their third and fourth years of study have an intellectual mentor, chosen from the ordinary faculty, in their major.**

- **RECOMMENDATION 10.4: That the Main Campus develop a statement on student advising and advisors that is prominently displayed on the university's website.**

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1. GEORGETOWN'S IMAGE

Charles King

The Intellectual Life Report of 1996-97 contained significant criticisms of the way in which Georgetown projected itself to the world and, perhaps even more importantly, represented itself to itself. The major criticisms were:

1. A "startling absence of faculty presence in the lives" of undergraduate students.

2. A general absence of faculty—and of "representations of research and teaching"—in the publications and recruiting materials of the university.

3. In general, a lack of attention to the message being sent to potential students and enrolled students, from initial recruiting contacts through New Student Orientation.

The report also contained two specific recommendations related to public image and academic ceremonies. These included:

1. Creation of a standing committee on ceremonies, subordinated to the Main Campus Executive Faculty, with responsibility for creating new ceremonies and serving in an advisory role for "all forms of publications in which the intellectual and academic life of the Main Campus is represented."

2. Integration of the Prelude Program with New Student Orientation.

The university community has responded energetically and appropriately to these points of criticism and, over the last decade, has worked diligently to implement the recommended reforms. There is a well-organized New Student Convocation which has two core components: inspiring and challenging speeches by students, faculty, and the president, and the act of students taking the Honor Pledge. The Convocation has become the key ceremonial event marking the opening of the academic year. After several years of experimentation, there is the strong sense among those involved that the university has "gotten it right" with respect to the content, order, and flow of the event itself. Students seem genuinely moved by the grandeur and solemnity of the event. It has become a rite of passage which sets a tone of seriousness, challenge, and obligation. The New Student Orientation in general has become about more than checking in at the dorm and meeting one's roommate. The Prelude Program continues to inspire students and is a well-integrated part of the orientation schedule. In these events, as well as in publications and other media, faculty and intellectual life are "present" in a way that they simply were not a decade ago. The entire community can be justifiably proud of the past decade's achievements.

The presence of the university on the web is something which the previous report could not have envisaged, and the university can be proud of the way in which it presents itself in this

medium. Compared to many other major university websites, the top-level Georgetown site is easy to navigate, visually appealing, and not overly "busy." The inclusion of news announcements which focus on research is a welcome addition, since it highlights the university's status as a research university.

The challenges of the last decade are not the challenges of today. There are areas in which the university's image still needs work. More broadly, we still have much to do to think through and refine the way in which we speak about our engagement with the core mission of the university.

At the broadest level, we have a tendency to emphasize service over excellence. That is, we speak about the core mission of the university as engagement with the world, yet this message often squeezes out what should be our basic task: creating knowledge, cultivating understanding, and inspiring true intellectual excellence. Fostering a culture of engagement with the world is a valuable part of the university's mission, and it contributes to Georgetown's uniqueness among major American research institutions. Engagement with the world should not crowd out engagement with ideas, nor should service overshadow genuine excellence of scholarly achievement.

Yet the university's undergraduate promotional materials continue to project an image of the university that is sometimes at odds with both intellectual life and academic excellence. The emphasis is on lovely buildings, interesting scenery, and the Washington location; the message is one of history, grandeur, and power, not of intellectual achievement. Indeed, the first page of the Undergraduate Prospectus contains the remarkable statement that:

> being so near the centers of business, technology, the arts, and government has made this the perfect place to pursue a very old ideal, part of the tradition of Georgetown's Jesuit founders: that knowledge is never pursued for its own sake, but to effect change in the world, that education should make a difference, that the best life to live is one combining contemplation and action.

Many Jesuits would be surprised to learn that they do not value "knowledge for its own sake" (that portion of the quote is in larger type and red ink in the prospectus). Language such as this sets exactly the opposite tone to what faculty hope to encourage in students.

- **RECOMMENDATION 1.1: That the statement on the first page of the University Prospectus be revised to say:**

  ". . . being so near the centers of business, technology, the arts, and government has made this the perfect place to pursue a very old ideal, part of the tradition of Georgetown's Jesuit founders. Knowledge is pursued for its own sake and to effect change in the world. The life of the mind is for the life of the world. Education should make a difference. The best life to live is one combining contemplation and action."

Throughout the rest of the publication, the emphasis is on community, dialogue, career-preparation, spiritual growth, diversity, and fun—but not the intellectual challenge presented by a Georgetown educational experience. In the publication as a whole, there is one photograph of a student reading a book (with feet propped up on a desk) and three of students in a seminar or lecture; more than a dozen other photographs show them playing lacrosse and basketball, making coffee, walking in the snow, and rowing on the Potomac, in addition to shots of landscapes and buildings.

A similar message came through in the large signs which welcomed students to campus at the beginning of the 2006-2007 academic year. The banner attached to the front of the ICC listed the core values and mission of the university. Academic achievement was mentioned only once (and was third on the list, as "academic excellence"), while the other items highlighted such themes as "Ad maiorem dei gloriam" and "cura personalis."

Intellectual life of undergraduates at Georgetown is strongly influenced by messages presented by Undergraduate Admission officers and programs that are aimed at prospective applicants. Admissions presentations, campus tours, websites and publications represent major points of contact with these students. The Main Campus Executive Faculty and Deans should regularly examine and suggest revision in the content of these points of contact with respect to recruiting students who better match our intellectual-life goals.

Moreover, as the university seeks to expand its global reach, the exigencies of public engagement should not overshadow the equally important aims of fostering intellectual creativity and achievement. Being in the world—making an impact on the global debates and enhancing Georgetown's role in international development, poverty reduction, and the fight against HIV/AIDS—should rightly become a part of who we are. Equal emphasis should be placed on Georgetown as a community of researchers and learners. In our publications, web presence, and public activities, we must continue to underscore our scholarly mission as a core component of our collective identity.

These issues lead to several practical conclusions:

- **RECOMMENDATION 1.2: That the university demonstrate continued attention to the form and content of academic ceremonies**.

A ceremonies committee is now in place, coordinated by the Registrar, and this committee should be empowered to continue to think through major outstanding questions. These include the perennial question of a unified commencement—a goal which the university should actively seek to meet.

- **RECOMMENDATION 1.3: That the faculty be involved in crafting the overall image of the university.**

A standing committee on publications, as suggested in the original Intellectual Life Report, does not seem to be the answer, not least because of the volume of university-related publications and websites. But in the key areas—those having to do with student recruitment and "top-level" website content—faculty must play a more active role in helping to manage the university's external and internal image.

A comprehensive program to reform the "on-campus experience" of prospective students needs to be put in place. At a minimum, such a program would include greater oversight and training for student tour leaders, including the moderate use of scripted statements. More broadly, ways should be sought to include an intellectual component to the on-campus experience that goes beyond, for example, sitting in on a lecture. The GAAP weekend lectures are an excellent move in this direction.

- **RECOMMENDATION 1.4: That a faculty-student committee, made up equally of faculty and students, be established to review annually campus tours and the materials used to train tour leaders. As a useful framework, we recommend that campus tours project the intellectual image the university wants for itself by emphasizing *equally* Georgetown's Identity, Fun Facts, and Academic Achievements of Students and Faculty.**

Overall, the university must seek—in its image as well as in its everyday practice—to cultivate intellectual excellence rather than simply competence. The tension between these two missions can be felt at several levels, from the growing problem of grade inflation, to the need-based structure of financial aid, to the way in which the most academically accomplished students (e.g., those who receive Rhodes, Marshall, and other prestigious fellowships) are recognized. Georgetown must seek to become and to portray itself not simply as a university that creates men and women for others, but that seeks above all to nurture and reward genuine excellence.

2. ADMISSIONS[1]

Chester Gillis

Following up on the 1996-97 Report. The 1996-97 Intellectual Life Report recommended an "Executive Admissions Committee of the Main Campus," composed of faculty, associate academic deans, and students. The Intellectual Life Committee wanted to know if that committee ever formed, and if so, if it is it still functioning and how it has been helpful. There was a committee (no longer active) which sought to change the admissions profile of students, particularly seeking intellectually oriented students, more science students, and a more diverse student clientele both ethnically and socio-economically.

In addition, the John Carroll Scholars Program was created to help recruit highly qualified, intellectually motivated students. The Program has helped us to recruit some of our most qualified students. However, identifying these scholars exclusively based on their high school records has not always yielded students who perform at the highest level in college. Thus, John Glavin, who oversees the program, has now targeted the program to students who perform well in their first year at Georgetown. They also attempt to involve these students in research and leadership on campus. The John Carroll Scholars Program, the Georgetown University Undergraduate Research Opportunities Program (GUROP), as well as improvements in the fellowship program all resulted from recommendations made in the original 1996-97 Intellectual Life Report.

John Carroll Fellows Program[2] The John Carroll Scholars Program lasted for five years in its original incarnation. During that period, in any given year, the program involved 80 to 90 first year students. The directors of the program noted that there were a number of qualified students who were not part of the John Carroll Scholars Program. They also noted that some high school students applied for the John Carroll Scholars Program primarily, if not exclusively, to receive the financial aid attached to the program. This motivation did not serve the program well. After this initial five-year period, the directors of the program reconsidered who they were recruiting and how they recruited them. They reconfigured the program and renamed it the John Carroll Fellows Program. They no longer identified high school students as potential Carroll Program participants. As it turned out, SAT scores, one of the primary criteria for admission into the John Carroll Scholars Program were not always a reliable predictor of performance in college. Instead of recruiting high school students, they selected students during the second semester of their first year at Georgetown. Thus fellows are now selected on the basis of their performance at Georgetown and letters of recommendation from Georgetown faculty. This created a new dilemma. The funds for the John Carroll Scholars Program were allocated specifically to attract

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[1] Dean of Admissions, Charles Deacon, attended the May 8, 2005 meeting of the Intellectual Life Committee. On behalf of the committee, Chet Gillis forwarded the comments and questions to Dean Deacon in advance of the meeting.

[2] The Committee would like to acknowledge the assistance and contributions of Dr. John Glavin to this section of the report.

bright students to Georgetown and were tied to admissions. Concerns emerged that the donors' intentions were being ignored. As a result, all Carroll money was restored to the Admissions Office which continues to offer financial incentives ($3000 as part of the aid package) to promising students still using the name of "Carroll Program." The aid is not attached to any program or obligation once the students matriculate. Evidence that money was a motive for students to apply for the John Carroll Scholars Program was the fact that only one or two of the John Carroll Scholars applied to be John Carroll Fellows after the program was transformed into a Fellows program without financial assistance to the students. Thus, the fellowship program attracted a different population of students. The objective remained the same, that is, to attract the brightest students into the program and to prepare them for research and eventual fellowship possibilities. However, the population in the program changed with the new criteria for admission.

The result of this shift from the Scholars program to the Fellows Program is that the current John Carroll Fellows Program is not a recruiting tool to attract the best and the brightest high school students. So we need to look at other ways to identify promising high school students who are serious about scholarship and who are willing to put the effort into research while in college. There are a number of public indicators of these types of students; for example, the winners of the Westinghouse science prizes or the national Latin prizes or the history prizes or national prizes in any other particular discipline. These achievements likely indicate the more serious type of student that we would like to recruit. Of course, these students are also identified and sought by our competitors in the admissions process. We must do a better job of identifying these students and of recruiting them. One barrier to this is financial. Georgetown tends to recruit from a particular socioeconomic pool and to seek students in high schools across the country who are very bright but who also have the financial resources to attend Georgetown. Some of the most promising students may not come from affluent families but may need to be actively encouraged to apply to Georgetown.

- **RECOMMENDATION 2.1: That alumni interviewers be kept informed of faculty research highlights and student research opportunities at Georgetown and that they actively use them as a recruitment tool.**

- **RECOMMENDATION 2.2: That the Admissions Office develop a comprehensive plan to advertise undergraduate research opportunities at Georgetown University, that it tie these opportunities to admissions and recruitment practices, and that the Admissions Office present a plan for achieving these goals to the Main Campus Executive Faculty's standing Committee on Intellectual Life no later than March 2008.**

The John Carroll Fellows program has enjoyed success in preparing some students for significant postgraduate fellowships such as the Rhodes, Mitchell and Marshall Scholarships. In the end however, the number of these students who are well prepared to compete for such fellowships is small, perhaps as few as 10. About half of these come from the John Carroll Fellows program and the other half from the general population at Georgetown. In order to be

competitive for the scholarships students must have done independent research, have had a close collaboration with faculty, and have the endorsement of the institution.

More Highly Qualified Students. In recent years Admissions is thriving with a pool of over 16,000 applicants for approximately 1,600 spaces and we are attracting the strongest pool of candidates in our history. Of course, as with all universities including those with which we compete for students, not all students are admitted via the competitive pool. A special pool includes students who may not equal the average test scores, but who have other desirable assets (for example, a particular talent or distinction) that compensate for this and enrich campus life.

In 1991 6% of students who scored 700+ Verbal indicated Georgetown as among their choices. In 2005, 10% who score 700+ Verbal indicated Georgetown as a choice. The average SAT score of our applicants for the class of 2010 was 1419. The average of those who matriculated was 1390. Ten years ago we were matriculating students from the bottom third of the most desirable private high schools. Today we are getting the top third and often students in the top 10% from these schools as well as the best public high schools.

This year's freshman class is 1,580 composed of 45% men and 55% women. The class includes 51 high school class presidents and 404 students who ranked first, second, or third in their high school. Sixty percent of those admitted early action matriculated, a very good number considering that they are not bound to Georgetown the way that early decision programs bind students. Our overall yield is 50% (a good number, the Dean assured the Committee). Fifty-five percent come from public schools and 45% from private schools.

Recruiting Partners. Part of this success is attributable to our recruiting practices and partners. Beginning in 1996-97 we joined with Penn and Duke in our recruiting efforts (Harvard later joined). Beginning in 2006-07 Stanford will join the group. While, on the one hand, we are competing with these schools for students, on the other hand, joint recruiting has several advantages. When jointly recruiting, this cluster of top-tier schools is able to draw large crowds (often of 1,000 or more) to our recruiting nights in cities all over the country and the world (last year we had 140 such events). Our recruiting officers now make presentations alongside these schools. As a consequence of this joint recruiting we are able to reach more qualified students in more areas of the country and the world. Our association with Harvard, Penn, Duke, and Stanford encourages potential students and their parents to view us as the equal of these highly competitive schools (all of which rank ahead of us in the *US News & World Report* rankings). In addition to recruiting trips by the Admissions Dean and officers, 31,500 people took the campus tour last year.

<u>Student Cultural Diversity</u>

The percentage of students from multi-cultural backgrounds has remained about the same as it was in 1996-97, roughly mirroring the overall population.

8% African-American

8% Asian
8% Latino/a

Geographic Distribution

The greatest number of students comes from the following areas:

36 % Mid-Atlantic
14% Southeast
13% Far West

Number of countries of origin of Georgetown's international Students

1998: 132
2002: 132
2006: 131

Percent of total students from countries outside the United States

1998: 13% overall; 11% undergraduate, 24% graduate, 4% professional students
2002: 13% overall; 9% undergraduate, 26% graduate, 5% professional students
2006: 13% overall; 10% undergraduate, 24% graduate, 4% professional students[3]

Socio-Economic Diversity and Student Aid

Unfortunately, there is less socio-economic diversity than there was in 1996. This is a consequence of the combination of our rising total per year costs (now approaching $50,000) and our inability to compete effectively with peer schools on financial aid packages. Half of our student body comes from upper and upper-middle class families who can afford the costs. Families from the lower end of the economic scale receive aid. Middle class families do not receive as much aid and often either cannot afford or must stretch to afford the costs. The class of 2010, the most recent entering class, received $14.1 million dollars in financial aid. Even though our financial aid budget is more than 50 million dollars, it is not enough. Many competing schools offer more generous aid packages. Dean Deacon hopes that 500 dollars million from the current capital campaign will go to financial aid directly rather than to endowment. Dean Deacon has spearheaded a new program called the Georgetown Scholarship Program (GSP) to try to help to alleviate this problem to some degree. He is enlisting alumni by class year to pool resources in order to support current students. Alumni classes agree to support a certain number of incoming students for their four Georgetown years. The alumni have the opportunity to meet and develop relationships with the student recipients. The program has only been in place for two years and it is already supporting 50 students.

[3] The statistics on international students were contributed by Michael McGuire in OPIR.

- **RECOMMENDATION 2.3: That the university's decision to create a 500 million dollar endowment for financial aid remain a high priority.**

- **RECOMMENDATION 2.4: That the Georgetown Scholarship Program continue and be expanded.**

- **RECOMMENDATION 2.5: That the diversity goals at Georgetown include socioeconomic diversity alongside racial, religious, and ethnic diversity.**

3. STUDENT CULTURE & INTELLECTUAL LIFE

Todd Olson
Charles Evans

Overview. In the 1996-97 Intellectual Life Report, several themes relating to student culture emerged as prominent. These included a concern about careerism and its several causes, a sense that student social life was unbalanced, concerns about the residence hall environment and a lack of student space on campus, missed opportunities for involvement with city resources and community service in Washington, and a general lack of vibrancy in the intellectual experiences of students.

Embedded in that report was an acknowledgement that undergraduate life at Georgetown is intensely residential and engaging. This life is lived on campus and in adjacent neighborhoods characterized by strong student involvement in activities beyond the classroom and by a peer culture that prizes social interaction and frantic activity. This student culture brings great strengths but also significant challenges as we work to strengthen the intellectual focus of life on campus. Creating this culture is a responsibility of faculty, academic and student affairs administrators, admissions and alumni staff, parents, alumni, and students themselves. Coordinated efforts to effect a culture change are more effective than efforts by a single group of stakeholders.

One phrase that captures the desired state here is "a culture of engagement." This culture of engagement is one where students and faculty alike are engaged in the search for new knowledge. Such a culture integrates all aspects of students' lives, is focused on learning and growth, brings students and faculty together, and encourages depth in students' academic and co-curricular pursuits. Further, this type of intellectal engagement involves both the GU campus and the resources of Washington and the region. This culture of engagement is consonant with and builds upon our Jesuit and Catholic identity, which calls us to consider the development of each student as a whole person, to cultivate a commitment to service and generosity, and to build understanding across cultural and religious boundaries.

While we have built a solid foundation for this culture of engagement, it is often supplanted by a frantic activity level which keeps students always busy, but less frequently truly engaged in meaningful learning. Our goal is to moderate that pace and add reflection and depth to students' intellectual and co-curricular experiences. Much of this chapter is devoted to explicating how that culture of engagement can be strengthened as we move forward.

Since the time of the 1996-97 Report, we have seen real progress in certain areas, such as our improved New Student Orientation (NSO), which now features academic life and academic integrity in powerful ways. On some fronts, we have made modest steps in the right direction – this includes student space on campus, such as the Village C Alumni Lounge. This lounge provides an added venue for student programming and "hanging out" during late night and

weekend hours. Yet it is not nearly large or comprehensive enough to address the many space needs that exist.

On other fronts, we see potential that is still largely untapped. One key example here is faculty-student engagement beyond the classroom. While we have notable exceptions, especially in our Faculty-in-Residence program, we do not currently have a culture of engagement that rewards and celebrates this kind of engagement.

Finally, we see some perennial challenges—features of the undergraduate experience that we are unlikely to resolve in the foreseeable future, but which we need to address ambitiously and creatively in each year. These include student alcohol use and its negative consequences, the consumer culture and resulting careerism, and the significant mental health struggles that plague many of our students.

Current Realities and Opportunities. A few of these broad issues, relevant both in 1996 and today, are worth considering in a bit more depth.

Life in the Residence Halls

One essential element of the Georgetown student culture is our residence hall environment. Nearly 5,000 students are packed together on 30 acres of the campus. This very dense living situation is both an opportunity and a challenge. The opportunity comes from the rich conversations and laboratory of a community. The challenge comes from issues that accompany crowding—noise, interpersonal conflicts, cleanliness issues, and the like. Creating a comfortable study environment here is a challenge. We are committed to continuing efforts to develop and enforce policies, to build a sense of community, and to encourage students to see themselves as citizens of the campus and of our residence halls.

Some of the factors that civilize this environment now are student governance structures (Interhall Council and Residential Judicial Council), the Resident Assistants, the Hall Directors and Chaplains in Residence, Faculty in Residence (in the limited locations where they reside), and the numerous students who demonstrate mutual respect and concern for one another. One of the key places where we need to make progress is in the Faculty in Residence program.

- **RECOMMENDATION 3.1: That the Faculty-in-Residence Program be strengthened by adding apartments and positions in each of the first-year-student residence halls.**

Another area of meaningful progress in the past decade is the development of several Living Learning Communities. There were some programs in place in the late 1990s, with modest support. These included the Global Living Community, Living Well, and the now-defunct Live It! Initiative. With the opening of the Southwest Quadrangle residence halls in 2003, the LLC program was broadened and revitalized. Each program is built around a theme that attracts student interest and organizes programming and interactions with faculty. One of the most effective LLCs at this point is the Culture and Performance LLC in Reynolds Hall, where a

strong faculty presence, active student participation, and an energizing theme combine to create an engaging and intellectually vibrant living environment. This model will serve us well as we work to broaden this kind of intellectual conversation in our residence halls.

Yet our current efforts involve only a handful of faculty members, affect only a small percentage of resident students, and do not have meaningful staff or financial resources devoted to them. So, while these efforts are a good start, we need to expand and enrich them if we want to realize their full potential.

Alcohol Use and its Impact on Student Culture

We have made some progress here, and we understand the behaviors and attitudes of our students in more depth now than we did in 1996 (e.g. Student Perceptions of Alcohol Survey and NCHA Survey). We have worked over the past few years to address student culture issues through collaborative projects such as the Friends Initiative, the Social Norms Campaign, and the be.georgetown.edu health website. We have recently implemented the Alcohol.edu tutorial, and are in planning stages for providing more late-night programming. Despite this notable progress, some real concerns remain. How can we redirect student energies away from the drinking culture—which often reigns from Thursday evening through Sunday, and consumes much of our students' energy and focus, as well as time?

Another area of continued focus is our policies that relate to alcohol. While we continue to review and revise these through the Disciplinary Review Committee, we are still debating and assessing the outcomes of our policies. Are strict prohibitions and serious consequences for illegal and disruptive activity effective? Does a supportive and developmental approach work best when consequences are lighter and more opportunities for learning and course correction are offered?

Studies have been done across the country indicating that controlling student drinking depends upon a constellation of factors.

- **RECOMMENDATION 3.2: That the Office of Student Affairs continue to implement ways of best addressing the problem of drinking on campus, including the best way of providing online alcohol instruction.**

Student Mental Health

Students have perennially struggled with the stresses of a competitive academic and social culture, but the severity of mental health issues our students bring to campus has grown notably over the past decade. More and more of our students are diagnosed with mental health conditions and are taking medications related to those conditions. The frantic pace of our student culture and family expectations place pressures on students. Many of our students report feeling overwhelmed, and even hopeless, on a regular basis. In response to these trends, we have improved staffing in our Counseling Center, strengthened outreach programs to students, and developed a promising model of "curriculum infusion" that ties mental and physical health issues into a wide range of academic subjects.

- **RECOMMENDATION 3.3: That the administration create an extra safety net for students by training faculty to recognize the signs of mental health problems.**

Diversity and Student Culture

One of the 1996 recommendations was to address issues of diversity on campus. This task has broad implications for the experience of our students, and also for the quality of the intellectual discourse on campus. In the past decade, we have made progress in a few key areas related to this goal. The first is the addition of Pluralism in Action to the NSO schedule. This signature event, entering its sixth year in 2006, features a readers' theater format in McDonough Gym, where students and faculty read excerpts from actual admissions essays of the entering class. This program has proven a uniquely powerful and accessible way to spark thought and discussion about diversity issues. When hearing their classmates' stories so directly, it is impossible for students to dismiss these issues as applying only to someone else, or as problems from the past that have now been completely resolved. A second point of progress is the evolution of a campus-wide discussion forum on diversity issues, now titled the Diversity Action Council. Charged by the Provost, this group has conducted assessments, supported programming, and advocated for changes in policy and practice across the Main Campus. The role of our new Vice President for Equity and Diversity promises to add focus on these issues, and on issues of diversity in the curriculum and in faculty hiring.

Moving Forward: Themes

1. Civilizing student culture.

In our ongoing relationship with students, we need to make our implicit hopes and expectations more explicit. Although we already do this through our tutorial on academic integrity, we need to reinforce the importance of civility in other ways. We can do so by setting high expectations about academic life, personal conduct, and all aspects of one's life at Georgetown.

2. Strengthening faculty-student connections.

This is one of the most powerful ways to elevate the intellectual conversation on the campus. While we have made real progress in expanding to five Faculty-in-Residence, there is much work remaining to be done. It begins with seeking out and supporting informal opportunities for faculty and students to talk, to share meals, to engage in activities together, etc. It moves from there to larger steps that enable more faculty to live on campus and in the immediate neighborhood around the campus. Seattle University has initiated a popular Salon Series—out-of-class programming that involves faculty and is explicitly academic. This means conversations about intellectual issues that extend the academic day into evening hours and into informal campus space—how can we emulate that here?

The progress we seek might be based in these physical and programmatic changes, but it will need to extend to the expectations and attitudes that students, faculty, and administrators bring to their work.

- **RECOMMENDATION 3.4: That intergenerational contact be promoted and facilitated in order to civilize student culture and to promote intellectual life.**

- **RECOMMENDATION 3.5: That fund-raising for the purpose of increasing and enhancing extra-curricular faculty-student activities be undertaken.**

3. Extending Orientation. The 1996-97 report offered a detailed road map for improving and focusing the New Student Orientation (NSO) program. It is heartening to note that many of the recommendation in that report have been implemented, and students, parents, faculty, and administrators all report high levels of satisfaction with the program, and particularly with the New Student Convocation.

One suggestion in the 1996 report was implemented in Fall 2006. This is the idea of extending NSO programming into and beyond the Labor Day Weekend. Students are likely to set many of their expectations about Georgetown as an academic institution during their first few weeks on campus. When Labor Day weekend is left largely vacant, student socializing will rush in to fill the vacuum. We have seen evidence of this year after year – with heavy drinking, significant numbers of students hospitalized with alcohol-related problems, and damage and disruptions on campus. We have scheduled that weekend and several days beyond it with appealing activities which reinforce both our standards and values as a community and our intellectual culture.

- **RECOMMENDATION 3.6: That the academic year begin after Labor Day as soon as feasible.**

4. Space on Campus and the New South Student Center. As noted above, we have added some modest student and programming space in the past few years, but we have much more to do. The space formerly occupied by the New South cafeteria and kitchen is earmarked for a new Student Center – this will add more than 30,000 square feet of quality space for programming, studying, and informal interaction. This renovation is being discussed, but no clear timeline has been set at this point. Beyond this project, there are needs for space across the campus that facilitate conversations between faculty and students.

- **RECOMMENDATION 3.7: That the New South Student Center be actively pursued in the quiet phase of the capital campaign and be completed and open for students in 2011.**

5. Engagement with Washington, DC and community service. Since the 1996-97 report, the Center for Social Justice has been created and has strengthened our efforts to introduce students to the resources, neighborhoods, and vexing problems of this city. While social justice issues are clearly not the totality of what Washington has to offer, they do represent a critical connecting point for students. The work of CSJ has brought faculty, students, and staff together in a form of engagement that models reflection and that is promising for the future.

- **RECOMMENDATION 3.8: That efforts to encourage engagement with Washington, DC and to participate in community service, especially in the Center for Social Justice, be integrated into the Undergraduate Learning Initiative component of the capital campaign.**

6. Continued focus on moderating Careerism. In this area, we face perennial issues, as well as emerging issues related to student use of technology. Acknowledging that we will always face some level of careerism, we might productively focus on how can we make careers more vibrant, and our graduates more reflective as they begin their professional lives. We need to create reflective opportunities in our culture of engagement that will facilitate for each student a balanced perspective in career pursuits with intellectual and personal development.

Conclusion. Since 1996, we have seen meaningful progress on a number of aspects of our student culture. We have also experienced some failures and continued struggles in this complex effort. It is clear that much more needs to be accomplished in pursuit of our ideal "culture of engagement"—more reflective and less frantic than we see today—and the benefits it may bring to the intellectual life of our students and our campus.

4. FIRST-YEAR STUDENT EXPERIENCES AT GEORGETOWN

Ilkka Ronkainen

A series of four focus groups were held in late September 2006 to gauge students' impressions of and experiences at Georgetown. The topics covered the university, academics, and balancing study and other activities. The Office of Planning and Institutional Research randomly selected first-year students from all schools at Georgetown. Of the 35 students who participated in the 90 minute sessions, the breakdown was as follows: female 23, male 12; College 26, SFS 4, MSB 2, and NHS 3. The focus groups were moderated and recorded with the support of the Center for New Designs in Learning and Scholarship.

Moderators prompted the students with general questions. Students discussed topics while the moderator would periodically prompt more discussion on an issue raised. Participants filled out an eight-question survey at the end of the session.[4]

The Committee on Intellectual Life would like to emphasize that this focus group of students is only a small group of self-selected first-year students whose outlook, while not to be discounted entirely, should not be weighted more heavily than other evidence due to the very low number of students who participated in the focus group. We offer this evidence, which depicts the initial impressions of students in their first semester of study, as a contrast to the broader and more accurate evidence obtained from statistical surveys over the four years of a student's undergraduate career at Georgetown.

The University: Impressions and Reality. The students indicated a good understanding of Georgetown before starting classes through former and current students, pre-orientation programs, and new-student orientation. Literature received after acceptance was considered appropriate and useful. On the other hand, high-school counselors were not found helpful especially by a considerable number of students who were the first from their schools at Georgetown.

Participants' impressions of Georgetown are dominated by academic rigor and Georgetown's commitment to the whole person. A sense of community becomes an important part of these perceptions especially after New-Student Orientation and Convocation. The students did not perceive divisions along school lines or between first-year students and sophomores, juniors and seniors.

Students agreed on Georgetown being a "work hard-play hard" environment. Most expected an academically challenging environment but none found it intimidating. The expectations were different from high school but found to be manageable. As a positive, students mentioned the time allowed to reflect and discuss, not just to memorize.

[4] See Table 4.1 at the end of this section.

Many expected Georgetown to be "preppy and elitist" but the reality has been different. Comments in this regard included "pluralistic," "diverse," "accepting," and "inclusive." Various orientations were given credit for a sense of community. While partying is seen as a large part of social life (the average for this question was 4.91 on a seven-point scale in the post-session survey), students felt no pressure to party and saw numerous and various opportunities existing for other (social) activities.

The excitement about Georgetown is created through information after acceptance and by the NSO. Some students feel that this continues through the various opportunities to be involved on campus (e.g., visits by dignitaries, SAC), while some believe that it is lost after the first weeks.

Academics. Participants spoke highly of their professors in terms of their passion and commitment to their subject matters. Professors were cited as the greatest motivator to commit to a class. A substantial amount of discussion emerged on the issue of professor availability. Students value the opportunity to interact outside of class whether formally or informally. On the formal side, criticism was voiced about insufficient office hours. If office hours are by appointment only (as seems to be the trend), students feel intimidated about scheduling such times. While prompt e-mail responses may serve the role of interaction, "high touch" was still preferred. Students generally would like to have opportunities to engage with faculty outside of the classroom. Field trips, dinners and attending events with professors received enthusiastic endorsement from the students whether they be part of a course or a result of faculty initiative.

Teaching assistants were a controversial topic in all of the sessions. Positives included approachability, empathy, and knowledge of subject matter. The major concern about TAs focused on variance between disciplines and classes but especially between TAs for the same professor (in terms of equality and fairness in grading).

Some students expressed anxiety or frustration about not having as many points of evaluation as they are used to in high school. Five weeks into the semester, many had no feedback as of yet and were uncertain about the criteria for grades (since syllabi or other course materials had not been explicit on grading criteria).

In general students were positively surprised about class sizes (a rating of 3.91 on a 5-point scale in post-session survey). Even in large sections, students felt they could be engaged. As a matter of fact, large sections in Science classes were singled out as examples of how professor enthusiasm makes the greatest difference. Some prioritize work to favor classes with a higher likelihood of being asked to contribute and suggest that large classes still allow for getting by without effort. First-year seminars with 20 or so students hold people accountable.

The registration process received generally good marks. For the majority of students, all of the classes they wanted were available. Information received was helpful in the registration process, although some would have wanted it earlier. Some students referred to their high-school friends having completed their registrations at other schools well before they did.

In selecting courses for the following semester, participants expressed a wish for more syllabi to be available on the registrar's website. Citing the ever-increasing cost of text books and need to prepare in advance, students may want to purchase their texts from sources other than the campus bookstore and need information on reading lists well before the semester starts. RateMyProfessors.com was perceived to be helpful and accurate especially in deciding between sections (although many students see the comments on the site as extreme).

While the majority (77%) of students had been assigned an advisor, a full 20% had not met the advisor. In the post-session survey, the average satisfaction with academic advising was 3.2 (5-point scale). In many cases, students turn to their fellow students and peer advisors for advice on classes.

Participants were clearly under-whelmed by the learning facilities. No positive comments were recorded for the classrooms themselves with temperature control, distance between class rooms, desks, and overall room design cited most often. A significant number were concerned about the classrooms and living areas not being wired.

Students usually study in the dorms (46% of the responses given in the post-session survey), followed by the library (30%), departmental spaces (6%), and informal spaces such as Yates Field House or even off-campus (14%). Although participants find their peers helpful and studious, they spend relatively little time studying in groups, with 85% reporting spending no time or maximum 25 percent of their time in study groups.

Balancing study and other activities. The new environment and realities have forced students to figure out new schedules. The major adjustment is in terms of sleep and sleeping patterns. Many participants comment that it is impossible to go to sleep before 1AM given the level of activity in the dormitories and demands for classes.

Class-related work is concentrated on Monday-Friday (in some cases Thursday) and weekends are the time to go out. Work has been found to be manageable; in some cases, students report doing more but not working harder than they did in high school.

Participants found that there was no pressure to be involved in club or community-relations activities but want to be involved. Many feel that they had to do "everything" in high school and are content at taking their time now to decide what to focus on. Those who have signed up for multiple activities find it hard to manage with study-related requirements.

In terms of off-campus activities, participants would have wanted NSO to include a session on what to do beyond Healy gates. These activities are seen as an alternative to drinking and partying throughout the four years at Georgetown. A tie-in to classes was seen as attractive.

The requirement of the Alcohol.edu program generated the most heated discussion of any during the sessions. The participants did agree (albeit grudgingly) to the importance of being informed, but criticized the various dimensions of the program. The length (up to 3 hours) was

considered excessive, leading to portions of the program to be ignored or skipped.[5] The content was considered to be nothing new and condescending. An international student was surprised at the need to take such a tutorial. The opportunity to take the program before coming to Georgetown was preferred. Comparisons were made to the Scholarly Research and Academic Integrity Tutorial which was found to be shorter, helpful, and flexible in its timing.

- **RECOMMENDATION 4.1: That faculty specify in their syllabus their availability via email and office hours and their willingness to see students beyond the simple phrase "by appointment."**

[5] We understand that this problem has now been solved by moving the tutorial to the summer.

Table 4.1:
Summary of Written Survey Administered at First-Year Focus Groups September 2006

Total Students Surveyed: **35**

1. If you have been assigned an advisor, have you met with him or her?

Note: Two students noted that they had been assigned peer advisors, so being assigned and meeting with peer advisors might be mixed up in the responses to this question.

Met: **20**	Not Met: **7**	Not Assigned Advisor: **8**

2. On a scale of 1 to 5, where 1 represents "not at all helpful," and 5 represents "very helpful," how helpful was the academic advice you received? Ave=3.2

Scale: *1*	*2*	*3*	*4*	*5*
0	**7**	**5**	**5**	**3**

3. How many of the classes you wanted for fall semester were <u>not</u> available? Mean = 0, followed closely by 1.

Note: Two students noted that class scheduling created conflicts.

Scale: *0*	*1*	*2*	*3*	*4*
17	**14**	**3**	**1**	**0**

4. How do you plan to choose your courses for next semester?

Students listed their multiple methods of choosing courses. These were generally similar:

According to major requirements: **29**	According to word of mouth (upperclassmen recommendations, ratemyprofessor.com etc.): **12**	According to timing: **4**	According to interests: **4**

5. On a scale of 1 to 5, with 1 representing "not satisfied at all" and 5 representing "very satisfied," how satisfied are you with the following?

Scale:	*1*	*2*	*3*	*4*	*5*
a. Size of your classes. Ave=3.91	**0**	**1**	**9**	**17**	**8**
b. Overall classroom facilities. Ave=3.6	**0**	**1**	**15**	**16**	**3**
c. Dining Hall. Ave=3.2	**4**	**3**	**13**	**12**	**3**
d. Residence Hall. Ave=3.94	**0**	**3**	**4**	**20**	**8**
e. Your feeling of security on campus. Ave=4.03	**1**	**0**	**6**	**18**	**10**

6. Where do you usually study? Students could choose one or more locale:
:

Dorm: **29**	Library: **19**	Informal Spaces: **9**	Departmental Spaces: **4**	Off Campus: **1**	Class: **1**	Labs: **0**

7. Since you began classes at Georgetown, what percentage of your study time have you spent studying with other students (in groups)?

(0%): **6**	(1-25%): **24**	(26-50%): **4**	(50%): **1**	(75-100%): **0**

8. From your experience, how would you characterize Georgetown in terms of partying? *1= "partying is a small part of social life;" 7 = "partying is a large part of social life." Avg=4.91*

Scale: 1	*2*	*3*	*4*	*5*	*6*	*7*
0	**0**	**4**	**6**	**14**	**11**	**0**

5. LIFE ON CAMPUS: STUDY, PARTY WORK

Joseph Neale

The 1996-1997 Report of the Intellectual Life Committee found that Georgetown students spent less time studying and more time partying and working than did students at our peer institutions. Moreover, it found that our students studied too little, not just compared to students elsewhere, but also relative to what we should expect of the highly qualified student we attract. It concluded that we, as a faculty, were not challenging our students sufficiently.

Intellectual Life Report—1996-97. Data from 1995 Senior Survey indicated that Georgetown graduating seniors reported studying substantially less and socializing and partying more than did graduating seniors at our peer institutions. For example, 76% of GU seniors *self-reported* studying fewer than 16 hours per week—which corresponds to 1 hour or less per week per lecture hour for those taking an average load—compared with 64% at our peers. And while only 4% of graduating seniors at our peers reported partying more than 16 hours per week, 13% of GU seniors reported doing so. Responses on student course evaluations at all levels provide an alternative self-reported measure of the amount of time Georgetown students spend studying. Using this broader measure, the mean time studied per class was estimated at 4.4 hours per week. One might suspect that these self-reported measures were over estimates rather than under estimates. In addition, less than half the students expressed the view in course surveys that they had been highly challenged. The body of data presented in the 1996-97 Report provided a view of the intellectual life of our students that was shaped by a faculty that was failing to challenge their students sufficiently.

After reviewing the data on the level of student commitment to academics (hours studied), the amount of time spent "partying," and the disturbingly small fraction of students reporting that they were highly challenged, the 1996-97 report recommended that "Our courses and courses of study should be made more demanding." It went on to recommend that "We should advise students that their academic learning is, in the University's eyes, their most significant commitment and that they should expect to study at least 20 hours per week outside class… The faculty should design their courses with this expectation in mind."

What have we accomplished since the 1996 Report? Table 5.1 provides data from senior surveys on the percent of Georgetown students who self-report studying 16 hours per week or more through 2006. The data are a snapshot of time studied during the fall term of the senior year, a semester when one might expect students to be highly challenged in the most advanced courses. Hours studied have, unfortunately, not increased since the 1996-1997 Report. After increasing in the 1999 survey, reported hours studying declined and in 2006 were below the reported 1995 levels. The notable exception is seniors in the School of Nursing and Health Studies, where reported hours studied rose markedly following the restructuring of their undergraduate curriculum. But overall, more than 75% of Georgetown seniors report studying less per week per credit hour earned.

Table 5.1: Senior Surveys: Percent reporting more than 16 hours per week on work related to scheduled courses (outside of class or lab)

	College	MSB	SFS	NHS	Total
1996	30%	17%	33%	16%	27%
1999	37%	24%	36%	11%	32%
2002	20%	13%	27%	32%	20%
2006	25%	15%	26%	19%	24%

Note: Data for 1996 and 1999 are for Nursing. Data for 2002 and 2006 are for Nursing and Health Studies.
Source: Office of Planning and Institutional Research.

The self-reported data on hours studying from student evaluations of individual courses presents a similarly dismal picture regarding the level of study required by courses across the undergraduate curriculum. These data should be of no surprise to faculty, department chairs and deans as they are reported to them for every course each semester.

Table 5.2 contains a summary of responses from the student course evaluations from the fall 1996 and fall 2005 semesters. In addition to reporting students' responses to the question about study time, Table 2 also summarizes responses to questions about class attendance and about the extent to which they were held to high academic standards and found the course challenging. These responses suggest that students in 2006 were more likely to attend class regularly and were more likely to report that the course held them to high academic standards than was the case in 1996. On the other hand, students report spending less time studying than was the case in 1996. The fraction of students reporting studying fewer than 3 hours per week in a course actually rose to just over 28 percent.

Table 5.2: Responses from Student Course Evaluations

	Study Hours per Week			Class Attendance			High Standards/Challenge		
	≥6	3 – 5	< 3	Always	Usually	Infrequent	5	4	1 - 3
1996	29.1%	45.0%	25.9%	69.2%	27.8%	3.0%	50.0%	30.2%	19.9%
2006	29.1%	42.9%	28%	78.7%	19.6%	1.7%	54.7%	28.7%	16.6%

Source: Office of Planning and Institutional Research.

Regardless of the source, these data remain troubling. The most parsimonious interpretation of the observation that few students study more than 1 hour per week per credit is that the faculty are failing to challenge sufficiently the students to learn at a level that matches their ability.

The 1996-1997 Report also noted with concern the amount of time that Georgetown students spend "partying." Indeed, the report suggested that Georgetown had a reputation as a "party school." Table 3 provides data on the fraction of seniors reporting partying 11 or more hours in a typical week. After rising sharply in the years immediately following the *1996-97*

Intellectual Life Report, the fraction of the class represented by these devoted partiers declined and by 2006 fell slightly below where it was a decade ago. The decline in hours spent partying is especially notable in NUR/NHS with the transition of the School of Nursing to the School of Nursing and Health Sciences.

Table 5.3: Senior Surveys
Percent of seniors reporting "Partying" 11 or more hours per week

	College	MSB	SFS	NUR/NHS	Total
1996	28%	29%	12%	35%	23%
1998	18%	30%	11%	28%	19%
2000	28%	37%	18%	47%	29%
2002	24%	29%	15%	24%	23%
2004	19%	32%	13%	27%	21%
2006	20%	22%	8%	10%	17%

Note: Prior to 1998 the data are for Nursing. The number of seniors from NHS responding to the survey was small in some years, leading to larger than normal variation in the reported percentages.
Source: Office of Planning and Institutional Research and the *1996-97 Intellectual Life Report*, section on "Academic Standards."

Table 5.4 summarizes the responses from the annual Senior Survey about how our graduating seniors report spending their time. In addition to the time spent studying and partying, the data in this table provide an indication of the time our graduating seniors report to be working for pay and socializing with friends. Notably, the fraction reporting working for pay 16 or more hours in a typical week fell by roughly one-fifth to one-quarter since 1994.

Table 5.4: Responses from Senior Survey

	1994	1996	1998	2000	2002	2004	2006
Work on courses outside of class or labs 16 or more hours in a typical week	26%	31%	33%	31%	20%	24%	24%
Working for pay 16 or more hours in a typical week[6]	31%	28%	25%	23%	20%	18%	20%
Partying 11 or more hours in a typical week	21%	22%	19%	29%	23%	21%	17%
Other socializing with friends 11 or more hours in a typical week			32%	37%	34%	29%	28%

Source: Office of Planning and Institutional Research.

A comparison of responses to senior surveys shows that Georgetown's seniors report studying less than seniors elsewhere. Georgetown's seniors also report socializing more than do

[6] The decline in percentages here is in part an artifact of the change in the wording of the question concerning how many hours a student worked for pay per week. Changes to the survey also explain the absence of data for "Other Socializing with Friends" prior to 1998.

seniors elsewhere. And despite the recent decline in the fraction of seniors reporting partying 11 or more hours in a typical week, Georgetown still appears to have a much greater fraction of these devoted partiers than do other colleges and universities.

Conclusions and Recommendations. While extensive efforts have been made to affect the intellectual life of our undergraduates and some successes have emerged from these efforts, we as a community have failed, on average, to create a culture in which faculty challenge students intellectually to work at a level commensurate with their abilities. The level of student work is too low relative to what students actually can do.

The data presented in this section demonstrate clearly that students continue to party at about the same level as a decade ago, that they party more than students at peer institutions, and that they continue to devote an unacceptably small number of hours to study outside of class.

- **RECOMMENDATION 5.1: That faculty whose students self-report studying at low levels adjust the learning goals for their courses in order to contribute to the greater intellectual development that can be obtained by having students working at a significantly higher level. Students on average should meet the goal of devoting 2 to 3 hours to course work per credit outside of class meetings**.

- **RECOMMENDATION 5.2: That departments with faculty who fail to achieve the goal of 2 to 3 hours of course work per credit outside of class meetings on average over three years provide the relevant Dean with a plan by which these faculty will achieve greater success in achieving the goal before Fall 2009.**

- **RECOMMENDATION 5.3: That as part of the departmental annual review, departments assess the degree to which a balance of course scheduling is obtained such that about one fifth of its courses meet on Fridays**

6. ACADEMIC STANDARDS AT GEORGETOWN

Robert Cumby
Wayne Davis

The *1996-1997 Intellectual Life Report* concluded that our academic standards were too lax: we awarded grades that were too high, and we expected too little of our students. It recommended that we raise our grading standards and that we make our courses more demanding. This section of our update begins with a summary of the key findings and recommendations of the 1996-97 report. It then assesses the changes that have occurred since then and concludes with some recommendations.

Grade inflation remains a problem at Georgetown. After pausing for two years following the completion of the *Intellectual Life Report*, grade inflation resumed in 2000 and has continued since then. This has occurred despite the lack of evidence that our students are on average working harder[7] and has coincided with only a modest increase in the average SAT scores of our entering first-year students. We recommend steps that will raise faculty awareness of the grading standards that were adopted by the faculty following the *1996-97 Intellectual Life Report* and of the closely related data on the extent to which our students study and the degree to which our students report being intellectually challenged.

Key Findings of the 1996-97 Report. The *Intellectual Life Report* concluded that grades at Georgetown were too high relative to grades at Georgetown in the past, to grades at that time at our peers, and to the amount of time Georgetown students spent studying. Grade inflation at Georgetown had been significant over the previous 20 years. Between 1974 and 1994, the percentage of A grades rose from 27% to 42%. Also notable was that fact that this increase corresponded entirely to a decline in the percentage of grades of C and below. These fell from 28% to 13%.

The report also presented evidence that grade inflation was not a national phenomenon at undergraduate institutions but was common among highly selective colleges and universities. But, the report demonstrated, Georgetown's grade inflation exceeded that at our peers. In 1974, Georgetown's grades were comparable to those at other highly selective undergraduate institutions. By 1994, one-third of the graduating class at GU had GPAs of 3.5 or higher while only one-fourth of the graduating class at our peers had GPAs that high.

Data from senior surveys indicated that Georgetown graduating seniors enjoyed these higher GPAs despite the fact that they reported studying substantially less and socializing and partying more than did graduating seniors at our peer institutions. The report noted that while 87 percent of the grades awarded at Georgetown were As or Bs, most students studied 3 or fewer hours per class in an average week.

The report also asked if our grade distribution was higher than peer averages because our

[7] See the section on "Life on Campus: Study, Party, Work."

students are better, and if grade inflation experienced at Georgetown was due to the increasing selectivity of our admissions process. It found that neither conclusion was warranted – the differences in grades reflected difference in standards, not in the quality of incoming students or in the effort that they devoted to their studies. Measures of the quality of our entering class such as average SATs and average class rank in high school increased until 1987, then leveled off or declined. In contrast, the percentage of A grades awarded at Georgetown had increased steadily. And, although GU grade levels were substantially above peer group averages, the average SAT at GU was slightly below average for peer schools. Similarly, the percentage of students at Georgetown who were in the top 20% of their high school class was below the peer school average.

After reviewing a substantial body of evidence, the Report concluded:

> Even though students at other highly selective schools study significantly more and have higher academic qualifications, our grade distributions are higher. Many other signs indicate that Georgetown is not sufficiently challenging given the caliber of Georgetown students and of the schools Georgetown competes with. As a result, Georgetown students are not learning as much as they should learn. They are not achieving their full academic potential, and are graduating with a competitive disadvantage. Academic standards are set by the faculty, through individual evaluation and collective policy. All of the evidence reviewed indicates that we need to raise our standards. We need to expect more from our students.

Recommendations of the 1996-97 Report. The 1996-97 Report recommended that we, as a faculty, expect more of our students by making the courses they take more demanding and by holding our students to higher standards. It recommended that we communicate an expectation of a minimum of 6 hours of work per week outside of class for a 3 credit class and that we design our classes accordingly. It also recommended that departments ensure that our students take a sufficient number of advanced, upper-level courses. At that time, only 9 percent of courses taken by undergraduates were numbered between 350 and 499. Because of differences in course numbering schemes across departments, this figure is difficult to interpret. A consistent numbering scheme is needed in order to assess whether our students are spending adequate time in advanced courses or are spending too much time in introductory courses.

The 1996-97 report argued that "grades are our primary means of setting standards of academic quality—of defining what constitutes good or excellent work for a Georgetown student." As such, the grades we assign provide important signals to our students – about whether they are allocating enough effort to their studies and about where their greatest aptitude lies – as well as to employers and graduate schools – about whether a student has met our standard of excellence. Lax grading standards undermine the value of those signals and make it difficult to distinguish our truly outstanding students from those who have performed only adequately or who have given only moderate effort. The report also noted problems that arise from the kind of inconsistent grading standards found at Georgetown, with the percentage of A grades awarded ranging in departments from 26.4% to 69.4%. Grading standards that are lower in some fields than in others can encourage students to major in subjects they have less aptitude for, and thus steer students into inappropriate career choices. Inconsistent grading standard**s** also raise fundamental issues of fairness.

The report therefore recommended that we adopt a campus-wide target grade distribution as well as a change in the qualitative definitions of grades. The report did not envisage this distribution applying to each individual course – "legitimate variation from course to course" was to be expected. In that regard, the target distribution was decidedly not a curve to be applied regardless of how a particular class performed. Instead, it was intended to guide the setting of expectations. Any one semester's grades might be above or below the target distribution. If, however, a faculty member finds that, semester after semester, grades are higher than the guidelines, the faculty member should conclude that more can be expected of the students.

Table 6.1: Recommended Grade Distribution

Grade	Qualitative Definition	Target	Status-Quo
A	Excellent	30%	42%
B	Good	54%	45%
C	Mediocre	13%	11%
D	Poor	2%	1%
F	Failing	1%	1%

Source: *1996-1997 Intellectual Life Report*

What has happened since the 1997 Intellectual Life Report? The Main Campus Executive Faculty quickly endorsed several recommendations contained in the report. In particular in May 1997, it passed resolutions endorsing an expectation of 6 hours per week of work outside the classroom for a 3 credit course by a vote of 19 to 3 with 1 member abstaining and passed a resolution endorsing the grade distribution guidelines by a vote of 22 to 1. Interestingly, the minutes of the Executive Faculty meetings in which the guidelines were discussed contain questions about how the guidelines would be enforced. That issue seems to have been dropped.

Grade inflation abated for two years following the 1996-97 report – the percentage of A grades awarded in 1998 and 1999 was essentially unchanged from 1997. But beginning in 2000, grade inflation resumed. By the fall of 2006, 55 percent of all grades awarded were As or A-s. Remarkably, fully 73 percent of grades awarded were B+ or better and 92 percent were B or better.

The average cumulative GPA of graduating seniors and the fraction of the senior class graduating with honors reflect the inflation in grades that Georgetown has experienced. After stabilizing for a few years after the Intellectual Life Report was issued, the average GPA of graduating seniors began rising after 2000. By 2005, the average GPA of graduating seniors had risen to 3.42. Roughly one-third of Georgetown's seniors graduated with honors when the Intellectual Life Report was prepared. In 2005, the fraction rose to nearly one-half.

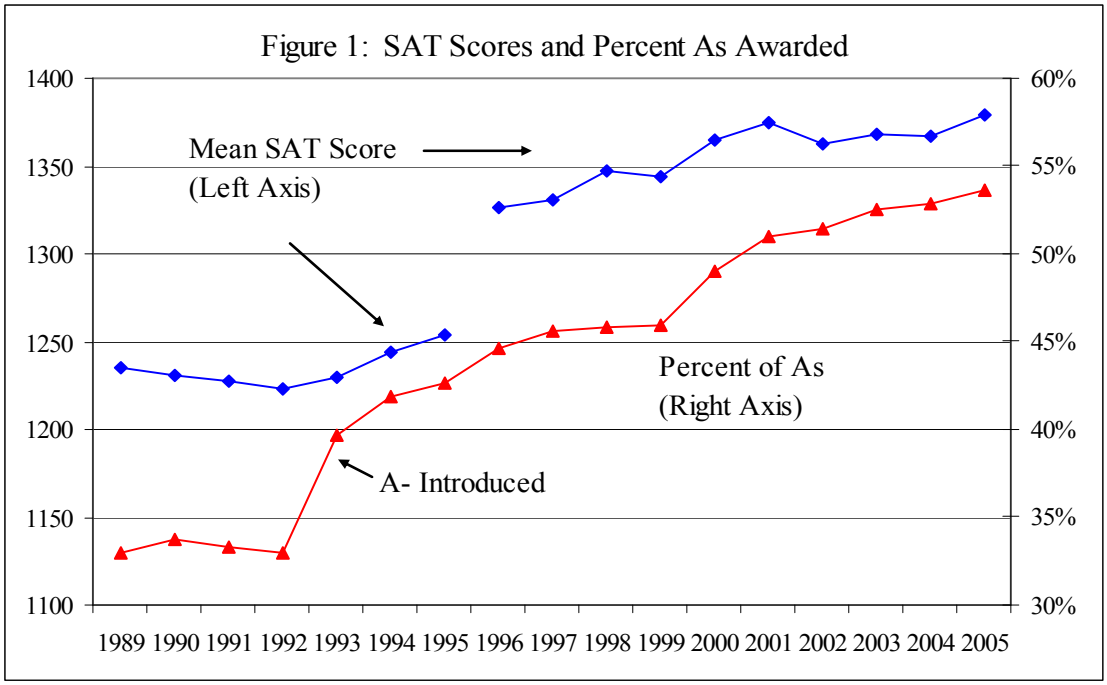
Table 6.2: Grade Distributions at Georgetown (percentages)

	1974	1980	1987	1994	1999	2002	2005	2006	
A	26.5	26.4	31.2	41.9	45.9	51.4	53.7	54.8	As up 107%
B	46.1	49.4	50.2	45.2	44.7	39.4	37.6	37.1	Bs or better up 27%
C	19.7	18.4	14.5	10.6	7.4	7.1	7.0	6.6	Cs down 66%
D	4.4	3.7	2.6	1.4	1.2	1.0	1.1	1.0	Ds down 77%
F	3.4	2.1	1.4	0.9	0.9	0.8	0.6	0.5	Fs down 85%
Honors			27.7	33.4	32.5	41.9	48.7	47.4	
GPA	3.05	3.13	3.22	3.29	3.29	3.37	3.42	3.42	

Notes: Grade categories include plus and minus grades. Grades of A-, B-, and C- were introduced beginning in 1993. "Honors" denotes the percent of graduating seniors receiving honors. "GPA" denotes the average GPA of graduating seniors.
Sources: "Academic Standards at Georgetown," prepared for the Intellectual Life Report, March 1997 and Office of Planning and Institutional Research.

Neither the data in the earlier Intellectual Life Report, its recommendations nor the resolution adopted by the Executive Faculty has had a noticeable impact on grading standards across most departments. As can be seen in the Table at the end of this section, grading practices continue to differ substantially across departments. In the fall of 2006, few departments awarded grades that were roughly consistent with the guidelines. For example, the percentage of A grades awarded ranged from 23 to 95, with only two departments awarding less than 30 percent As and A-s. In many departments, grades below a B+ are rare. (See the chart reproduced at the end of this section.)

Is the grade inflation that Georgetown has experienced since the Intellectual Life Report of 1996-97 due to stronger entering classes? Comparing average SAT scores over time is difficult because SAT scores were rescaled in 1995. As can be seen in Figure 1, the average score for Georgetown's entering first year student class appears to jump 72 points between 1995 and 1996. Although most of this apparent jump is due to the rescaling, it is impossible to determine precisely how much. Since 1996 the average SAT score of Georgetown's entering first year student class has risen by 57 points, from 1326 to 1383.



Source: Office of Planning and Institutional Research.

Other measures of the quality of the incoming first-year class show little, if any, improvement between 1999 and 2006. Both the average high-school rank of incoming first year students and the selectivity of Georgetown's admissions (the percent of applicants rejected) increased slightly. On the other hand, a slightly smaller fraction of those admitted chose to enroll.

Table 6.3: Percent of As and Indicators of Quality of First Year Student Class

	1974	**1980**	**1983**	**1987**	**1990**	**1994**	**1999**	**2005**	**2006**
"A" Grades	26.5%	26.4%	27.2%	31.3%	34.0%	41.9%	45.9%	53.7%	54.8%
Mean SATs	1197	1209	1215	1261	1230	1243	1344	1379	1383
Mean HS Rank	86.5%	88.5%	88.9%	90.8%	89.9%	90.4%	92.1%	93.5%	92.7%
Selectivity	53%	67%	68%	79%	71%	78%	77.2%	78.5%	77.7%
Yield	45%	48%	49%	53%	51%	47%	48.9%	46.6%	47.2%

Sources: "Academic Standards at Georgetown," prepared for the Intellectual Life Report, March 1997 and for 1999-2006, Office of Planning and Institutional Research.

Although it is clear from the 1996-97 report that the grade inflation that occurred before that report was essentially unrelated to indicators of the strength of the entering students, it seems that since 1996-97 that has not been the case. We have been enrolling stronger students at the same time that grades have been rising. Although the increase in grades appears to be out of proportion to the increase in average SAT scores, it is difficult to determine with any precision the extent to which student performance should be expected to improve with a 50 point increase in SAT scores.

The 1996-1997 Report concluded that, although grading standards at Georgetown were more lax than at other highly selective colleges and universities, the quality of incoming first-year students (as measured by average SAT scores and high-school class rank) was below that for most of these same schools. Tables 4 and 5 compare Georgetown's first-year class to that of 17 other highly select universities using two measures. Despite the gains in the average SAT score of first-year students at Georgetown, the quality of these students had not improved markedly relative to those at other peer universities. Georgetown's relative position improved only relative to Cornell in SAT scores and relative to Cornell, Chicago, Hopkins, and Northwestern in class rank. As a result, Georgetown is still near the bottom of the peer institutions on these measures.

Table 6.4: SAT Midpoint Scores at 18 Peer Institutions, Class of 2009

1	MIT	1500	7	Dartmouth	1450	13	Penn	1430
2	Harvard	1490	8	Columbia	1440	14	Northwestern	1410
3	Yale	1490	9	Chicago	1440	15	Johns Hopkins	1395
4	Princeton	1470	10	Washington U.	1440	16	**Georgetown**	**1390**
5	Stanford	1455	11	Brown	1435	17	Cornell	1385
6	Duke	1455	12	Rice	1435	18	Rochester	1335
							AVERAGE	1436

Source: U.S. News and World Report, Best Colleges, 2007 edition.

Table 6.5: Percent of First-Year Students in Top 10% of High School Class, 18 Peer Institutions, Class of 2009

1	MIT	97%	7	Columbia	92%	13	**Georgetown**	**86%**
2	Harvard	96%	8	Brown	90%	14	Northwestern	82%
3	Yale	95%	9	Stanford	89%	15	Cornell	81%
4	Princeton	94%	10	Duke	88%	16	Johns Hopkins	81%
5	Penn	94%	11	Brown	90%	17	Chicago	79%
6	Washington U.	93%	12	Rice	88%	18	Rochester	76%
							AVERAGE	88%

Note: Rank irregularities were reported for 6 of these 18 universities.
Source: U.S. News and World Report, Best Colleges, 2007 edition.

The apparent improvement in the quality of incoming first-year students raises a choice that the original report did not need to confront. That is, if our students are actually better when they arrive each year, should we set the same learning goals for them as we have in the past and simply give them higher grades for meeting those goals? The key to this question is found in the previous section of the report. We currently fail to sufficiently challenge our students to work at an acceptable level outside of class in order to meet the higher expectations that they have the ability to meet. In short, we are asking too little and they self-report their response to our challenge as relatively few hours studying each week.

The fact that we award grades of B+ or better to 73% of our students while, even using the student evaluation responses, 71% report studying 5 or fewer hours per week per course is damning. Simply put, the gentleman's C of a generation or two ago has become the gentleman's

B+ or A- at Georgetown.

Beyond our learning goals and expectations, are there other factors that may influence our average degree of demand and grade distribution? Table 6 presents evidence on whether ordinary faculty grade differently than do full-time non-ordinary faculty and part-time adjunct faculty. In both the College and the SFS, adjunct faculty give a considerably greater fraction of grades as A and A- than do ordinary faculty. The grading standards of full-time non-ordinary faculty are essentially indistinguishable from those of adjunct faculty in the College and from those of ordinary faculty in the SFS. There appears to be no meaningful difference in the grading standards of the three types of faculty in the MSB.

Table 6.6: Percent A Grades in Fall 2006 By Status of Faculty

	College	SFS	MSB	SNHS	Total
Ordinary Faculty	48.9%	60.7%	52.4%	52.5%	**50.3%**
Full-Time Non-Ordinary Faculty	57.4%	59.9%	55.3%	66.7%	**60.0%**
Part-Time / Adjunct Faculty	57.7%	74.0%	54.2%	7.29%	**61.7%**
TOTAL	**52.5%**	**65.0%**	**53.6%**	**62.1%**	**55.5%**

Note: All courses numbered 001 – 499. These counts come from slightly different data sources than those for the departmental tables and will therefore differ slightly from the latter.
Source: Office of the Registrar.

One explanation that is commonly given for grade inflation is the use of student evaluations in assessing a faculty member's teaching. Because more favorable student evaluations may both raise a faculty member's annual salary and increase the faculty member's likelihood of receiving a favorable tenure or promotion review, faculty members have a substantial incentive to gain more favorable student evaluations by grading more leniently. There is an extensive literature examining the correlation between student evaluations of teaching and grades (either expected or actually awarded) that the 2003 "Report of the Executive Faculty Merit Review Committee" considers at length.[8] Of the 101 studies conducted between 1928 and 2002 that were identified by the authors of that report, 87 found a statistically significant positive correlation between faculty award of high grades and students' award of high faculty evaluations. Each of the 62 studies conducted since 1973 finds a statistically significant positive correlation. Georgetown's Office of Planning and Institutional Research has also studied the correlation at Georgetown. A 1992 study (using data from 1990-1991) by Stuart Rich found the correlation between the average overall evaluation of the instructor and the

[8] The Report can be found at www9.georgetown.edu/executivefaculty.

average expected grade in the class was 0.18, with a range of 0.05 in business to 0.35 in the humanities. A more recent study by Mike McGuire and Debbie Dailey uses data from all courses in 2003-2005 and finds the correlation has risen to 0.32, with a range of 0.15 in business to 0.42 in the social sciences. *Grade Inflation: A Crisis in College Education*, a book published in 2003 by Valen Johnson, meticulously establishes the case for abandoning the use of the type of student evaluation of the instructor that has been used at Georgetown for decades because it lacks rigor and fosters grade inflation.

Recommendations. The developments since the 1996-97 report suggest that we, as a faculty, need to do much more if we are to realize the Report's goals. We still have every reason to believe the Report was correct when it argued that, "our students will respond to increased academic expectations by shifting the balance of their activity, working harder, and learning more." The questions about how the grade distribution guidelines would be enforced that were raised during the Main Campus Executive Faculty's May 1997 discussion appear to have been on the mark.

Grading is a faculty responsibility, and this faculty recognized that responsibility when it adopted the distribution guidelines nearly a decade ago. We recommend two strategies that might help to bring our practices into closer alignment with our goals.

The first is to raise faculty awareness of the guidelines and the extent to which our individual and departmental practices deviate from those guidelines. One interpretation of the three-year pause in grade inflation that followed the Report is that the Report itself, the discussion that followed it, and the adoption of the grade distribution guidelines raised faculty awareness of grade inflation and the existence of the guidelines. Over time, according to this interpretation, the guidelines slipped from our attention. If this interpretation is correct, raising faculty awareness of the grade distribution guidelines may be an important step toward reversing the trend.

In order to raise *and subsequently maintain* faculty awareness of our grade distribution guidelines and of how closely our grading practices align with our goals, we recommend that five steps to be taken:

- **RECOMMENDATION 6.1: That grade guidelines should be distributed to each faculty member at the beginning of each semester and again prior to submitting final grades.**

- **RECOMMENDATION 6.2: That departments be charged with the responsibility of (1) informing non-ordinary faculty of the grade distribution guidelines and the recommended number of hours of study per credit hours and (2) instructing non-ordinary faculty in why the guidelines for grades and hours studied exist.**

- **RECOMMENDATION 6.3: That new faculty orientation each year should include a presentation and discussion of the grade distribution guidelines.**

- **RECOMMENDATION 6.4: That the table summarizing grade distributions by department produced each year by the Office of Planning and Institutional Research be sent to all faculty members.**

- **RECOMMENDATION 6.5: That, after the entry of final grades in Faculty Access, a histogram of course grades be automatically displayed along with a comparison to the standard for grade distribution.**

Raising awareness, though probably useful, is unlikely to be enough. Grade inflation has occurred for a reason or, more likely, several reasons. Increased awareness of the guidelines and our practices is unlikely to remove them. And no individual faculty member or single department is likely to have the incentive to take the lead in reversing the trend. Instead, we need to work together as a faculty to do so.

Princeton's recent experience is instructive. Administrators found that raising awareness of existing grading practices by distributing departmental grade data to all members of the faculty did not prevent average grades from rising. In 2004 the Princeton faculty adopted (by a 2 to 1 margin) a grading policy that included grade distribution expectations for all academic departments. Their policy is similar in some respects to the one we adopted nearly a decade ago – for example A grades should comprise less than 35% of grades in undergraduate classes. But their policy differs from ours in one crucial respect – it includes a mechanism to monitor grading practices and to address significant departures from the guidelines. Each department is to determine how it should achieve the suggested distribution. The guidelines do not apply to every class each semester, but to department averages over a three-year period. A faculty committee reviews each department's grading practices and releases departmental grade distributions to the entire faculty. Should departments depart significantly from the guidelines, the faculty committee will attempt to understand any special circumstance that may have led to the departure and will discuss with the department the steps that faculty in it propose to take to eliminate the departure.

Our experience at Georgetown suggests that we need to adopt some mechanism that would allow us to achieve greater consistency in our grading practices—consistency both between our goals and our practice, and across departments.

- **RECOMMENDATION 6.6: That the Deans review each department's grading practices annually. If a department's practice differs substantially from the guidelines, the Dean should discuss the matter with the department and decide if the department should submit a plan to bring practice into alignment with the guidelines. Persistent deviations from the guidelines should be used by the Dean as part of an overall evaluation of a department.**

- **RECOMMENDATION 6.7: That the teaching component of each faculty member's merit review take into account a comparison of how that individual's grades align with the guidelines.**

- **RECOMMENDATION 6.8: That the teaching component of each faculty member's merit review include the responses to the study time and degree encouraged and challenged questions in the student evaluations and should not use the "global question" on instructor quality exclusively.**

- **RECOMMENDATION 6.9: That Main Campus Executive Faculty set up a committee to promote a uniform system of course numbering that corresponds to the increasing intellectual level of undergraduate courses (e.g., 000-, 100-, 200-, 300-, 400-levels).**

- **RECOMMENDATION 6.10: That the administration provide appropriate incentives to departments, programs, and faculty that contribute in a positive way to increasing the academic rigor and thus demand of coursework while reversing our currently out-of-control grade inflation.**

GRADE DISTRIBUTION AT GEORGETOWN UNIVERSITY
Percent of Grades Assigned by Department, Fall 1995, 2000, 2005, and 2006
Courses Numbered 001 - 499

	Percent of Courses Which Were:																															
	A/A-				B+				B/B-				C+				C/C-				D+				D				F			
	1995	2000	2005	2006	1995	2000	2005	2006	1995	2000	2005	2006	1995	2000	2005	2006	1995	2000	2005	2006	1995	2000	2005	2006	1995	2000	2005	2006	1995	2000	2005	2006
Business																																
ACCT	40.1%	43.0%	42.6%	50.6%	16.2%	17.7%	16.7%	13.3%	22.8%	26.4%	22.7%	22.7%	5.4%	3.8%	5.5%	3.7%	11.4%	7.4%	7.8%	6.9%	0.6%	0.1%	2.3%	0.6%	2.0%	0.9%	1.9%	1.8%	1.5%	0.5%	0.6%	0.5%
DSCI	45.9%	53.9%	n.a.	n.a.	15.9%	18.4%	n.a.	n.a.	23.9%	13.6%	n.a.	n.a.	2.8%	5.0%	n.a.	n.a.	7.5%	5.3%	n.a.	n.a.	1.0%	0.7%	n.a.	n.a.	1.6%	2.1%	n.a.	n.a.	1.5%	1.0%	n.a.	n.a.
FINC	44.4%	45.6%	49.2%	49.0%	15.7%	12.5%	18.6%	21.3%	22.9%	24.5%	19.8%	20.6%	4.3%	5.6%	5.2%	2.6%	10.2%	6.7%	5.3%	4.6%	0.4%	1.7%	0.2%	0.2%	1.0%	2.8%	1.1%	0.8%	1.0%	0.6%	0.6%	0.9%
MARK	45.6%	50.3%	54.6%	57.9%	24.7%	22.2%	18.1%	19.9%	21.3%	19.2%	22.8%	17.5%	3.9%	3.0%	1.6%	1.8%	2.9%	3.4%	2.3%	2.6%	0.4%	0.4%	0.0%	0.0%	0.9%	1.1%	0.6%	0.3%	0.3%	0.4%	0.0%	0.0%
MGMT	40.4%	53.0%	59.2%	57.8%	28.3%	26.0%	21.3%	29.7%	26.2%	18.0%	17.7%	12.5%	2.2%	1.8%	1.8%	0.0%	1.6%	0.7%	0.0%	0.0%	0.2%	0.1%	0.0%	0.0%	0.4%	0.1%	0.0%	0.0%	0.7%	0.2%	0.0%	0.0%
OPIM	n.a.	n.a.	48.3%	50.9%	n.a.	n.a.	18.9%	15.4%	n.a.	n.a.	22.5%	20.3%	n.a.	n.a.	3.3%	5.0%	n.a.	n.a.	3.7%	5.5%	n.a.	n.a.	1.5%	0.9%	n.a.	n.a.	1.0%	1.7%	n.a.	n.a.	0.7%	0.2%
STRT	n.a.	n.a.	58.2%	52.7%	n.a.	n.a.	21.5%	21.7%	n.a.	n.a.	18.8%	23.4%	n.a.	n.a.	0.7%	1.4%	n.a.	n.a.	0.5%	0.5%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.2%	0.3%
Total	43.0%	49.1%	50.5%	52.5%	20.4%	19.7%	18.7%	19.3%	23.5%	20.6%	21.1%	19.8%	3.8%	3.7%	3.5%	2.7%	6.7%	4.5%	4.0%	4.0%	0.5%	0.6%	0.8%	0.3%	1.2%	1.3%	0.9%	0.9%	1.0%	0.5%	0.4%	0.4%
Humanities																																
AMST	54.0%	45.1%	62.1%	74.3%	30.2%	37.3%	25.3%	16.2%	12.7%	15.7%	10.5%	4.8%	1.6%	0.0%	2.1%	1.0%	0.0%	2.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	1.6%	0.0%	0.0%	1.9%
AMTH	65.6%	71.6%	75.6%	72.3%	17.7%	13.7%	11.7%	15.0%	11.0%	10.2%	9.9%	9.4%	3.5%	1.7%	1.1%	0.7%	1.4%	1.5%	1.5%	1.9%	0.3%	0.3%	0.1%	0.1%	0.1%	0.6%	0.2%	0.2%	0.3%	0.4%	0.2%	0.3%
CATH	n.a.	n.a.	67.9%	74.2%	n.a.	n.a.	19.6%	12.3%	n.a.	n.a.	10.7%	9.8%	n.a.	n.a.	0.0%	1.2%	n.a.	n.a.	0.9%	2.5%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.9%	0.0%
CLAS	64.9%	63.8%	62.1%	56.7%	14.6%	16.5%	14.4%	18.0%	15.8%	16.5%	12.9%	19.0%	1.8%	0.0%	1.5%	2.0%	2.3%	1.6%	5.3%	2.3%	0.0%	0.5%	0.9%	0.3%	0.6%	0.0%	2.4%	1.3%	0.0%	1.1%	0.6%	0.3%
CPLT	n.a.	62.5%	52.4%	61.9%	n.a.	25.0%	38.1%	9.5%	n.a.	6.3%	9.5%	19.0%	n.a.	0.0%	0.0%	4.8%	n.a.	6.3%	0.0%	4.8%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%
ENGL	50.8%	55.7%	58.2%	60.7%	23.3%	22.9%	21.1%	19.2%	19.4%	17.1%	16.3%	16.7%	3.4%	2.1%	2.3%	1.2%	2.0%	1.3%	1.6%	1.3%	0.2%	0.1%	0.1%	0.1%	0.3%	0.3%	0.1%	0.1%	0.7%	0.5%	0.4%	0.6%
MVST	n.a.	n.a.	n.a.	75.0%	n.a.	n.a.	n.a.	25.0%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%
PHIL	27.7%	34.2%	38.6%	43.6%	22.8%	27.3%	25.8%	21.8%	35.5%	29.9%	28.1%	27.1%	6.6%	3.8%	2.9%	3.4%	5.0%	2.8%	2.7%	2.9%	0.5%	0.3%	0.6%	0.3%	0.7%	0.4%	0.6%	0.2%	1.1%	1.2%	0.6%	0.7%
THEO	43.7%	41.1%	53.4%	52.3%	21.1%	23.5%	22.0%	23.3%	26.7%	27.9%	18.7%	19.1%	3.1%	2.7%	2.4%	2.5%	3.9%	3.6%	1.9%	2.0%	0.4%	0.4%	0.4%	0.2%	0.4%	0.2%	0.4%	0.2%	0.8%	0.6%	0.7%	0.3%
WSTP	64.6%	64.3%	75.9%	82.0%	16.9%	26.1%	12.3%	11.2%	15.3%	8.7%	10.8%	6.4%	0.5%	0.9%	0.0%	0.0%	1.6%	0.0%	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.5%	0.0%
Total	46.0%	49.2%	56.2%	57.2%	21.5%	22.8%	20.4%	19.8%	24.0%	21.9%	18.1%	18.1%	3.9%	2.5%	2.1%	2.0%	3.2%	2.3%	2.0%	2.0%	0.3%	0.3%	0.3%	0.2%	0.4%	0.3%	0.4%	0.2%	0.8%	0.7%	0.5%	0.5%
Languages																																
ARAB	54.8%	67.1%	79.6%	71.2%	21.0%	16.1%	11.2%	15.8%	21.8%	14.3%	6.5%	9.0%	0.0%	0.6%	0.5%	2.1%	0.0%	0.6%	1.9%	1.3%	0.8%	0.0%	0.0%	0.0%	0.8%	0.6%	0.3%	0.5%	0.8%	0.6%	0.0%	0.0%
CHIN	59.4%	63.1%	59.2%	65.8%	18.9%	16.1%	16.9%	14.7%	15.0%	16.1%	15.7%	12.7%	4.4%	3.6%	2.7%	3.6%	1.1%	0.6%	3.9%	2.0%	0.0%	0.6%	0.8%	0.7%	0.6%	0.0%	0.8%	0.3%	0.6%	0.0%	0.0%	0.3%
FREN	53.7%	58.8%	63.9%	67.4%	20.3%	19.6%	16.6%	13.3%	20.0%	17.8%	14.1%	15.6%	2.4%	2.2%	2.9%	0.8%	2.4%	1.1%	1.8%	2.0%	0.0%	0.2%	0.0%	0.2%	0.6%	0.0%	0.1%	0.2%	0.7%	0.2%	0.5%	0.5%
GERM	53.5%	53.1%	65.8%	70.5%	13.5%	16.1%	17.8%	13.0%	21.6%	21.8%	14.6%	13.0%	4.8%	3.3%	0.9%	1.4%	3.3%	4.7%	0.5%	2.1%	0.6%	0.0%	0.0%	0.0%	0.9%	0.5%	0.0%	0.0%	1.8%	0.5%	0.5%	0.0%
GREE	n.a.	100.0%	100.0%	95.0%	n.a.	0.0%	0.0%	5.0%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%
HEBR	70.0%	96.2%	79.4%	82.8%	20.0%	3.8%	4.7%	9.7%	5.0%	0.0%	10.3%	5.4%	0.0%	0.0%	0.9%	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	3.7%	2.2%
ITAL	45.7%	58.0%	58.2%	65.1%	19.1%	13.7%	15.6%	15.1%	25.6%	16.9%	19.0%	12.5%	4.0%	2.4%	2.0%	2.9%	4.0%	7.5%	3.7%	3.3%	1.0%	0.4%	1.0%	0.0%	0.5%	1.2%	0.0%	0.0%	0.5%	0.0%	0.3%	1.1%
JAPN	77.9%	69.0%	81.2%	83.1%	8.2%	10.6%	5.3%	6.3%	12.0%	12.0%	10.5%	6.3%	1.4%	0.7%	0.8%	1.4%	0.5%	2.8%	2.3%	2.9%	0.0%	0.7%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%	2.8%	0.0%	0.0%
KREN	n.a.	81.8%	100.0%	93.0%	n.a.	9.1%	0.0%	2.3%	n.a.	9.1%	0.0%	2.3%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	2.3%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%
PERS	n.a.	n.a.	n.a.	95.5%	n.a.	n.a.	n.a.	4.5%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%
PLSH	n.a.	n.a.	54.5%	72.7%	n.a.	n.a.	9.1%	27.3%	n.a.	n.a.	36.4%	0.0%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.0%	0.0%
PORT	77.8%	76.8%	73.1%	69.7%	14.3%	11.6%	14.1%	13.1%	4.8%	7.2%	11.5%	11.1%	3.2%	1.4%	0.0%	2.0%	0.0%	1.4%	1.3%	1.0%	0.0%	0.0%	0.0%	2.0%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
RUSS	54.2%	65.9%	71.6%	78.6%	18.4%	12.1%	19.6%	14.9%	20.9%	17.9%	5.7%	6.5%	3.5%	1.7%	0.5%	0.0%	2.5%	1.2%	0.5%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	1.2%	0.5%	0.0%
SPAN	41.6%	54.4%	61.3%	60.1%	19.8%	19.5%	15.5%	17.8%	27.3%	20.0%	16.9%	16.0%	5.7%	2.5%	2.5%	2.1%	4.2%	2.6%	2.5%	2.6%	0.3%	0.2%	0.3%	0.3%	0.2%	0.3%	0.5%	0.6%	0.8%	0.5%	0.6%	0.4%
TURK	54.5%	100.0%	95.7%	95.2%	18.2%	0.0%	0.0%	4.8%	18.2%	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	51.3%	59.2%	65.9%	67.4%	18.4%	17.3%	14.8%	14.7%	22.1%	17.8%	14.1%	13.0%	3.9%	2.3%	2.0%	1.7%	3.0%	2.4%	2.1%	2.1%	0.3%	0.2%	0.2%	0.2%	0.4%	0.4%	0.4%	0.3%	0.7%	0.5%	0.5%	0.4%
Sciences																																
BIOL	42.9%	44.0%	57.1%	51.9%	14.3%	18.3%	12.5%	15.8%	24.1%	23.8%	18.0%	21.4%	6.1%	4.8%	3.9%	4.2%	8.8%	6.6%	5.7%	4.2%	1.7%	0.7%	1.1%	0.8%	0.8%	1.2%	0.5%	1.2%	1.4%	0.5%	1.3%	0.6%
CHEM	29.7%	55.0%	44.7%	51.1%	14.6%	10.1%	17.1%	12.5%	29.8%	22.8%	26.4%	26.5%	4.2%	4.2%	4.8%	3.9%	14.0%	3.8%	4.9%	4.6%	1.0%	1.7%	0.4%	0.1%	5.0%	2.0%	0.7%	0.6%	1.6%	0.4%	1.1%	0.7%
COSC	51.6%	47.8%	51.3%	61.1%	10.5%	13.6%	12.5%	9.4%	16.9%	20.5%	17.5%	13.9%	5.0%	4.2%	0.6%	4.4%	10.0%	8.1%	10.0%	9.4%	0.5%	0.5%	0.6%	1.1%	3.7%	2.6%	3.1%	0.0%	1.8%	2.6%	4.4%	0.6%
MATH	40.2%	41.2%	47.5%	52.5%	13.4%	13.0%	12.2%	13.9%	26.2%	23.1%	21.8%	18.5%	5.7%	6.6%	3.9%	4.3%	8.7%	9.0%	9.7%	6.3%	1.3%	1.1%	1.5%	1.5%	3.0%	3.5%	2.5%	1.6%	1.4%	2.5%	1.0%	1.4%
PHYS	35.7%	39.5%	70.0%	54.3%	18.3%	19.0%	9.5%	12.6%	29.9%	29.3%	10.6%	18.7%	3.5%	5.1%	1.1%	5.5%	10.4%	6.1%	4.6%	7.4%	1.4%	0.3%	0.4%	0.3%	0.3%	0.3%	0.8%	1.2%	0.6%	0.3%	3.0%	0.0%
Total	38.7%	46.1%	50.7%	52.6%	14.3%	14.0%	13.6%	13.4%	26.2%	23.4%	21.3%	21.4%	5.1%	5.2%	3.8%	4.3%	10.4%	6.7%	6.8%	5.6%	1.3%	1.0%	0.9%	0.8%	2.6%	2.2%	1.4%	1.1%	1.4%	1.3%	1.5%	0.8%
Social Sciences																																
ANTH	n.a.	n.a.	69.1%	69.0%	n.a.	n.a.	19.1%	20.3%	n.a.	n.a.	9.3%	9.1%	n.a.	n.a.	0.5%	1.3%	n.a.	n.a.	0.5%	0.0%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.5%	0.0%	n.a.	n.a.	1.0%	0.4%
CULP	n.a.	71.0%	66.0%	81.3%	n.a.	12.9%	24.3%	17.6%	n.a.	11.8%	9.7%	1.1%	n.a.	0.0%	0.0%	0.0%	n.a.	2.2%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%	n.a.	1.1%	0.0%	0.0%	n.a.	1.1%	0.0%	0.0%
ECON	33.5%	33.6%	31.8%	29.7%	18.9%	19.0%	16.1%	14.6%	28.4%	30.5%	28.3%	30.3%	7.1%	5.4%	8.4%	8.9%	8.8%	9.4%	12.4%	11.8%	0.9%	0.8%	0.7%	1.3%	1.3%	0.5%	1.6%	2.0%	1.1%	0.7%	0.8%	1.3%
GOVT	41.7%	44.0%	48.6%	49.0%	23.3%	24.4%	25.1%	24.8%	25.5%	25.7%	20.1%	19.1%	4.1%	2.7%	2.2%	3.2%	3.4%	2.5%	2.6%	3.0%	0.3%	0.1%	0.2%	0.3%	0.5%	0.4%	0.7%	0.3%	1.2%	0.3%	0.5%	0.4%
HIST	28.0%	42.3%	45.2%	42.9%	22.4%	24.3%	22.1%	24.5%	34.9%	24.3%	24.1%	24.6%	7.3%	4.0%	3.7%	3.2%	5.0%	3.3%	3.3%	3.2%	0.8%	0.5%	0.4%	0.4%	0.4%	0.5%	0.4%	0.5%	1.2%	0.8%	0.8%	0.6%
INAF	50.3%	50.8%	60.3%	61.2%	25.2%	25.9%	20.2%	23.3%	20.1%	18.3%	16.8%	12.9%	1.9%	2.0%	1.4%	1.2%	1.9%	1.2%	0.7%	1.1%	0.0%	0.3%	0.0%	0.0%	0.3%	0.7%	0.2%	0.1%	0.3%	0.8%	0.4%	0.2%
IPEC	n.a.	n.a.	64.3%	35.3%	n.a.	n.a.	28.6%	35.3%	n.a.	n.a.	0.0%	29.4%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	7.1%	0.0%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.0%	0.0%
IPOL	n.a.	n.a.	n.a.	46.7%	n.a.	n.a.	n.a.	26.7%	n.a.	n.a.	n.a.	26.7%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.0%
JUPS	n.a.	63.5%	78.2%	69.9%	n.a.	17.3%	9.2%	14.0%	n.a.	17.3%	11.5%	11.8%	n.a.	1.9%	0.0%	4.3%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	1.1%	0.0%
LING	66.3%	76.2%	83.9%	77.5%	15.6%	14.6%	7.8%	11.8%	12.0%	6.4%	5.9%	7.9%	3.0%	0.0%	0.9%	1.1%	1.5%	1.4%	0.6%	1.4%	0.6%	0.4%	0.0%	0.0%	0.7%	0.4%	0.3%	0.0%	0.4%	0.7%	0.6%	0.3%
PECO	n.a.	n.a.	64.3%	22.7%	n.a.	n.a.	32.1%	27.3%	n.a.	n.a.	1.8%	34.1%	n.a.	n.a.	1.8%	11.4%	n.a.	n.a.	0.0%	2.3%	n.a.	n.a.	0.0%	0.0%	n.a.	n.a.	0.0%	2.3%	n.a.	n.a.	0.0%	0.0%
PSYC	31.7%	49.3%	40.8%	43.8%	16.2%	17.7%	18.0%	17.8%	29.7%	21.0%	27.8%	26.4%	7.1%	4.2%	5.1%	3.6%	10.4%	5.4%	5.5%	6.8%	1.2%	0.8%	0.3%	0.3%	2.8%	0.5%	1.6%	0.8%	0.9%	1.0%	0.8%	0.6%
SOCI	37.1%	49.8%	53.4%	59.1%	19.3%	17.0%	16.2%	16.3%	27.3%	20.6%	18.4%	16.6%	5.6%	3.9%	5.1%	2.7%	6.4%	5.5%	5.9%	3.2%	1.9%	1.0%	0.3%	0.7%	0.6%	1.5%	0.5%	0.8%	1.8%	0.9%	0.3%	0.6%
STIA	n.a.	69.6%	65.9%	75.0%	n.a.	13.7%	22.1%	13.6%	n.a.	13.7%	9.2%	8.9%	n.a.	1.9%	1.4%	0.4%	n.a.	0.6%	1.4%	1.3%	n.a.	0.0%	0.0%	0.0%	n.a.	0.0%	0.0%	0.4%	n.a.	0.6%	0.0%	0.4%
Total	37.7%	45.1%	47.8%	47.9%	20.9%	21.3%	20.2%	20.6%	27.5%	25.7%	21.6%	21.2%	5.6%	3.6%	4.0%	3.9%	5.6%	4.5%	4.7%	4.6%	0.7%	0.5%	0.3%	0.5%	0.9%	0.6%	0.8%	0.7%	1.1%	0.7%	0.6%	0.6%
Nursing/Health St.																																
HEST	61.9%	64.8%	51.9%	79.9%	6.7%	12.9%	12.2%	11.9%	21.9%	18.0%	16.5%	6.7%	2.9%	0.9%	5.2%	1.5%	1.9%	1.7%	10.1%	0.0%	1.0%	0.0%	0.7%	0.0%	1.0%	0.4%	2.1%	0.0%	2.9%	1.3%	1.3%	0.0%
HESY	n.a.	n.a.	n.a.	69.0%	n.a.	n.a.	n.a.	16.4%	n.a.	n.a.	n.a.	10.3%	n.a.	n.a.	n.a.	1.4%	n.a.	n.a.	n.a.	2.3%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.5%	n.a.	n.a.	n.a.	0.0%
HSCI	n.a.	n.a.	n.a.	37.1%	n.a.	n.a.	n.a.	8.9%	n.a.	n.a.	n.a.	21.5%	n.a.	n.a.	n.a.	7.7%	n.a.	n.a.	n.a.	18.8%	n.a.	n.a.	n.a.	0.8%	n.a.	n.a.	n.a.	3.1%	n.a.	n.a.	n.a.	2.1%
INTH	n.a.	n.a.	n.a.	64.8%	n.a.	n.a.	n.a.	18.2%	n.a.	n.a.	n.a.	13.3%	n.a.	n.a.	n.a.	0.6%	n.a.	n.a.	n.a.	1.8%	n.a.	n.a.	n.a.	0.0%	n.a.	n.a.	n.a.	0.6%	n.a.	n.a.	n.a.	0.6%
NURS	48.1%	60.6%	69.1%	66.5%	20.4%	17.8%	14.9%	16.6%	25.8%	15.3%	14.9%	15.9%	3.3%	3.6%	0.3%	0.4%	1.9%	2.3%	0.5%	0.4%	0.1%	0.2%	0.0%	0.0%	0.1%	0.2%	0.0%	0.1%	0.2%	0.0%	0.3%	0.1%
Total	49.7%	62.0%	58.7%	59.4%	18.8%	16.2%	13.3%	14.2%	25.4%	16.2%	15.9%	15.8%	3.2%	2.7%	3.2%	2.7%	1.9%	2.1%	6.3%	6.0%	0.2%	0.1%	0.4%	0.2%	0.2%	0.3%	1.3%	1.1%	0.5%	0.4%	0.9%	0.7%
Interdisciplinary																																
Total	66.3%	71.0%	79.7%	73.4%	31.5%	22.6%	7.6%	16.7%	2.2%	6.5%	7.6%	8.5%	0.0%	0.0%	1.5%	0.5%	0.0%	0.0%	3.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.5%	0.0%
TOTAL	42.6%	49.1%	53.7%	54.8%	20.0%	20.2%	18.3%	18.3%	25.2%	21.8%	19.3%	18.8%	4.6%	3.3%	3.1%	2.9%	5.2%	3.8%	3.9%	3.7%	0.6%	0.5%	0.4%	0.4%	0.9%	0.7%	0.7%	0.6%	1.0%	0.7%	0.6%	0.5%

n.a. - not applicable or not available
N.B. Departments with fewer than 10 students enrolled are not included. Also, courses numbered 001-499 in exclusively graduate programs, e.g., LASP, are not included.

7. GEORGETOWN'S GENERAL EDUCATION REQUIREMENTS

Terry Pinkard

Georgetown's general education requirements have not been revised in their basic structure for more than *thirty years.* There have been various reviews of it during those decades, and in those reviews, significant changes were proposed at various times. For a variety of reasons, however, none of those proposed changes ever got off the ground. Although there is much good to be said about the current curriculum, it nonetheless should be given a thorough review in spite of the issues that have sidelined a review in the past. Given the immense changes in knowledge and in Georgetown itself in the last thirty years, it would be surprising if everything that was established as basic more than fifty years ago (when the current "general education requirements" were more or less put into place) would still be intact in 2007.

Moreover, the reasons for engaging in a new review of the curriculum go beyond the mere fact that it has not been reviewed for such a long time. Whatever intellectual justification there is for the present arrangement of courses and their sequence has long since been lost; there is no statement anywhere on public record (other than general ones) of why we have this arrangement and sequence and not another. There have, of course, been incremental changes to the general education requirements over the years, but they have on the whole been piecemeal and were usually made in response to particular concrete sets of problems and not with any view to the curriculum's coherence as a whole. Since the curriculum is both Georgetown's own statement of what it thinks its students must know and where it thinks its own strengths in teaching and research lie, it is as important a statement of what a university takes itself to stand for and where it takes itself to be going as is anything else. Thus, even if the curriculum as it is currently fashioned is perfectly in order—an unlikely event—it still requires a careful reexamination to see if it still embodies the stance which Georgetown takes both with regard to itself and with the world around it in the twenty-first century. At the very least, we need to examine the relationship between the general education requirements and the goals operative in the remainder of the curriculum, especially the "culture of inquiry" that leads to the capacity for independent learning and student engagement in original research.[9]

Competing Models of General Education Requirements and Core Curricula. Georgetown likes to call its general education requirements a "core curriculum." In fact, it is not a "core curriculum" at all but a "distribution" model for general education.

There are currently roughly three models for general education at work in universities in the United States: (1) distribution models; (2) modes of knowing; (3) core curricula. The most common of these are the "distribution" models, which stipulate that students must take a certain number of hours in various areas (humanities, social science,

[9] See the section on "Curricula and Pedagogy" in this report.

natural science, quantitative reasoning and so forth); they do not specify what in particular must be taught in those courses, leaving that up to the departments and individuals who teach them. The "modes of knowing" model tends to be similar to the distribution model except that it divides the required courses into methodological categories (such as "moral" or "historical" reasoning in contrast to and in comparison with, say, "quantitative" or "experimental scientific" reasoning, or into other categories, such as courses in how to study foreign cultures); like the distribution model, the "modes of knowing" model does not specify what specifically will be taught in those courses. The third model is that of a set of "core" requirements which aim to provide the undergraduates with a common experience of key texts and ideas and typically takes the form of a "great books" program at the few places where such a curriculum is in place; needless to say, unlike the "distribution" and "modes of knowing" models, there is an emphasis in such "core" programs on what exactly is taught.

Each is a response to the growth of knowledge in the twentieth century that has threatened to swamp even the best intentioned efforts at providing a "general education" for undergraduates. There is now so much to be known that it is difficult for even the best intentioned to say just what counts as the basic knowledge that every undergraduate should know. There are also many in the academy who suspect that any such "core" (for example, a canon of readings) is a reflection of deeper prejudices, such as racial and gender ones. There is no settled opinion on what any educated person should know.

Georgetown (like Harvard) likes to call its undergraduate curriculum a "core," which is a misnomer in both cases. Georgetown's general education requirements are in fact merely a "distribution" system, whereas Harvard's is oriented around the "modes of knowing" model. Georgetown students, for example, have to take two philosophy courses, two theology courses, and so forth; but there is usually little to nothing that any of these courses have in common with each other except that they are taught by people in the same department. It is an open question whether or not there is a common intellectual experience on campus with common texts and ideas that all students have read or encountered.

If one looks at the trends in American universities right now, one sees that the tendency is more and more towards "distribution" systems. If anything, the move is away from "core" curricula. The remaining "core" programs in the country—most famously at Chicago and Columbia—often have some difficulty staffing the program (at least as based on reports in the media and on casual conversations with some of the faculty there). There is even a quip about such core programs (usually attributed to Prof. Arnold Rampersad, who used to teach the core at Columbia) to the effect that a core curriculum is like the interstate highway system: It is a good thing you have it now, because, although you can maintain it if you have it, you could never build it from scratch again.

The Difficulties of Instituting New General Education Requirements. The difficulty of setting up a true core, as opposed to a distribution system, is formidable: Hammering out any kind of faculty consensus on what would be in it would be an intensive, time-

consuming effort that with all the good will in the world still might lead to nothing; and even if one managed to hammer out such a consensus, finding the right people to teach it and rewarding them accordingly would be exceedingly difficult; it would involve what one might simply refer to by its usual abbreviation: the "resource problem." Likewise, even Harvard's celebrated "core" system (which is really a "modes of knowing" system) will, if Harvard finally accepts the proposed new curriculum its faculty committee came up with recently, be dropped in favor of a distribution system.

Another problem about trying to institute some kind of "core" at any university now has to do with the way that all prestigious universities are set up. To have the right people teaching in a "core" program, you need to have some kind of interdisciplinary focus; however, in all the top ranked universities, it is graduate education that drives the organization. Like it or not, if you are a young PhD and want to get a teaching job at a good university, you need to be discipline-credentialed, which means that just about everybody Georgetown hires will have that profile. If you only want to hire interdisciplinary-trained generalists to teach in your core, you will find yourself like the few socialist countries after the fall of the Soviet Union; your only trading partners will metaphorically be Cuba and North Korea, not the places from which you want to recruit the top people to staff your departments.

Prof. Anthony Appiah of Princeton has summarized the problem as essentially one that can be managed but never solved. In our current world, there simply is no way to teach people all the things that "should" be known; and if one restricts oneself to teaching only the essentials, then one would conclude that one *need* not teach virtually anything at all. (Note too that the issue of "essential for what? Jobs? A flourishing life?" is not even brought up.)

The Relation of the General Education Requirements to Intellectual Life. The role that our "distribution system" plays in the intellectual life of Georgetown students is hard to specify. The problem of students thinking about their education in purely instrumentalist terms—"what career end will this serve if I take this course?"—is a nationwide problem not confined to Georgetown. It is a growing problem within the particular generation that is now attending university, and it is a specific problem at Georgetown, where the surveys show that our students study less and party more and get better grades than at our competitor schools. Moreover, despite the emphasis on humanities and at least some science courses in the general education curriculum, the overall student campus culture is oriented neither to the humanities nor to the sciences but to "non-quantitative social science," an orientation which itself skews campus intellectual life in a certain direction.

Much research on learning also shows that the best learning comes from involving the students in independent learning and guided apprenticeship in small group experiences.[10] At the moment, there is little to none of that going on vis-à-vis the "core" at Georgetown. (There is a tradition of "guided apprenticeship" in the Jesuit tradition at Georgetown, but at the moment, that is divorced from the general education

[10] See references throughout this report to the existing and emergent first year seminars.

requirements.) Almost all of the top universities are at present struggling with the idea of how to involve the undergraduates in research, especially collaborating in the research that the faculty are carrying on. Getting students early on into research is most successfully done in the natural sciences, where lab work can be more easily apportioned, and it is least successful in the humanities, where there are no labs, where beginning students often simply do not know enough to go deeply into the analysis and evaluation of key texts, and where there is really no way for many professors to "collaborate" with students on their research. We might ask how we could make undergraduate teaching in the "core" more like graduate teaching, where there is indeed, even in the humanities, more of a collaborative learning experience among the professor and the students. In a review of the curriculum a discussion of the extent to which, and in what fashion, third and fourth year students should be taking general education courses should be addressed, given that so many do delay taking some general education courses until the years when they should be concentrating on depth in their majors rather than the breadth afforded by general education courses.

Contested Issues Relating to General Education Requirements and Recommendations for the Review of those Requirements. At present, there is also a gap in the way we handle sophomores; first year students receive a lot of attention, and juniors and seniors get a lot of attention in their majors, but sophomores are often left to drift intellectually so that they approach their majors in their junior and senior years with more detachment than faculty might otherwise want.

There are obviously a lot of other issues bound up with this that can only be mentioned here. Would going to a "4/4" curriculum open up a new way of thinking about our general education requirements? Is having each course be a fifteen-week course the best assumption to make? (For example, instead of teaching one-fifteen week course, might some faculty be better serving the students and better serving themselves if they instead taught two different seven and a half week courses?) At present the general education courses are stale, having not been effectively reviewed for some time now and, if the statistics from the 1996-97 Intellectual Life Report are to be believed, obviously do not work to motivate students to take their studies more seriously.

- **RECOMMENDATION 7.1: That Georgetown undertake a review, and pending the outcome of that review, a thorough revision of its general education requirements, in the process placing on the table the fifteen week semester system, the four/four course load, and the requirement of two courses in theology and two in philosophy. The framework of this revision should be undertaken with strong consideration of the broader curricular goals discussed here and elsewhere in the report, especially those of enhancing small group experiences, introducing students to research, and enabling active involvement in research at an earlier stage in the students' education. Intellectual risk-taking should be introduced early on in the student's years at Georgetown.**

8. SCIENCE

Amy Liu

Although steps are being taken to improve the sciences at Georgetown, members of the Intellectual Life Committee considered it essential to underscore the position and role of the sciences in Georgetown's intellectual life. Improving the sciences deepens the imprint of the Jesuit intellectual tradition on campus. Modern experimental science as we know it was shaped considerably in its educational context by members of the Jesuit order. Despite the fact that the number of science faculty has not grown over the past thirty years and resources for the sciences fall considerably behind what is found at peer institutions, the science departments are the most active and best promoters of the early integration of students into research, and hence have considerable success in placing students in first-tier graduate institutions. Finally, without greater support for the sciences, Georgetown's quick ascent in national rankings over the past thirty years could just as quickly fall back down in the next thirty.

The *1996-97 Intellectual Life Report* argued that the small size of the main campus science departments, in terms of both faculty and students, deprives the campus of a particular type of intellectual vibrancy. The report goes on to recommend strengthening support for the sciences by enhancing facilities and improving undergraduate recruitment efforts. Since there seemed to be opportunities for more collaborations, both scholarly and curricular, between the mathematics department and other departments across campus, support for the mathematics department was identified as a priority.

Ten years later, the campus is engaged in a comprehensive science-planning effort that covers facilities, staff, curriculum, and research. An aggressive three-year time line is under discussion for construction of a new science center that will eventually allow for moderate growth of all the math/science departments. There has been a growing recognition by members throughout the university community that in the 21st century, "Georgetown students will be the leaders we imagine them to be only when they have mastered the 'two cultures,' the literary and the scientific."[11] Strengthening the sciences has become a priority for the university.

Tangible progress since the previous report includes the launch of a Ph.D. program in physics in 2001 and an M.S. program in mathematics in 2006, as well as plans to start an M.S. program in computer science in 2007. These are significant steps because the presence of graduate students has a dramatic effect on the culture in science departments. Not only are graduate students key contributors to faculty research efforts, they also serve as role models and mentors to undergraduates they teach in the classroom and work with in research laboratories. At the undergraduate level, a number of initiatives have been taken to engage more students across campus in scientific inquiry and discussions of scientific issues. Examples include the BA degrees offered by several

[11] "Science @ GU: A Priority for the University." Report to the Provost, 2005.

of the math/science departments, which make it easier for students to combine studies in science with other academic interests; the Program on Science in the Public Interest, which promotes dialog between scientists and the government on critical scientific issues and strives to develop the next generation of citizen-scientists; and the College's Science and Society Seminar for first-year students, which couples courses in the sciences and the humanities to explore common themes. Progress has also been made on the space issue, with the mathematics and computer science departments moving into newly renovated space in St. Mary's, freeing up space in Reiss for the remaining departments.

In raw numbers, the size of the science faculty and the number of undergraduate science majors remain essentially the same as ten years ago, when the last Intellectual Life Report was completed, and even the same as thirty years ago. Georgetown continues to fall well below its peers in both the percentage of degrees that are awarded in math/science (**Table 8.1**), and the number of faculty in the math/science disciplines (**Table 8.2**). The small faculty size limits the number of advanced electives that can be offered to majors. Further, the lack of a critical mass of peers who share an interest in science leaves some science students feeling isolated and out of place. Although it is anticipated that new facilities and staff expansion will help with recruitment of science students in the future, this issue will continue to require attention in the interim.

The engagement of undergraduates in faculty research helps to counter the sense of isolation felt by some students. Despite the fact that the science departments have not had an appreciable addition of faculty in thirty years, they are the departments with the highest degree of cultivation of student research, one of the educational goals promoted by this report. Indeed the science departments are among the very few that begin to engage students in serious research in their third year of study, thereby positioning the students as strong applicants for major fellowships and grants. Scientific research is typically done by "multigenerational" teams in which faculty members, post-doctoral researchers, graduate students, and undergraduates work together. Students develop relationships with more senior members of the team and are welcomed as part of the community as they learn to view science as a process of discovery rather than as a static body of knowledge. This mentored research experience can be one of the highlights of the undergraduate science education. This apprenticeship model for teaching and learning in the research context, which resonates with Georgetown's identity as a student-centered research university, is a key component of the intellectual life of science departments.

- **RECOMMENDATION 8.1: That the university expand the role of the sciences in the Georgetown intellectual experience beyond its ongoing efforts to construct a new science building, to hire thirty-five new faculty and to renovate the Reiss Science Building, and recognize the importance of the sciences to the university's intellectual future in the twenty-first century.**

Table 8.1

Science & Math Undergraduate Degrees Awarded: Comparison with Peer Institutions (AY2006)

Institution Name	Total Math & Science	Total Bachelor's Awarded	Math & Science as % of Total
Georgetown University	**106**	**1,705**	**6.2%**
Brown University	266	1,549	17.2%
Columbia University	238	1,675	14.2%
Cornell University	606	3,534	17.1%
Dartmouth College	147	1,029	14.3%
Duke University	210	1,469	14.3%
Harvard University	348	1,748	19.9%
Johns Hopkins University	215	1,516	14.2%
Massachusetts Institute of Technology	476	1,129	42.2%
Northwestern University	188	2,097	9.0%
Princeton University	172	1,125	15.3%
Rice University	172	811	21.2%
Stanford University	363	1,756	20.7%
Tufts University	132	1,423	9.3%
University of Chicago	262	1,094	23.9%
University of Notre Dame	172	2,072	8.3%
University of Pennsylvania	210	2,867	7.3%
University of Rochester	290	1,146	25.3%
Washington University in St Louis	257	1,648	15.6%
Yale University	181	1,332	13.6%
Average of 19 universities (not including Georgetown)	**258**	**1,633**	**17.0%**

Note: Science and Math includes Computer Science, Biological Science, Mathematics, and Physical Sciences. Engineering and Psychology are not included.
Source: OPIR, from IPEDS Completions Reports in Peer Analysis System, 3/1/2007.

Table 8.2

Science Faculty at Georgetown & Peer Institutions, AY2004-05

	Faculty	Biology Faculty	Chemistry Faculty	Computer Science Faculty	Math/ Stats Faculty	Physics Faculty
Georgetown	1400 (409 COL)	14.5	17	7	12	11
Boston College	645	21	20	17	20	12
Brown	573	50+	23	22	24	25
Dartmouth		23	18	12	18	19
Duke	1498	48	21	17	23	34
Emory	2700	29	31	24		16
George Washington	807	34	13	26	21	22
Notre Dame	1142 (760 ugrad)	33	32	17	41	37
NYU	600	28	18	32	67	33
Penn	2420	29	41	32	40	36
Pittsburgh	3690	52	32	23	36	38
Tufts	1100	20	15	12	21	19
Vanderbilt	2490	24	19	36	34	33
Wake Forest	443 (ugrad)	22	15	9	17	15

Source: OPIR, from IPEDS Completions Reports in Peer Analysis System, 3/1/2007.

9. CURRICULA & PEDAGOGY

Randy Bass

Summary of Findings in 1996-97. In the 1996-97 report, the primary source of student data on "curricula and pedagogy" came from student focus group feedback. These conversations surfaced student concerns about the clarity of faculty expectations about learning goals in courses or how their learning would be measured. Assessments seemed often geared to the professor's needs and not to advance learning; too often large lectures encouraged passivity or the tendency merely to give back professor's ideas. Course goals, and the relationship between courses and curricula, often seemed mysterious to students. The report emphasized that Georgetown could do more to improve the intellectual climate by taking student learning more seriously. The 1996-97 report identified three areas for improvement in the arena of pedagogy: (1) focus on the students' first year; (2) the department's role in advancing learning and ensuring the quality of teaching; and (3) resources for promoting effective strategies in the classroom.

The report emphasized several key themes related to ways the faculty as individuals and the University collectively could respond to these concerns, including:

- Faculty should clearly articulate their expectations for students early in their studies.
- Faculty should "introduce themselves as researchers" to students earlier in the undergraduate years, and more effectively, by talking about our work and sharing it with them.
- Faculty should do a better job of stressing integrity and responsibility in academic learning.
- The University should ensure a better mix of class size, including small seminars early in the student's career to emphasize these academic values, and to bring students into the academic culture and conversation earlier.

The report also stressed that departments (or programs and units) can play a critical role in helping to regularize standard grading practices, set common standards and goals, and support common effective pedagogical practice. Finally, the Report highlighted the lack of institutional resources to promote and support excellent teaching practices, and recommended a "permanent seminar on teaching practices" to promote best practices and to sponsor periodic forums in which professors could learn about new pedagogical strategies. Addressing all of these concerns required increased dedicated resources.

Progress since 1996-97.

Curriculum Design: Notable progress in the curriculum has been achieved by the institution of First Year Seminars. The School of Foreign Service has had successful proseminars for many years. The College has started a program of Ignatius Seminars and the interdisciplinary Science & Society Seminar, which were inspired in part by the longstanding Liberal Arts Seminar program. The College plans eventually to offer seminar opportunities to all first year students. The MSB has similar plans to increase

seminar offerings to MSB undergraduate students in their first two years. In addition to the growth of seminars, since 2000, numerous other curriculum revision projects have taken place across the main campus, including the College Curriculum Renewal Project, which sponsored curriculum revision projects related to rethinking departmental goals and offerings, as well as increased attention to active learning strategies (e.g. case-based and inquiry-based teaching), and strategies for linking fieldwork and other kinds of research to classroom learning; curricular reforms in the School of Foreign Service designed to get students involved in their major earlier; and the wholesale curricular reform that has occurred in the School of Nursing and Health Sciences that also has entailed an earlier engagement with a major area of study. These last two curricular innovations in particular demonstrate that there are workable ways of integrating depth at the beginning of the student's undergraduate career.

Classroom practice. Focus group first-year student feedback in 2006 shows mixed progress in the areas of teaching, assessment, and learning. Students report high levels of satisfaction with the enthusiasm and knowledge of faculty. Many were impressed with the interest and approachability of faculty. Clearly students are inclined to feel more engaged in their learning when faculty are engaged in teaching them. However, students in the 2006 focus groups make it clear that much progress is still to be made on issues of clear communication of goals and expectations, as well as providing early opportunities for students to receive feedback on their learning. Some students report havng received a minimal syllabus (or none at all) one month into the semester. Although many faculty provide full and useful syllabi (with clear statements of goals, kinds of assignments, texts to be read, etc), many faculty do not. The student perspective is corroborated by a recent survey of syllabus formats (conducted from syllabi available through explore.georgetown.edu), which revealed very uneven practices in what is included in a syllabus, including in many cases minimal or no information about expectations and criteria for excellent performance in the course. Similarly, many students in the 2006 focus groups reported having received no feedback on their performance of any kind a month or more into the semester. This should be a concern for the University—especially with regard to first year students—since it has been well established that one of the most important factors for establishing high expectations and fostering student success is early and frequent feedback on learning. Thus, it is important to continue to recognize and emphasize the role of faculty teaching practices—and the role of departments and units in setting a culture for those practices—in the improvement of students' intellectual life.

Outside the classroom. Since 1996-97, undergraduate research opportunities have become more firmly embedded into main campus culture, and support for undergraduate research has expanded in significant ways, primarily through the Georgetown Undergraduate Research Opportunities Program (GUROP). The John Carroll Scholars, now the John Carroll Fellows Program, was a direct response to the 1996-97 report, providing an intellectual home for ambitious and talented Georgetown students interested in advanced research and other related opportunities. The John Carroll Fellows Program has recently been consolidated with the University Fellowship Office and GUROP under the heading of the Gervase Programs, further strengthening the infrastructure for the advancement of undergraduate research and the mentoring and preparation of

undergraduates to compete for the most prestigious fellowships (Rhodes, Marshall, Churchill, etc).

Since 1996-97 undergraduate research has grown steadily. In the past two years the focus of growth has been on summer fellowships, increasing from 9 to 19 in 2006, with a target of 30 in 2007. A pilot program for expanding the John Carroll Fellows Program and Forum for Community Scholars will get underway in Fall 2007, targeted especially at increasing participation of first generation college students and other underrepresented groups in undergraduate research.

The expansion of undergraduate research opportunities brings the challenges of operating on a robust scale, such as the need to have a wide range of quality research opportunities for students, as well as a campus-wide support structure for connecting students and faculty in successful ways. Similarly, faculty who work with undergraduate researchers know that these mentoring relationships are as much about teaching as they are about getting help with one's research. Advanced undergraduates, graduate students, and postdoctoral positions are all integral to the strategic expansion of the undergraduate culture of learning and research.[12] This is one of many ways that graduate and undergraduate education needs to be linked increasingly and creatively in efforts to enhance the intellectual life of the campus.

Since 1996-97 there has been progress on programs that build meaningful intellectual linkages between outside-of-classroom experience and academic learning. Founded in 2001, the Center for Social Justice Research, Teaching, and Service provides support for faculty and students who want to integrate community-based learning and research into curricular learning, especially through the fourth-credit option (the "service learning credit").

Another key area outside the classroom is study abroad. Engaging about 50% of our students and accounting for 9,000 semester hours of credit, study abroad accounts for a significant fraction of student experience, disconnected in many ways from the rest of student curricular learning. Some pilot programs have been launched in the last few years to create linkages between students' experience abroad and their curricular learning, such as the "dispatches" project in the program for Science, Technology and International Affairs (STIA), where juniors abroad write and share back analyses of international issues from around the world, in part for use in the sophomore gateway course. In other cases, study abroad experiences are linked with courses that students take before or after their experience, such as the "Globalization and Health" course in SNHS linked explicitly with community-based learning programs in Chile and Senegal. And recently, through a cooperative effort of OIP and the Gervase programs, students can now participate in

[12] The space implications of this recommendation are overwhelming in the context of present conditions, for how are we to accommodate postdoctoral appointments when some faculty share offices in some departments and many departments rely upon sabbaticals and leaves to free up space for ordinary faculty? It is hoped that the renovation of the former Jesuit Residence, Old North, and the Reiss Science Building will not only provide individual offices for *all* faculty on campus, but will also provide the opportunity to expand postdoctoral opportunities on campus as well. The committee considers the expansion of postdocs on campus as essential to the improvement of the undergraduate culture of learning and research.

GUROP-A (undergraduate research opportunities abroad), helping more students connect their study abroad with sustained intellectual projects.

Infrastructure. The 1996-97 report emphasized the need for institutional resources and infrastructure to support the promotion of excellence and innovation, including the recommendation that "a standing committee be established in order to address best practices in teaching and to sponsor ongoing events and opportunities for faculty to learn about effective teaching and learning practices." The Center for New Designs in Learning and Scholarship (CNDLS), established in 2000, guides and supports Georgetown faculty and others (e.g. academic administrators of student programs) in promoting effective practices in teaching and learning, and in assessing their effectiveness. Since 2000, CNDLS has worked with about 20% of the ordinary and adjunct faculty representing all departments of the College, most programs in SNHS, SFS, and MSB, and the Law and Medical Centers in a wide variety of professional development venues, including workshops, consultations, and innovation and curriculum design projects. CNDLS has also conducted over 100 assessments with individual faculty, academic departments, and University student programs.

Also since 1996-97, Lauinger Library opened the Gelardin New Media Center, which serves a wide variety of academic needs in the areas of new media. The library has also expanded its involvement in the promotion of undergraduate research activities, including the recent collaboration with the Writing Center to institute Undergraduate Peer Research Fellows, to support the expansion of research-focused assignments in undergraduate courses where faculty mentorship alone would be difficult or impractical. The library has also been a key collaborator with the Honor Council, which has spearheaded the development of the Academic Integrity Tutorial, now a mandatory threshold experience for all entering students, raising consciousness about doing intellectual work responsibly and honestly. The number of Honor Council cases involving plagiarism and related offenses, especially among first year students, has decreased since the institution of the Tutorial.

Building on this foundation, in 2004 the University launched the *Undergraduate Learning Initiative* as a Main Campus strategic effort focused on creating new opportunities for depth, coherence, and integration in undergraduate learning. Looking ahead ten to twenty years, the ULI was created to anticipate the resources and structures that will be necessary to deepen the intellectual experience of Georgetown students and improve the teaching lives of Main Campus faculty. A key premise of the Initiative is that the intrinsic excellence of faculty, departments and programs cannot alone provide a preeminent undergraduate experience in the 21st century, but certain strategic, cross-campus resources are critical to the ongoing vitality and intellectual quality of undergraduate learning. These include ongoing support for faculty to engage in creative rethinking of curricular and pedagogical designs, expanded resources for existing intellectual opportunities that are critical to staying competitive with our peers (such as undergraduate research), and the creation of new cross-campus resources supporting intellectually meaningful work, such as new resources supporting quantitative literacy or

digital portfolio environments, such as Blackboard, supporting integration and collaboration.

Future Considerations and Recommendations. Despite the significant efforts and innovations implemented since the 1996-97 report and the potential that Georgetown holds as a "student-centered research university," there is distressing evidence that the intellectual lives of our students fall far short of our—and their—expectations. For example, Critical Indicators continue to show that our students rate themselves lower (than do their peers at comparable universities) with regard to their ability to learn new knowledge on their own, and feedback from prestigious nationwide fellowship competitions suggests that our students fall short primarily in their limited experiences with sustained, independent scholarly projects. How is it that Georgetown students can be so engaged by a high quality faculty and not be developing—and excelling—as independent learners as much as we would like? The university could do much more—with infrastructure and programs, as well as pedagogical practices—to cultivate active and independent learning in as many ways as possible, from the beginning of the first year.

Focus on the First Year. The first year is an especially critical time for setting expectations and making opportunities visible. Could we be doing more to introduce students to the highest intellectual expectations, as well as giving them better opportunities to envision themselves as agents of their own learning in the first year of work at Georgetown? Although first year seminars are an important enhancement to the first year curriculum, they can only, at best, make a limited contribution to addressing the considerable challenge of making the first year a rigorous and engaging foundation for an enriched intellectual experience. Given the extent of general education and core requirements—combined with the high rate of study abroad—the curriculum is disproportionately weighted to lower level courses. Thus it is very important to promote active and independent learning as early as possible in the curriculum. Elsewhere this Report has recommended a top-down review of the core or general education curriculum. One of the issues that motivated our recommendation was the tension created by the size of the core or general education and the greater intellectual depth required for meaningful student participation in research. One way to create a more harmonious integration of general education and participation in research would be to reorient general education courses toward "inquiry-based learning" which incorporates different types of inquiry, including discovery-based learning, fostering intellectual depth, and providing models for intellectual engagement and depth.

We also believe that more could be done to bridge the classroom with intellectual life outside of it. In direct response to the 1996-97 report's call for more intellectual dialogue outside the classroom, a Curriculum Enrichment fund has been launched making available grants of up to $500 for any lower division course that wants to hold an event or field trip that enhances the intellectual community of the course beyond the classroom. If such occasions were more typical, across the first two years especially, the general culture of intellectual engagement might be enhanced.

Recommendations for the First and Second Year Experiences. The Committee recognizes that the second year is a year of critical decisions when students decide whether to be deeply engaged or not in the intellectual life of the university. It is the year in which students choose their intellectual direction.

- **RECOMMENDATION 9.1: That there be continued examination and renewal of the first year and second year academic experiences with special attention paid to the consequences of how courses in those years are taught and staffed (that is, by ordinary, full-time non-ordinary, or full- or part-time adjunct faculty).**

- **RECOMMENDATION 9.2: That in addition to supporting seminars for all first year students, we encourage support for ongoing innovation with course design and pedagogy of courses in the first two years (especially larger enrollment courses), emphasizing active, independent, and inquiry-based learning.**

- **RECOMMENDATION 9.3: That Curriculum Enrichment Grants be continued and expanded, with the goal of giving every lower division course access to enrichment funds.**

Strengthening Opportunities to Deepen and Integrate Learning. Beyond the first year, concerns persist about the ways that depth is built into the curriculum. At the other end of the student's Georgetown career, the capstone or synthesis experience—whether a thesis or course project—can be a valuable experience that deepens a student's intellectual work both by revisiting and deepening knowledge already learned and introducing new perspectives on the discipline, and beyond. This has been implemented successfully in several departments and programs, e.g., in Biology (where all students complete theses**),** McDonough School of Business (senior research projects), Science, Technology and International Affairs in SFS (Senior Research Papers, including Honors Theses) and many departments and programs on the main campus. Yet, a survey of capstone and senior synthesis experiences shows that practices vary widely across departments and even within departments, and that most Georgetown undergraduates have little or no synthesis component at all to their undergraduate education. How might we expand and make more common these synthesis experiences across the curriculum? Are there ways to expand our notions of what a thesis or synthesis experience might be, such as the new "teaching thesis" option in Biology, the year-long, research-based senior seminar "Project DC" in Sociology, or new options in multi-authored or multimedia senior projects being piloted in American Studies and elsewhere? An emphasis on the senior capstone or synthesis experience requires us to "design backward" through the curriculum to ensure the proper building blocks that would prepare students to undertake meaningful work, beginning in the first year; it also requires looking at the implications for faculty and other instructional costs to increase opportunities for research (e.g., at Princeton teaching credit is given for advising on junior papers and senior theses).

Undergraduate research opportunities (GUROP and other fellowships) will continue to be a cornerstone of deepening a culture of inquiry in the undergraduate experience. The trajectory of growth outlined here should continue. Overall institutional support for undergraduate research should be strengthened, including support for thoughtful assessment of the undergraduate research experience both from faculty and student perspectives. As undergraduate research becomes a more prominent component of the curriculum, faculty will need support in developing successful, disciplinary-dependent models for guiding and engaging undergraduates in research.

There is also discussion of a potential research program for the community scholars who are admitted to Georgetown. The resources of the John Carroll Scholar Fellows program and the GUROP program could be combined to enhance the research profile and participation of more students. This can be accomplished by establishing, for instance, undergraduate research workshops, especially workshops that bring together undergraduates, graduate students, and distinguished faculty from Georgetown or elsewhere as has been done in student organizations, such as the Critical Theory Society or Energia, or the pilot workshops sponsored by Georgetown College for graduate students in philosophy and history.

A good example of an undergraduate research workshop is the Carroll Round for undergraduate research in economics for undergraduates in international economics in the School of Foreign Service at Georgetown. The 2006-07 Carroll Round was the seventh annual meeting of this extremely successful endeavor. Each year, roughly 30 students meet to present and discuss their original research with other participants. Conference attendees have come from colleges and universities around the country and, in the past several years, have included undergraduates from other countries, including Canada, England, and Denmark. Two years ago undergraduates began to publish the proceedings of the Carroll Round. In last year's volume, Dr. Nancy Marion, former Chair of the Economics Department at Dartmouth College, wrote that each year, Dartmouth's participants returned to campus "re-energized about economics and economic research." This kind of undergraduate conference, we believe, can be readily replicated in other fields to help promote undergraduate research at Georgetown. A parallel successful example is the annual Phi Alpha Theta history conferences for undergraduates and pre-dissertation doctoral students held at Georgetown or at other member institutions in the Washington, DC area.

- **RECOMMENDATION 9.4: That research workshops along the lines of the Carroll Round for Undergraduates in Economics or the Phi Alpha Theta history conferences be developed at Georgetown in other disciplines and interdisciplinary fields.**

Opportunities to deepen one's learning need to be complemented by opportunities for integration. One form of integration that needs strengthening is between academic coursework and other intellectual work outside the classroom. The attention of Georgetown students is increasingly divided among a wide range of interests, activities,

and experiences. The diversity of the undergraduate experience is one of its hallmarks; and many of these experiences are part of the Georgetown signature, such as study abroad and taking advantage of our DC location. Yet we cannot expect to enhance the intellectual life of students significantly if many of these experiences are seen to be in competition with academic learning. We need to find creative and rigorous ways to help students connect aspects of their undergraduate learning that typically remain disconnected, and to do so in intellectually meaningful ways.

- **RECOMMENDATION 9.5: That undergraduate research opportunities be expanded through GUROP and other fellowship opportunities. We also recommend expansion of capstone research experiences across the campus, and continued experimentation with new forms of those experiences. We recommend that culminating research experiences begin no later than the first semester of the senior year.**

- **RECOMMENDATION 9.6: That a task force be established to examine the ways in which resources to support undergraduates in developing skills to carry out independent intellectual work could be expanded, including the expansion of student services for quantitative thinking and analysis and research similar to the way in which the Writing Center assists students.**

- **RECOMMENDATION 9.7: That courses have early and challenging assignments followed by prompt assessment of performance and frequent feedback, especially for first-year students.**

- **RECOMMENDATION 9.8: That academically meaningful and rigorous models for integrating curricular learning with learning and experience outside the classroom be developed with consideration of study abroad, community-based learning, and internships. We also recommend that these directions be cultivated in close coordination with the Council of Associate Deans so that they might be viewed as coherent campus-wide opportunities**.

Supporting Faculty and Teaching. In the last ten years, the growing body of research on learning and the conditions that generate quality learning has become ever more visible and accessible to academics. The University needs to continue supporting the most robust environment for faculty to engage with new approaches to teaching and creating learning environments for students. We acknowledge that the challenges here are significant in getting faculty practices to change on a wide scale. Funding and grants can encourage experimentation; CNDLS can and should continue to be a source for faculty access to the most current scholarship on teaching and learning, and to offer workshops and resources, in a range of venues, including the recent expansion of New Faculty Orientation to include a half-day workshop on teaching and learning. But this will have only limited reach without a unit-level and campus-wide commitment to valuing fundamental dimensions of teaching and learning, such as applying the most effective practices for good teaching and learning, transparency in communicating goals and expectations to students, and attending to the alignment of goals, course activities, and the kinds of

assessment and feedback students are receiving. Similarly, individual faculty efforts must be supported by campus-wide conversations about the larger contexts for the assessment of student learning, and the useful ways that data on learning can be applied to ongoing reflection and revision of the curriculum and teaching practices.

- **RECOMMENDATION 9.9: That the institutional funding for effective teaching practices, initiated out of the 1996-97 report, be further strengthened and made stable through endowment funds, under the rubric of the Undergraduate Learning Initiative and the upcoming capital campaign.**

This would include funds for faculty innovation and curriculum development grants, support for cross-campus resources (such as undergraduate research), and long-term stable support for the infrastructure for these programs (for example, the Center for New Designs in Learning and Scholarship).

- **RECOMMENDATION 9.10: That the Main Campus continue to emphasize activities that promote effective pedagogical practices, such as the expansion of New Faculty Orientation, and the dissemination of information about effective syllabus design and assessment.**

- **RECOMMENDATION 9.11: That a standing committee be established to coordinate and strengthen the breadth and depth of learning assessment. This committee should be faculty-led but administratively managed, and different from the Intellectual Life Committee convened by the Main Campus Executive Faculty in the first recommendation of this report.**

10. ACADEMIC ADVISING

Lucy Maddox

The status of student advising was not considered in the 1996-97 Intellectual Life Report. The current committee decided to add a report on advising for two primary reasons: first, because of the significant role advising can and should play in the intellectual life of both students and faculty, and second, because of the committee's sense that advising is an integral part of the teaching role of faculty.

In his study of student attitudes toward the success of their college experiences, Richard J. Light concludes that "good advising may be the single most underestimated characteristic of a successful college experience." Light, whose focus is on student assessments of their personal experiences, emphasizes the intellectual and practical advantages of close personal contact between faculty and students; the most important piece of advice entering students can be given, he argues, is to get to know one faculty member reasonably well during the course of each semester.[13] Stanford University takes a similar position on sustained faculty-student contact in its guidelines for faculty advisors: "The heart of advising, along with listening, is getting to know your students well enough that you can be a real resource for them when they need you. . . . [and] lead them to intellectual opportunities that you know fit their interests and abilities."[14]

Others who share Light's sense of the crucial importance of attention to advising offer reasons that are somewhat less personal and more focused on the place of advising in helping students to locate themselves intellectually in the larger university or college setting. The handbook for faculty advisors in the College of Arts and Sciences at Cornell, for example, in describing the role of advisors, notes that advisors are uniquely positioned to help students "develop their intellectual interests and competence; understand the meaning of an education in the liberal arts and sciences and the rationale for curricular requirements; understand the values and culture of a research university; [and] become active and responsible participants in their undergraduate experience." Academic advising, according to the Cornell handbook, is a major factor in linking students to academic life in general and in helping them to understand the specific "academic landscape" at their university.[15]

Our investigation of advising practices at other institutions revealed a common agreement that a planned and structured advising system was important to the academic success and intellectual growth of students; it also revealed that implementing such a system, especially the advising for first year students, is a significant challenge that is being addressed in various ways. Some institutions have an integrated advising system with all advising programs (academic, career, pre-med, etc.) located in a central unit with

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[13] Richard J. Light, *Making the Most of College: Students Speak Their Minds* (Cambridge: Harvard University Press, 2001), 81, 86.
[14] http://www.stanford.edu/dept/undergrad/uac/advisors/advisor_role.html
[15] http://www.arts.cornell.edu/stu-adv/fachndbk/fachndbk.pdf

a professional staff. Others, like Georgetown, spread the advising responsibilities among the academic units of the institution or, in some cases, among residential colleges.

Of the institutions surveyed for this report (Amherst, Cornell, Duke, Georgetown, Northwestern, Pomona, Princeton, Stanford, Swarthmore, Wesleyan, Williams, Yale), all twelve separate first year student advising from major advising. The institutions incorporate faculty into their first year student advising programs in various ways. Some, like Williams, state that they expect every faculty member to be a first year student advisor, while others, including Cornell, do not ask faculty from the departments with the largest number of majors to advise first year students. Some institutions, like Duke, recruit a corps of first year student advisors from among faculty, administrators, and staff. Others, like Stanford, assign each first year student to an advising team that includes a faculty member, a peer advisor, and a member of the advising program staff. Information about advising at these institutions is available with minimal searching from the institutions' websites, some of which offer information for parents as well as for students and faculty. Georgetown is the only one of the group that does not make undergraduate advising information easily accessible on-line.[16]

Two of the institutions surveyed, Georgetown and Northwestern, have advising practices that vary in some ways from the general pattern.

Georgetown: First year students in all of the Schools except non-science majors in the College are assigned at least one faculty advisor (students in Nursing and Health Sciences are assigned to a team of three advisors). The role of the faculty advisor is neither well-defined nor uniform; for the most part they work in conjunction with advisors in the Schools' Deans' Offices. In the College, however, only first year students in the sciences and the languages are assigned faculty advisors in their respective departments. The remaining College students have trained and experienced professional advisors in the College Dean's Office. The problem of first year student advising in the College has been particularly challenging, given the large number of entering students each year and given that there is no College-wide system of first year student seminars as a means of putting students together with faculty advisor/mentors. The recent changes in the advising of College first year students were implemented as a result of the dissatisfaction of the College Deans with the effectiveness of the previous method of assigning each student to a faculty advisor. The deans were concerned that the assignment of students was random, the faculty sometimes made mistakes in the advice they gave, and they did not know how to answer many questions about such matters as credits and requirements.

First year student advising in the College—for all except students in the languages or math/science, who are assigned to a faculty advisor—is now done by the staff of the College Dean's office. As part of their initial advising, all College first year students are offered help in drawing up a four-year plan as an important component of "prospective intellectual planning" so that they can "begin to envision four years at

[16] Associate Dean Hugh Cloke of the College Dean's Office wrote to Kathryn M. Olesko that the College's website on advising had a broken link and would soon be fixed. Email, Jan. 19, 2007.

Georgetown as a progressive intellectual journey".[17] College students are also offered the option of being assigned a faculty mentor, chosen with the student's particular interests in mind. To date, according to the dean's office, 500-600 of the entering College first year students request a four-year plan each year, while only 30-40 request a faculty mentor.[18]

The results of the survey of Georgetown seniors from 1998 to 2005 suggests that College students may be finding the new system of first year student advising by the dean's office an improvement over the old system. In 1998, when the previous system was still in place, fewer than forty percent of seniors indicated that they were "very or generally" satisfied with pre-major academic advising; by 2005, that number had risen to over sixty percent While it is not possible to attribute this change to any one factor, especially since College students were not the only ones surveyed, it is at least clear that the change in the College's practices has not resulted in increased dissatisfaction with pre-major advising, and it is very likely that it has contributed to increased satisfaction.

The Senior Survey indicates that the rate of student satisfaction with major advising at Georgetown has risen slightly, from approximately fifty-five percent in 1998 to sixty-five percent in 2006. The satisfaction of students with the system, of course, does not necessarily correlate with an assessment of the effectiveness of the system in encouraging, shaping, and enriching the intellectual experience of students at Georgetown.

Northwestern: The College of Arts and Sciences at Northwestern recently made a change in its advising practices that is similar to the change made in the College at Georgetown, although without eliminating faculty advisors for first year students. Like Georgetown, Northwestern was also dissatisfied with the success of faculty advising of first year students; in addition, they found that sophomores who had not declared a major were falling into an advising "gap." Northwestern's solution was to add a third level of faculty advisors, in addition to the first year student and major advisors. These College advisors hold faculty appointments (as lecturers) and teach a reduced load in exchange for their advising services; they work with first year student advisors but are also available to students throughout their four years at Northwestern. Each student thus has a College advisor, a first year student advisor, and a major advisor. The addition of these College advisors has evidently been extremely well received by students, significantly raising the rate at which surveys indicate students' satisfaction with their advising. Student satisfaction seems to be directly related to the practice of making a single advisor available to each student for the entirety of his/her time at Northwestern.[19]

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[17] Dean Jane McAuliffe to Kathryn M. Olesko, Email, Jan. 18, 2007.

[18] Letters are sent from the College Dean's Office to undeclared first year students in the College regarding the "Georgetown College Faculty Mentor Program." The letter stresses the importance of the mentorship of faculty members, of sustained personal contact and intellectual conversation, and of apprenticeship under a faculty member. Moreover, the College Dean's Office provides funds for meals with Faculty Mentors. Hugh Cloke to Kathryn M. Olesko, Email, Jan. 18, 2007.

[19] Our thanks to Dr. Susan Pinkard, Department of History, Georgetown University, for sharing her knowledge of the Northwestern advising system with us. Dr. Pinkard was an Associate Dean in the

The Northwestern solution, while probably too expensive for Georgetown to imitate exactly, still provides a model that might be at least approximated by guaranteeing that each student has a faculty mentor as well as a College advisor in the College Dean's Office.

Questions

Our survey of advising practices and philosophies, at Georgetown and other institutions, raises a number of questions that need further study:

- How does Georgetown view the relationship between advising and the intellectual life of students?
- How are students encouraged to make the connection between advising and their intellectual lives?
- How does Georgetown view the relationship between advising and expectations for faculty? Is advising at Georgetown generally considered a service requirement or a part of teaching? Are expectations consistent across the schools?
- To what extent are faculty expected, or encouraged, to advise students on non-academic aspects of their lives as students?
- How successfully integrated is first year student advising with major advising?

Recommendations

In order to affirm, for students and faculty, the importance of advising to the intellectual life of the university, and in order to make faculty-student contact more systematic and less *ad hoc*, we recommend the following:

- **RECOMMENDATION 10.1: That as the first year seminar becomes a common experience on the Main Campus, faculty teaching these seminars become faculty mentors to the intellectual life of the students, particularly during their first two years at the university.**

- **RECOMMENDATION 10.2: That members of the Dean's Offices of the College and the various undergraduate Schools continue to function as advisors in all areas including degree completion over the four years of a student's undergraduate career.**

- **RECOMMENDATION 10.3: That students in their third and fourth years of study have an intellectual mentor, chosen from the ordinary faculty, in their major.**

Weinberg College of Arts and Sciences at Northwestern before returning to Georgetown University in 2005.

- **RECOMMENDATION 10.4: That the Main Campus develop a statement on student advising and advisors that is prominently displayed on the university's website.**