

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

MINUTES OF THE REGULAR FACULTY SENATE MEETING
HELD ON FEBRUARY 10, 2017
AT 1957 E STREET NW, STATE ROOM

Present: Provost Maltzman and Registrar Amundson; Deans Dolling, Feuer, and Vinson; University Librarian Henry, Executive Committee Chair Garris; Professors Agnew, Briscoe, Cline, Cottrol, Downes, Galston, Griesshammer, Griffin, Harrington, Lewis, McDonnell, McHugh, Nau, Parsons, Pintz, Price, Pulcini, Rehman, Rice, Rohrbeck, Watkins, Wilson, and Wirtz.

Absent: President Knapp, Parliamentarian Charnovitz, Deans Akman, Brigety, Eskandarian, Goldstone, Jeffries, Livingstone, and Morant; Professors Cordes, Corry, Costello, Hawley, Jacobson, Khoury, Kohn, Markus, Newcomer, Packer, Roddis, Sarkar, Sidawy, Tielsch, Wilmarth, and Zeman.

CALL TO ORDER

The meeting was called to order at 2:20 p.m. The Provost chaired the meeting in President Knapp's absence. He announced that Professor Ben Hopkins from the Elliott School of International Affairs (ESIA) is on leave this semester. Professor Henry Nau will complete Professor Hopkins's term.

APPROVAL OF THE MINUTES

The minutes of the January 13, 2017, Faculty Senate meeting were approved unanimously without comment.

RESOLUTION: PROPOSING A LIMITED FIRST YEAR ACADEMIC FORGIVENESS POLICY (17/2) (Educational Policy Committee Chair Phil Wirtz)

Professor Wirtz noted that he would describe the history of the resolution to the Senate and then yield the floor to one of the resolution's chief sponsors, from the Student Association, to summarize the resolution itself. He noted that he was approached in the fall--in his capacity as the Chair of the Educational Policy committee--by SA President Erika Feinman and SA Executive Vice President Thomas Falcigno regarding the issue that evolved into this resolution. Ms. Feinman and Mr. Falcigno had already done a lot of background work, including meetings with Associate Provost Cheryl Beil, Registrar Amundson, and Deputy Provost Terry Murphy, and came to the Educational Policy committee prepared to talk with the faculty about a proposal they viewed as fundamentally important to the student body. Professor Wirtz noted that his first read raised a few issues that were quickly addressed, at which point the committee reviewed the proposal.

The Educational Policy committee then convened a subcommittee consisting of Registrar Amundson, Associate Provost Beil, Executive Director of Enrollment and Retention Oliver Street, Professor Kristensen, Professor Phillips, and Mr. Falcigno. The subcommittee worked to refine the proposal though feedback from faculty, especially including large departments such as math and economics, to ensure that the policy that ultimately emerged was one that met the needs of the faculty and the

educational institution as well as the students. The resulting proposal on limited academic forgiveness is the result.

Mr. Falcigno opened by thanking the Senate for considering the resolution. He also thanked Professor Wirtz and the Educational Policy, Professor Ethics and Academic Freedom (PEAF), and Faculty Senate Executive (FSEC) committees for their review of the policy. He noted that the idea of an academic forgiveness policy came about following SA research into both market basket and non-market basket schools that have implemented similar policies. This was part of a broader look at what academic policies existed at these schools but not at GW. This work came from a desire to address two key issues: 1) improving retention and graduate rates, and 2) assisting first-year students in achieving academic success.

During the first-year experience, many students face a difficult transition from high school to college. The stress of this transition can create a negative impact on grades, especially for those students from underrepresented populations and for first-generation college students. The current policy arose from a desire to create a system for students to have an incentive to go back and learn the material from a course in which they performed poorly, thus building upon academic material for future academic success. Under the proposed policy, a student earning a D+ or below in a course would be eligible to repeat this course under the policy terms at any time during their enrollment at GW.

Mr. Falcigno noted that some safeguards were written into the current draft of the policy as a nod to its newness at GW. Other schools have successfully implemented this type of policy for years; however, this policy is entirely new to GW. The drafters wanted to ensure that the policy couldn't be abused and that it wouldn't result in some students gaining academic advantage through its use. These safeguards are as follows:

1. Course Sequencing: This safeguard came from faculty input and ensures that students don't acquire an unfair advantage by retaking the course after they've gone beyond the prerequisite material. For example, a student would not be able to retake a first economics course after subsequently taking a second economics course in that sequence.
2. Credit Limit: This was implemented to prevent students with a financial ability to pay for more than 17 credits (the top limit of the fixed-tuition policy) aren't advantaged over students who can't afford additional credit costs.
3. Transcription Notation: In keeping with policies from other institutions, a note will be placed on the student's transcript noting that the course was retaken and that the second grade—whether it is higher or lower than the first grade—is the grade factoring into the student's grade point average.

Mr. Falcigno noted that the SA began working on the policy in May 2016, meeting with undergraduate deans and administrators as well as Vice Provost for Faculty Affairs Chris Bracey about the policy and how it would function in the individual schools. In August, the SA met with the undergraduate council of deans, who reviewed the policy and gave input on and approval of it. From October through early January, the SA worked with the Educational Policy committee and its subcommittee to refine the policy and produce the final draft presented today. At the end of January, PEAF and the FSEC both reviewed the policy and sent it forward to the full Senate. Mr. Falcigno closed his remarks by again thanking Professor Wirtz for his leadership and collaborative spirit throughout the development of this policy.

Professor Griesshammer asked two questions: first, if there was an estimate on how many students would be eligible and might benefit from the policy; and second, whether a subsequent course in a sequence can be taken concurrently with the retake of the prerequisite course. Mr. Falcigno noted that while eligibility numbers are not available at GW, concrete numbers were obtained from the University of Southern California, which has a similarly sized undergraduate student body and forgives three courses, not just one. At that school, approximately 100 of 3000 undergraduate students take advantage of the policy. Of those, about half are able to avoid academic probation as a result of the policy's availability. Registrar Admundson noted that as long as the student passed the first course in the sequence, the student would be eligible to register for the next course in the sequence. The student could therefore, in theory, take both the second course and the retake of the first course concurrently.

Professor Parsons noted, as an aside, the point of order that the Senate needs to approve a non-Senator speaking on an issue, not just the Chair. On the resolution, he noted that he generally favors it. Anecdotally, he reported a colleague at another institution noting that there was an increase in the number of students "strategically failing" a course once they realized they were doing poorly in order to retake the course under the forgiveness policy. This resulted in increased course enrollments, which can be problematic if faculty are already stretched thin to cover courses. This would be a data point to monitor once the policy has been implemented. Professor Wirtz noted that this type of unintended outcome is a good point that should be included in the policy review at the defined time of review, currently noted in the resolution as five years.

Professor Parsons made a second point that this policy should be viewed as an opportunity to increase the rigor of GW's first-year program. Many strong students note that their first-year coursework at GW is less rigorous than what they experienced as high school seniors. With a forgiveness policy in place, faculty could increase the rigor of their first-year offerings without worrying that they are damaging first-year students academically during their transition to college life and work.

Professor Griffin noted her support for the resolution and asked about the difference between this policy and the repeat policy already available, especially the grade-eligibility differences, the definition of the first year, the instructor permission required, and any credit limits. Registrar Amundson noted that the Educational Policy subcommittee discussed these very issues in their work developing the final policy. Ms. Amundson noted that the forgiveness policy has no impact on the existing repeat policy. Students may choose only one course for the forgiveness policy to apply. The anticipated implementation is that the student will work with the academic advisor to select the course for which the forgiveness policy would apply and that this would be the approval required. With regard to defining the first year, Ms. Amundson noted that earned credits will not define this term due to the fact that many students arrive at GW with many earned credits that move them to sophomore status prior to their completing two semesters at GW. The first year for the purposes of this policy will therefore be defined as the first fall and first spring or the first spring and first fall (for spring admits) and the summer term. For fall admits, the summer prior to the first fall would also be considered part of the first year.

Professor Griesshammer asked why the committee chose to write the policy for a single course while other institutions permit up to three courses to be taken under a forgiveness policy. Mr. Falcigno was recognized by the Senate and responded that the university may choose to expand the number of eligible courses should the initial policy rollout be deemed successful. He noted his hope that the

policy would be expanded at its review point. Permitting more courses to be retaken under the policy has anecdotally, at other institutions, encouraged students to experiment with courses they may not otherwise attempt, facilitating student entry into the job market and graduate programs. One unexpected benefit is the capacity that the policy gives students facing a crisis, such as a death in the family, to recover their academic standing and graduate with a GPA reflective of their overall capacity as a student.

Professor Garris inquired about the rationale for the D+ cutoff. Mr. Falcigno responded that this choice was based on research into what other schools are doing. For a policy under which an initial grade is entirely replaced—as opposed to a repeat policy, which leaves both grades on the transcript—the feeling among the faculty was that a lower cutoff point was warranted.

Professor McHugh put forward a friendly amendment to the resolution to change the review point to three years instead of five. The amendment unanimously passed by a voice vote. The resolution was then called to a vote and passed as amended unanimously by a voice vote.

Provost Maltzman thanked Mr. Falcigno and Professor Wirtz for their work on this policy. He noted that this is a statement about what the faculty feel and that this resolution is a statement about helping students. Professor Wirtz added that, in the current disheartening national climate, his work with Mr. Falcigno on this policy has given him great faith in the GW student body and has shown GW at its very best. He thanked Mr. Falcigno for his collaborative work and leadership.

REPORT: CORCORAN SCHOOL OF THE ARTS & DESIGN STATUS AND DIRECTIONS (Director Sanhit Sethi)

Mr. Sethi began his presentation (attached) by describing the timeline of the Corcoran, which began in 1897 with the move of the Corcoran Gallery of Art to the Flagg Building and had as a traumatic highlight the museum's decision in June 1989 to cancel an exhibition of Robert Rauschenberg's work, leading to a great deal of discussion regarding how arts institutions handle cultural politics. In May 2005, the proposed Gehry addition was canceled, and the longtime director of the Gallery, David Levy, resigned. In August 2014, the gallery itself closed. The artwork was transferred to the National Gallery of Art, and the building and the College of Art and Design became part of GW.

Mr. Sethi arrived at GW in October 2016. He noted that, in July 2017, GW plans to achieve a full integration of all the creative degree granting programs into the Corcoran School. In December 2017, the phase one renovation of the building is scheduled to be completed, making the second floor academically operable as well as artistically operable with approximately 13,000 square feet of gallery space. In addition, a series of new programs are slated to launch in September 2018.

Capital costs for the Flagg Building (referred to using this historical moniker so as not to confuse the Flagg Building with the Corcoran physics building on the Foggy Bottom Campus) are expected to total \$80 million. These costs cover critical repairs as well as infrastructure upgrades to the common areas and galleries. \$40 million was transferred from the Corcoran's former entity to GW to pay for the first phase of the renovation. In addition to these funds, proceeds from the sale of the Fillmore building (which housed studio programs offsite for the Corcoran in Georgetown) brought in another \$7.5 million toward the initial renovation budget. Beyond phase one, the Flagg building will require approximately \$32.5 million in order to complete renovations. The timing and scope of these additional renovations are reliant on the availability of additional funding through philanthropy.

Mr. Sethi reported that the university is committed to teaching out all the students admitted to the “legacy” Corcoran College of Art and Design through 2018. The school has an annual budget to cover operating expenses, and the university designated \$6 million from the sale of the Fillmore building to be used as the school’s transitional budget. The transitional budget covers operating budgets as well as shortfalls the Corcoran may incur during the teach-out period, ensuring that the Columbian College (CCAS) is financially harmless in this arrangement. Mr. Sethi noted that he is working with Dean Vinson and his team to analyze and aim for a more financially self-sufficient program after the teach-out period concludes in 2018.

In terms of future directions, Mr. Sethi noted that part of his work is to extract the core DNA that existed in the Corcoran before GW acquired it and see how it can be melded with the core DNA of GW as an institution. This, in part, will lead to a mission for the Corcoran, and this work can be best framed as a question: “How can we create an innovative and groundbreaking school of the arts and design that promotes diversity of thought and experience, addresses critical social issues, and educates the next generation of creative cultural leaders?” Mr. Sethi has been asking this question in different formats of students, faculty, and staff, resulting in a high degree of buy-in from these groups.

Over the course of these conversations, students, faculty, and staff have been asked what they think are the values of an art and design institution, how those rise to the top, and how they can be executed and not made to feel like mere words on a page. Among the myriad different values Mr. Sethi has received in response, three have risen repeatedly to the top: creativity, empathy, and innovation. There are many others—from scholarship to diversity to social equity—but Mr. Sethi noted that he and his senior leadership team have felt that these three have come up again and again.

Therefore, Mr. Sethi noted that he feels one of his tasks is to build a cultural campus and an environment where the school can support not just the programs that used to exist at the Corcoran but all the creative degree granting programs at GW in one unified entity. Part of this comes from working with faculty and creating a bylaw structure that makes sense as far as taking some of the individual CCAS programs and pulling them into the Corcoran School (e.g., music, theater, dance, art history, museum studies, interior architecture). This was done by forming the Corcoran Transitional Governance committee, which looked specifically at structure as well as bylaws. The process was representative of all the different programs to be involved and resulted in a series of bylaws.

From December into January, three very intensive meetings were held with all the full-time Corcoran faculty where the document was analyzed line by line. The faculty proposed, and the school voted to accept 32 separate amendments to the document, which then passed with a two-thirds vote. Mr. Sethi noted that this process was a fundamental step in community building at the school; the bylaws are a real living document and something that should evolve with the institution.

Mr. Sethi reviewed the programs offered by the Corcoran School; there are 21 degrees split fairly evenly between graduate and undergraduate degrees. The programs are in eight buildings, including the Flagg building. The school encompasses 13 departments, 48 full-time faculty, and around 22 staff members. He turned to some specific program updates. The Corcoran offers a bachelor’s degree in fine arts that is studio-focused with a large number of studio credits required for completion. The school’s accrediting body visited recently, and the school received approval to offer a minor (a challenging thing to do within a studio-focused undergraduate program). This offering will be especially meaningful as the school starts to ensure robust undergraduate enrollment. In addition, the

school has been able to secure a model that works for the accrediting body to create a five-year, dual-degree initiative that results in a BFA as well as an additional degree within five years.

Planned new programs include both a BFA and an MA in interaction design, which looks at systems through a design-based, critical thinking method, as well as an MFA in social practice with a core focus on public policy. This program development has included conversations with Professor Newcomer and the Trachtenberg School. Mr. Sethi noted that the school is also working with Smithsonian Associates to bring the MA in decorative arts into the Corcoran to complement the museum studies and art history programs.

Mr. Sethi addressed a few challenges as his work continues:

- Increasing diversity: In dramatic times like these, a pedagogical community needs to lead with its values and with stating that it is a community about creativity and diversity of thought and diversity of the student body. Diverse types of scholarship among the faculty must also be supported.
- Increasing the quality of work spaces: This relates to renovations and ensuring that work spaces are as vibrant as the type of critical acumen expected from the students using these spaces.
- Taking advantage of a diverse curriculum: This will entail being strategic about how to interface diverse curricula together.
- Supporting career development: The arts fields are often neglectful about preparing students for a professional work environment, and the school will need to be intentional about its efforts in this area.

Mr. Sethi turned to a discussion of the building renovations next. He noted that the building was a phenomenal gallery; it was the first gallery open to the public prior to the point at which the United States was permitted to support a national gallery. Historically, the focus of the space was on the gallery, the consequence of which was that the school seemed like an afterthought of an addition. The current renovations will place active, pedagogical spaces on every floor of the building. This goes beyond classrooms toward transforming gallery spaces into teaching environments that support the school's mission. The National Gallery of Art will come in on the second floor, and Mr. Sethi noted that this space will support traveling exhibitions and bringing a vibrant arts culture to campus.

Mr. Sethi reported that the Flagg building renovations involve a great deal of work, including life safety, fire suppression, ADA access, air quality, emergency egress, studio upgrades, and general improvements. One example of the work being done is the darkroom facilities in the building. These facilities existed, but the air quality was terrible—specifically, the ductwork was not connected to any kind of outflow ducting. Existing darkroom facilities in Smith Hall were expanded to accommodate black and white facilities, and the space in the Corcoran, which was dark but has south-facing windows, was transformed into a new kind of teaching environment.

Current projects beyond the renovations include creating critical partnerships both within and outside GW. One project Mr. Sethi hopes to expand beyond last summer's pilot is a partnership with the rural environments field school at the University of Colorado at Boulder. Through this program, the school is looking at how creativity exists in rural America and how it affects students who come from different walks of life. In addition, the school has secured three years of funding for a visiting professor in community-engaged practices. The current visiting professor in this area is working on

projects involving issues around lead contamination and critical city infrastructure, focusing especially on public school systems.

Upcoming events include the annual thesis exhibition will open in mid-April; it will be inclusive of all the other creative disciplines coming on board at the school (e.g., music, theater, dance, art history). The atrium space is currently hosting an exhibition called Decolonizing Alaska; Mr. Sethi noted that atrium space is being saved for use as a real platform for social discourse. In this case, the exhibit shows the work of about 30 Alaskan artists, most of whom are native Alaskans working on issues around identity and politics. Another upcoming exhibit will be called 6/13/89, the day the Maplethorpe exhibit was canceled; this exhibit will be done in collaboration with the Gelman Library and its archival team.

Big-picture initiatives include a Center for Creative Community Engagement, which is based in the belief that creative communities have a significant role to play in driving social change and working with organizations and individuals to solve problems. Another relates to the continual effort to drive the support of student scholarships to diversify the student body. Yet another will be the launch of Faculty Research Groups, which will bring different Corcoran elements together in an informal kind of collaborative of individuals approaching topics from different perspectives and sharing resources. These research groups will form and dissolve over two-year periods to keep collaborations and work fresh and relevant. Another exciting project will be the Salon D'Or series. The Salon D'Or was a gift from Senator William Clark; the space will now be used for a series of critical conversations on issues around creativity, equity, and culture.

Provost Maltzman clarified that the initial \$40 million for the phase one renovations came in part from the Corcoran itself and in part from philanthropy.

Professor Parsons expressed that perhaps the Corcoran could be a transformative presentation space for art and that perhaps unique donation opportunities could be pursued as possible. Mr. Sethi agreed that the galley space is a phenomenal asset of the Corcoran. The National Gallery will take over the upstairs atrium-facing galleries. The Luther Brady Gallery will eventually shift over, and Mr. Sethi noted he is always looking for different art opportunities to cultivate. He noted that there is a cost involved with art handling and storage and that these costs need to be weighed against the value of incoming art.

Professor Nau asked whether the \$6 million transition budget for the coming year is likely to consist of recurring expenditures. Mr. Sethi responded that these are one-time funds designated for the academic transition.

Professor Griesshammer asked what will happen to the renovation plans and expenses should the required additional \$32.5 million not materialize through philanthropy and whether there is a central GW commitment to support these renovations and any unforeseen expenses related to them. Provost Maltzman responded that philanthropy will be required to complete phase two of the renovations; the university will not spend beyond the resources and the capital that is raised. Phase one will cover the basic operation, life safety systems, and getting the building up to code. There is time during phase one to cultivate donations for phase two; it is not anticipated that CCAS will fund phase two renovations out of its operating revenue.

Professor Wilson asked about typical career paths for students graduating from the Corcoran School and whether there will be overlap between CCAS and Corcoran offerings. Mr. Sethi responded that more and more students are earning a BFA degree. A minority will make a successful career solely out of the production of their own art work, but they gain critical skills through this field of study that allow them to pursue a variety of different careers. Mr. Sethi estimated that 40-50% of Corcoran BFA graduates are doing work in which they're supporting their artistic endeavors alongside other vocational opportunities. Often, that employment is in the cultural sector, whether it's working for non-profits or museums or working with skills attained during their studies. There is an increasing diversification in both employment opportunities and skill sets that Corcoran students possess upon graduation; this is true of art and design schools in general. In response to Professor Wilson's second question, Mr. Sethi noted that there is no overlap between CCAS and Corcoran programs; any overlap (e.g., interior design) is being resolved by adopting one program and teaching out the other.

Professor Griesshammer noted his hope that funds could be found to invest in phase two—centrally at the university if not through donations—to help this jewel shine on campus. Phase one ensures the building functions again; phase two is needed to make sure the Corcoran's full potential can be realized. The School, with its reputation, name-recognition and extreme proximity to Washington's center of power, is an asset to the university whose academic value, also as recruitment tool, cannot be overestimated. Not investing in the phase-two renovations if the requisite funds are not immediately available via philanthropy would therefore be penny-wise but pound-foolish. He encouraged the university to advance the funds necessary so that all aspects of the phase-two renovation can be addressed in a timely manner. Philanthropic contributions will well not come as one huge 30-million-dollar bundle, but may trickle in. That would mean that the Flagg building will remain a construction area for a much longer time than necessary, costs increase due to inefficiencies – and the Corcoran's academic mission would suffer more than necessary.

REPORT: ANNUAL REPORT ON RESEARCH (Vice President Leo Chalupa)

Dr. Chalupa began his presentation (attached) with an overview of the Office of Research. The office consists of four main components:

- Research integrity: Sheila Garrity was recruited from Johns Hopkins over two years ago to head this division, which focuses on compliance with ever-increasing regulations.
- Operations and enhancement: This division is led by Shandra White and performs pre-award negotiations and set-up. Within this area is research enhancement, which provides grant editing for faculty who turn in grants prior to the due date. Subject field specialists are available in a number of areas for this work, and their careful editing has been effective in helping principal investigators (PIs) obtain grants. This area also includes core facilities, communications, and data management.
- Research innovation: This component is led by Jim Chung and provides instruction for faculty and graduate students on how to use their discoveries and inventions toward entrepreneurial ends. Also within this area, Steve Kubisen heads the technology commercialization unit, and Tom Russo works with corporate entities to obtain funding for research.
- Special programs: This division includes
 - Intramural support for research: This support totaled \$6.2 million last year and includes several types of financial support provided in-house to support research (e.g., research enhancement awards, the University Facilitating Fund, cross-disciplinary research fund, startup packages, cost-sharing, OVPR faculty awards, international

- travel, conference seminar series support, training grant submissions, undergraduate research awards, visitation awards, and graduate research assistance);
- Chartering centers and institutes: This is done by a group of about 40 faculty known as the Academic Research Council; and
- University-wide research institutes and initiatives (e.g., autism, neuroscience, the Global Women's Institute)

Dr. Chalupa then discussed research metrics at GW, noting that research is tracked not by the number of grants awarded by the amount of money spent on those grants. At GW in FY2016, this was nearly \$170 million; most of this was federal funding (\$142 million). Funding also comes from foundations, NGOs, international, local, and corporate sources at a much lower level. Most of GW's federal funding comes from the National Institutes for Health (NIH); other large funding sources include Health and Human Services (HHS) and the National Science Foundation (NSF).

GW's research expenditures have grown steadily over the past ten years. In FY2006, the year before President Knapp arrived, GW was ranked 114th on the NSF research survey with almost \$92 million in expenditures. In FY2015, the most recent year for which this survey is available, GW's ranking had jumped to 83rd with \$139 million in expenditures. A remarkable point is that, compared to the change in funding for other schools in the top 100 of this survey, GW realized an increase in expenditures of 17.1%, while most schools saw a decrease in expenditures. Dr. Chalupa noted that the next NSF survey, reflecting FY2016 data, should find GW moving up a few more spots in the rankings.

Dr. Chalupa reported that GW's indirect cost recoveries have increased; however, the number looks small given GW's total research expenditures. This is due to the fact that only 22% of GW's research expenditures are eligible for total indirect cost recovery (at 59.5%). Other grants have rates that are negotiated at lower rates, and 44% of expenditures receive zero indirect costs, either because they are foundation grants or pass-through funds.

Next, Dr. Chalupa addressed customer service in the Office of Research. He noted that, for the past five years, he has been holding periodic lunches with faculty members to engage with them about their experience of research administration at GW. The feedback from these lunches has resulted in improvements in the office's operations. In addition, last year two round table sessions were held to ask faculty to give suggestions about how to improve the research structure. Approximately 60 faculty members attended each session and gave valuable input. As a follow-up to the sessions, Dr. Chalupa noted that he, Interim HR head Dale McLeod, and Deputy Treasurer Ann McCorvey met with the faculty again to review which suggestions could be implemented. Dr. Chalupa also noted that he has been meeting periodically with Dr. Griesshammer, who chairs the Faculty Senate Research Committee, and with the committee itself. The resulting interchanges have been very useful.

Training for customer service staff has also shifted toward trying to find creative solutions to problems that faculty describe in the process. Finally, each email includes a link to a survey asking about the quality of service received from the staff in the Office of Research.

Finally, Dr. Chalupa noted some upcoming events. A School of Engineering and Applied Science (SEAS) research development showcase will be held on February 22nd in the Science and Engineering Hall. The annual research days will be held on April 4th and 5th. This event continues to grow, with large numbers of students—especially undergraduates—participating. Finally, he noted that an

innovation competition and a new venture competition would be held this spring. Information about all these events and others can be found on the Office of Research website.

Professor Griesshammer thanked Dr. Chalupa for the close collaboration and noted that the indirect cost recoveries that the university receives total \$24 million, or 2% of the total annual operating budget of the university. This money won't cure any budget difficulties, but research is not done for the money. Rather, it is done because it enhances the university's reputation, the students' experience, the ability of the university to attract excellent faculty, and – not least of all – to advance the knowledge of humankind.

Professor Griesshammer also shared the fact that half of the grants won at GW are less than \$150,000. He noted that this shows the distribution of research going on at GW. The large-dollar grants get a lot of attention, but it is important to look at many complementary factors beyond the research dollars when assessing research productivity. A MacArthur "genius" grant, a CNN appearance, or a Fulbright stipend provides much more exposure for the researcher and for GW than simply winning large research grants.

Professor Parsons noted that, at the Senate Fiscal and Budget Planning meeting, the treasurer's office reported that \$6-7 million were pulled from indirect cost recoveries to help fund the construction of the Science and Engineering Hall. He asked whether this use of these funds is a problem for encouraging research. Dr. Chalupa responded that the question was based on the premise that the Office of Research receives these indirect cost recovery funds, which is not the case. Indirects for the closed budget schools go to the deans; for the open schools, they go to the finance office. The Office of Research budget is set by the finance office; this has a relationship to how much research at GW is growing, but due to university-wide cutbacks, the overall budget of the office has actually decreased.

Provost Maltzman noted that the Science and Engineering Hall is part of what is driving the increased research expenditure numbers presented today and was as central an investment as could be put into research as possible. Many activities in that building are helping GW win grants in SEAS, in CCAS, and soon, in public health and medicine as well. Professor Griesshammer added that this building's facilities also aid in the recruitment of faculty.

INTRODUCTION OF RESOLUTIONS

None.

GENERAL BUSINESS

- I. Election of 2017-2018 Executive Committee Nominating Committee:
The Nominating Committee slate (attached) was approved by a unanimous voice vote.
- II. Nominations for election of new members to Senate Standing Committees:
None.
- III. Reports of Senate Standing Committees:
None.
- IV. Report of the Executive Committee: Professor C.A. Garris, Chair:

Please see the attached report of the Executive Committee presented by Professor Garris.

V. Provost's Remarks:

The Provost noted that all faculty are concerned with making sure that all of GW's students are successful. He acknowledged that, in the wake of President Trump's executive order, some GW students from the seven countries named in the order are very concerned about what the order will mean for them. The Law School and the International Students Office (ISO) have both stepped up to help these students. The Law School has offered to make sure that their immigration clinic is available to students who need access to that, and ISO has done a tremendous job of staying in touch with students and providing them with as much information and advice as possible.

Last weekend was the Posse Plus Retreat. The Posse Foundation hosted this retreat for the 60-70 students and nine faculty members who attended. The retreat consisted of workshops and discussion around who we are, how we work together, and the like. The Provost noted that the retreat should be noted as a particular moment of pride for GW as an institution.

BRIEF STATEMENTS AND QUESTIONS

Professor Wilson expressed his concern over the logistical difficulties inherent in getting reimbursed for expenses. Staff reductions and system and policy changes have made this a more onerous process, and he asked whether anything could be done to make this process simpler for the faculty member. Deputy Treasurer McCorvey was recognized by the Senate and responded that the decisions to eliminate staffing for this type of support reside with the individual schools and that this could be a point of discussion with the deans. She noted that the policy requiring that reimbursements be processed within 60 days was implemented to keep paperwork and cash flow moving at the university. Professor Wilson responded that the current process, requiring faculty members to become expert in an online financial system, seems inefficient. Provost Maltzman confirmed that these decisions do fall to the individual schools and departments and their decisions about how staff time is allocated. He expressed his hesitancy over a university policy that would mandate departmental responsibilities. Professor Griesshammer added that more and more responsibilities for paperwork are falling to departmental staff, and detailed requirements such as requiring the translation of receipts not in English make this job more complicated and time-consuming. Ms. McCorvey indicated that it would be possible to do a cost-benefit analysis to determine whether it would be less expensive to hire staff to process reimbursements but that she did not believe this would be the finding of such an analysis. Provost Maltzman stated that he did feel this is an issue that needs to be resolved at the local school level and that he would raise it with the deans to allow them to have a discussion about what they feel is the most efficient way forward.

ADJOURNMENT

The meeting was adjourned at 4:17 pm.

Resolution Proposing a Limited First Year Academic Forgiveness Policy (17/2)

WHEREAS, First-year undergraduate students should be encouraged to explore new disciplines and challenge their intellectual (or academic) boundaries without being afraid to fail; and

WHEREAS, Undergraduate students who, during their first year, experience stress due to the increased academic rigor and other college pressures should be entitled to carefully circumscribed academic relief; and

WHEREAS, Undergraduate students who encounter unexpected economic hardship, family difficulties, or other barriers to academic success in their first year on campus should similarly be entitled to carefully circumscribed academic relief; and

WHEREAS, Studies show that first-generation and international undergraduate students are more likely to initially struggle with the rigors of college course work; and

WHEREAS, Undergraduate students in their first year occasionally set unrealistic and unattainable expectations for themselves; **NOW, THEREFORE**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate hereby recommends that the following paragraphs be included in the University Bulletin, effective with the Fall 2017 semester, subject to review within three years:

First-Year Academic Forgiveness Policy

Undergraduate students are eligible to repeat for credit one course, taken at GW during their first academic year (first semester for transfer students), in which they received a grade of D+ (1.3) or below. A student may repeat a course under this policy at any time during their enrollment at GW; however, a course is not eligible for this policy if the student has taken a subsequent course for which the initial course is a prerequisite. The student's registration, including the repeated course, may not exceed 17 credits in the semester in which the course is repeated; students in the School of Engineering and Applied Science may not exceed 19 credits.

Under this policy, the original grade remains on the transcript until the student repeats the course. Once the course is repeated, a permanent notation replaces the grade for the first attempt of the course in the semester in which it was taken. The grade earned in the repeated course appears on the transcript in the semester in which the course was repeated. Only the grade earned for the repeat enrollment is factored into the student's cumulative grade-point average. The grade for the repeat enrollment is the final grade for the course, regardless of whether it is above or below the original grade.

Faculty Senate Committee on Educational Policy, with the support of the GW Student Association
January 13, 2017

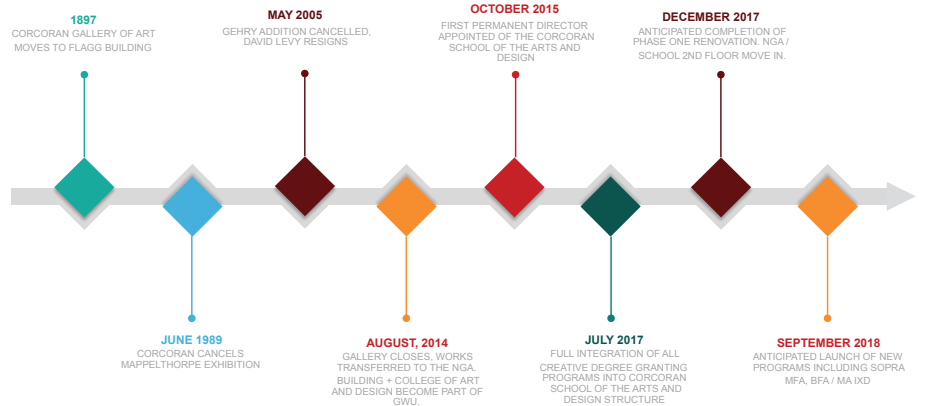
Adopted as amended by the Faculty Senate February 10, 2017

updates from the corcoran



snapshot

the corcoran- a brief timeline



capital costs:

- ★ Flagg Building requires a total of \$80 million to cover critical repairs and infrastructure upgrades to the common areas and galleries, administrative offices, and classrooms
- ★ \$40 million transferred from Corcoran to GW to pay for first phase of the renovation

capital costs:

- ★ Academic leadership committed an additional \$7.5 million from the proceeds of the Fillmore Building, bringing the budget for the initial renovation phase to \$47.5 million
- ★ The Flagg Building will require additional repairs and renovations beyond the initial phase, which will cost approximately \$32.5 million
- ★ The timing and scope of additional renovations beyond the existing budget will depend upon the availability of additional funds raised through fundraising

operating costs:

- ★ The university has committed to teaching out students admitted to the legacy Corcoran College through 2018
- ★ The Corcoran School has an annual budget to cover operating expenses
- ★ The university designated \$6 million from the sale of the Fillmore Building to be used for the Corcoran transition budget

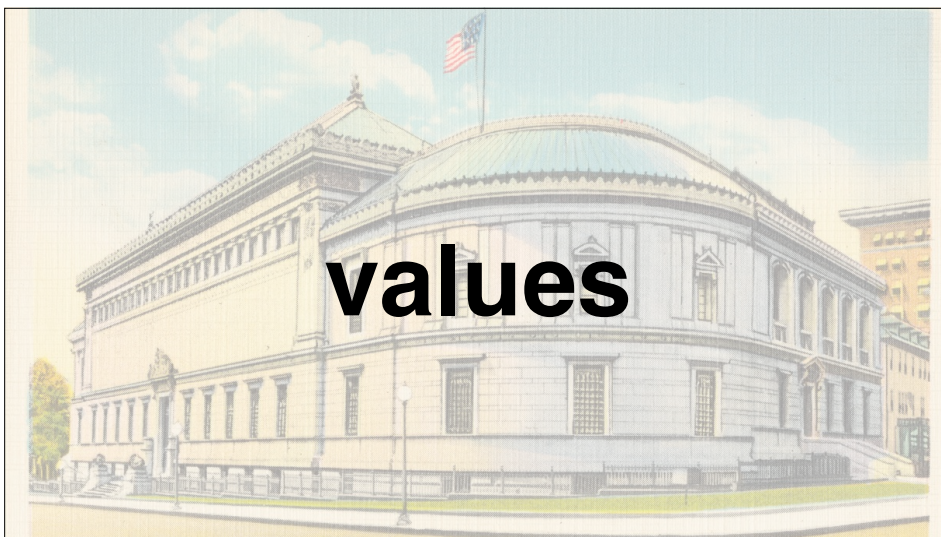
operating costs:

- ★ The transition budget covers operating budget short falls that the Corcoran might incur during the teach out period, holding Columbian College (CCAS) financially harmless
- ★ Columbian College is working with the Corcoran on their annual operating budget, aiming for a more self-sufficient program after the teach out period concludes in 2018





How can we create an innovative and groundbreaking school of the arts and design that promotes diversity of thought and experience, addresses critical social issues and educates the next generation of creative cultural leaders?



creativity
empathy
innovation



**building a cultural
campus**



**corcoran bylaws /
transitional
governance
committee**

department of music
corcoran fine arts
museum studies program
department of fine arts and art history
interior architecture and design
program
department of theatre and dance
new media photojournalism
corcoran photography
exhibition design

**21 degrees
8 buildings
13 departments
48 full time faculty
22 staff**





**ma decorative
arts with
smithsonian**



challenges

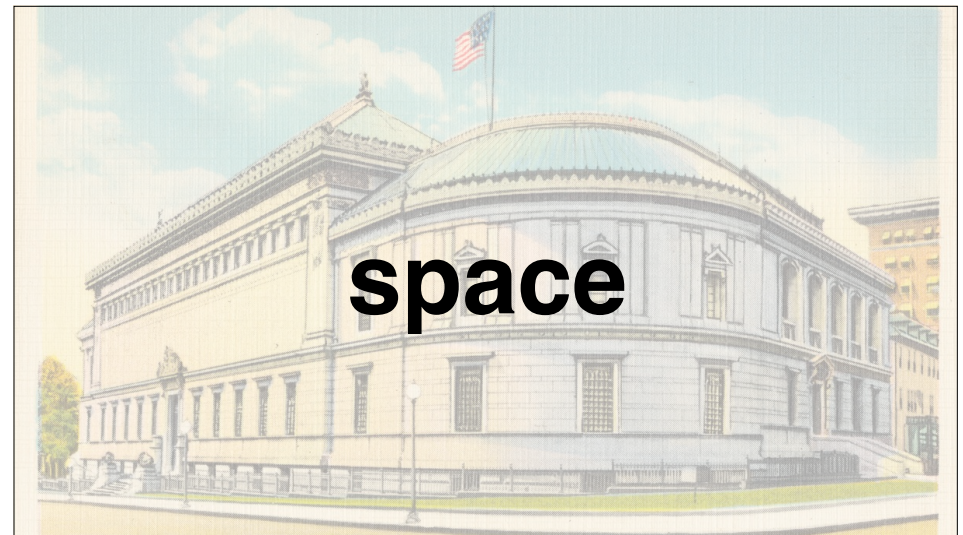
**how do we
increase diversity
in our
community?**

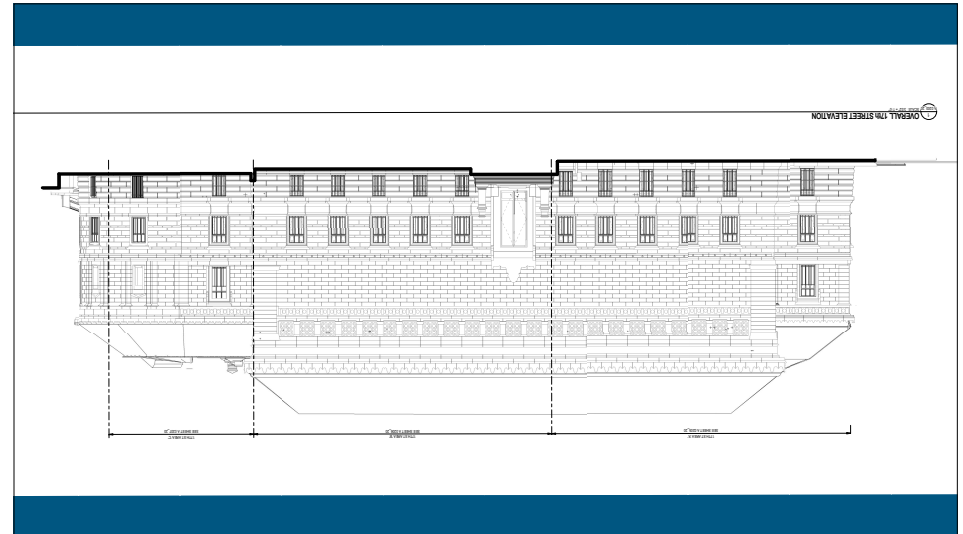
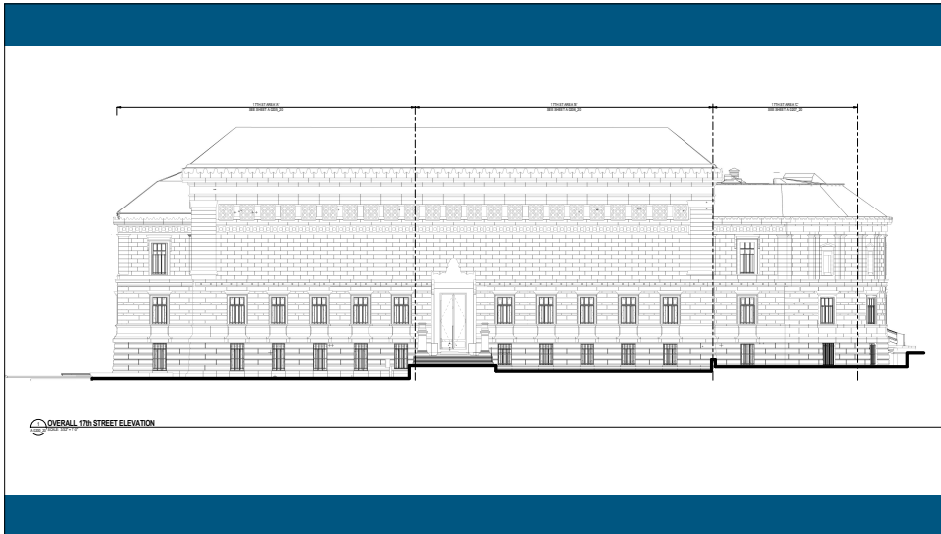
**how do we better
support the
diverse
scholarship of our
faculty?**

**how can we
increase the
quality of our
workspaces?**

**how do we take
advantage of
diverse
curriculum?**

**how might we
better prepare
students for a
professional
world?**

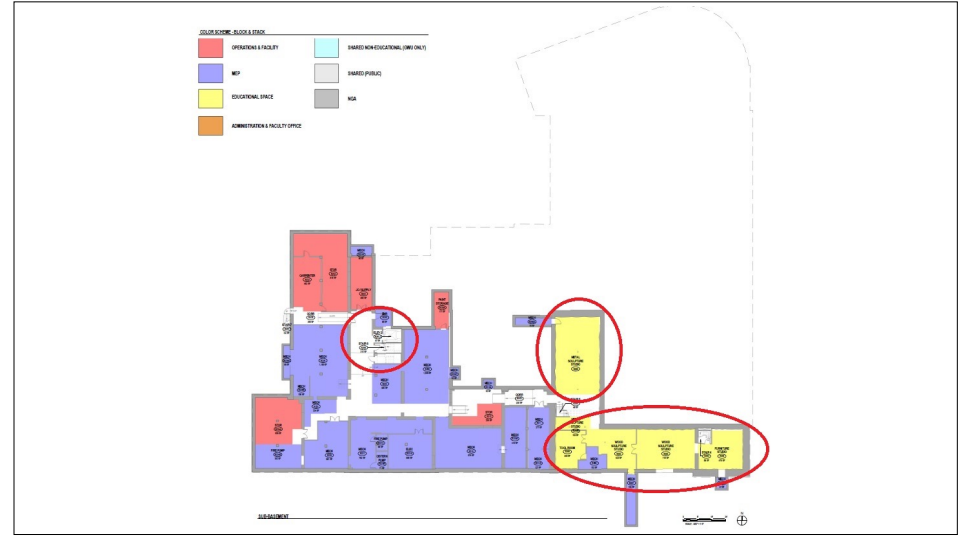


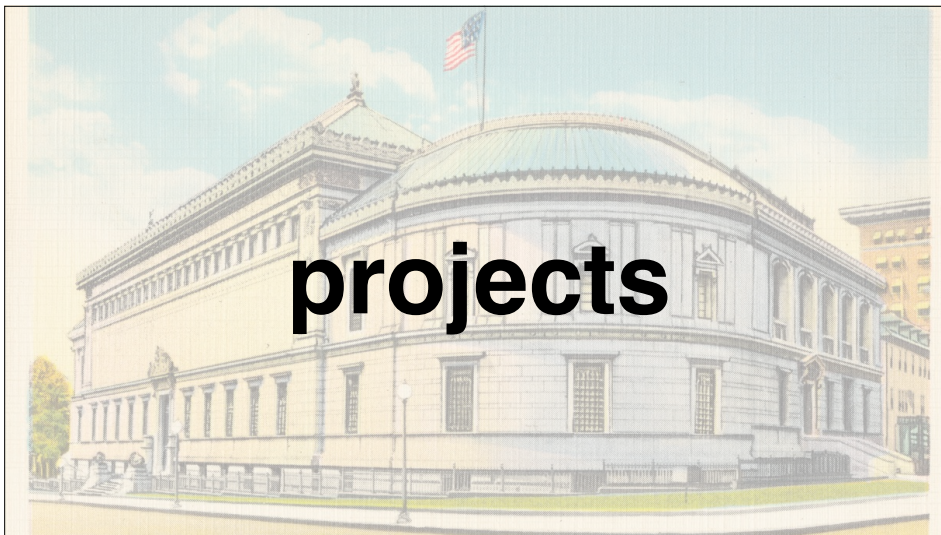
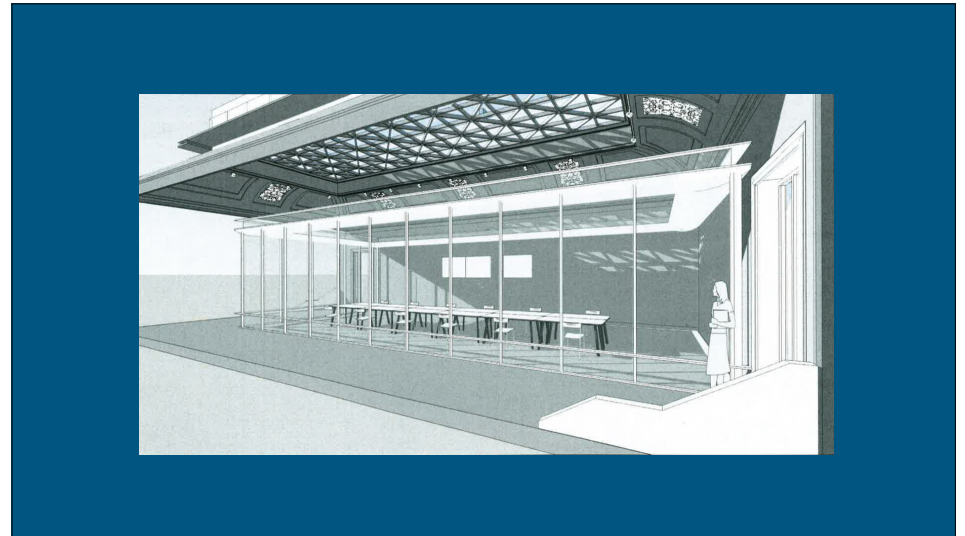


fire suppression
 fire alarm
 studio upgrades
 ada access
 emergency egress
 building envelope
 air quality
 general improvements

flagg building renovations







rural
 environments
 field school



**visiting professor
in community
engaged practices**



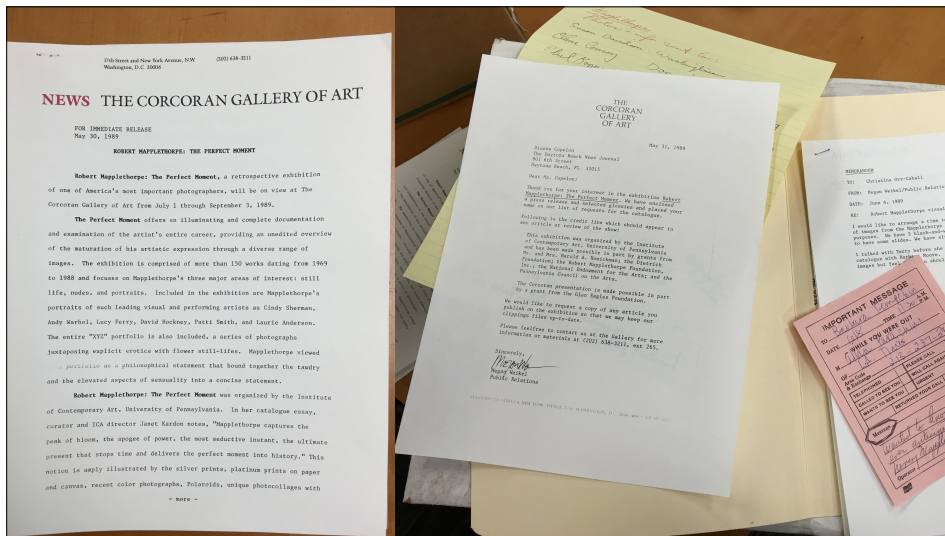
next 2.0



decolonizing alaska



6.13.89
Canceling the Mapplethorpe
Exhibition





**faculty research
groups**



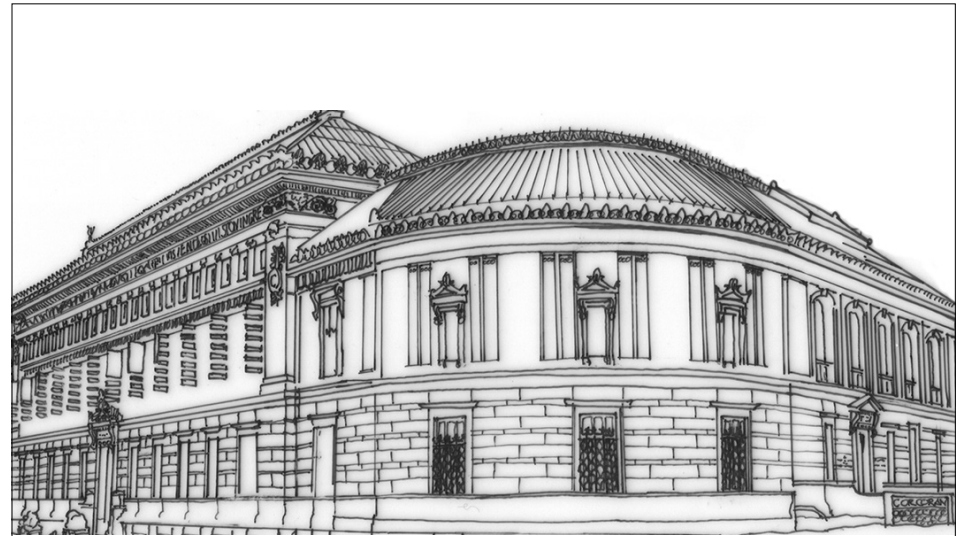
**endowed
professorships**



salon dore series



capital projects



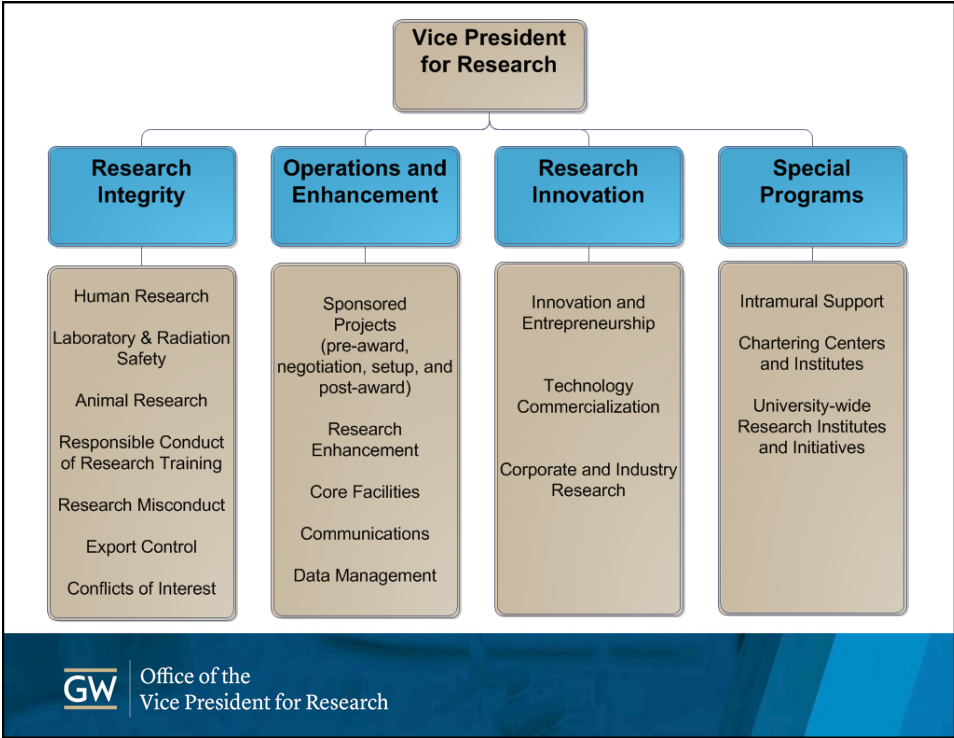
sanjit@gwu.edu

Research Update to Faculty Senate

February 10, 2017

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, DC

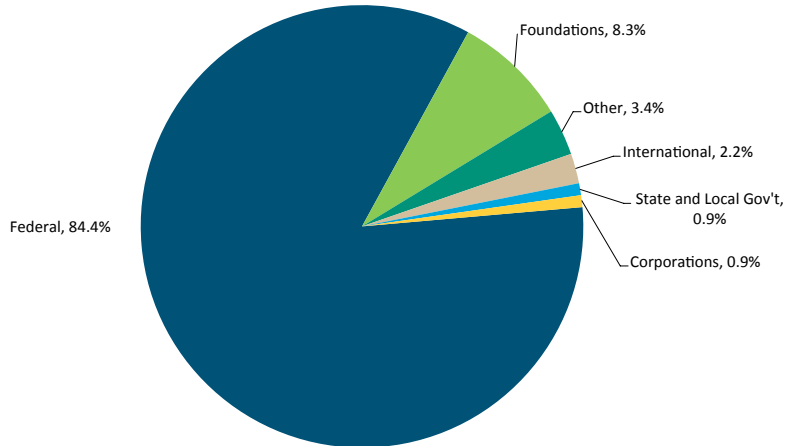
Leo M. Chalupa, Ph.D.
Vice President for Research

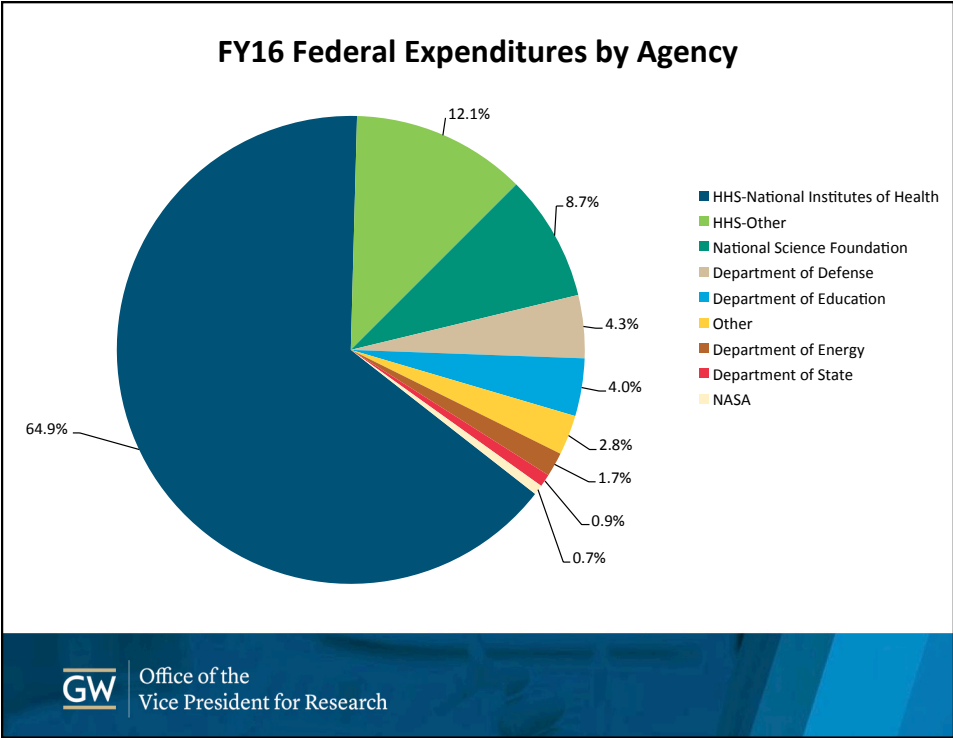


Financial Support and Incentives for Research

- Research Enhancement Incentive Award (REIA)
- University Facilitating Fund (UFF)
- Cross-Disciplinary Research Fund (CDRF)
- Start-up Packages
- Cost Sharing
- OVPR Faculty Awards
- International Travel Grants
- Conference/Seminar Series Support
- Training Grants Submission Incentive
- Humanities Proposal Submission Incentive
- Undergraduate Research Award
- Dissertation Awards
- Graduate Research Assistants

FY16 Expenditures by Funding Source (\$169.6M Total)

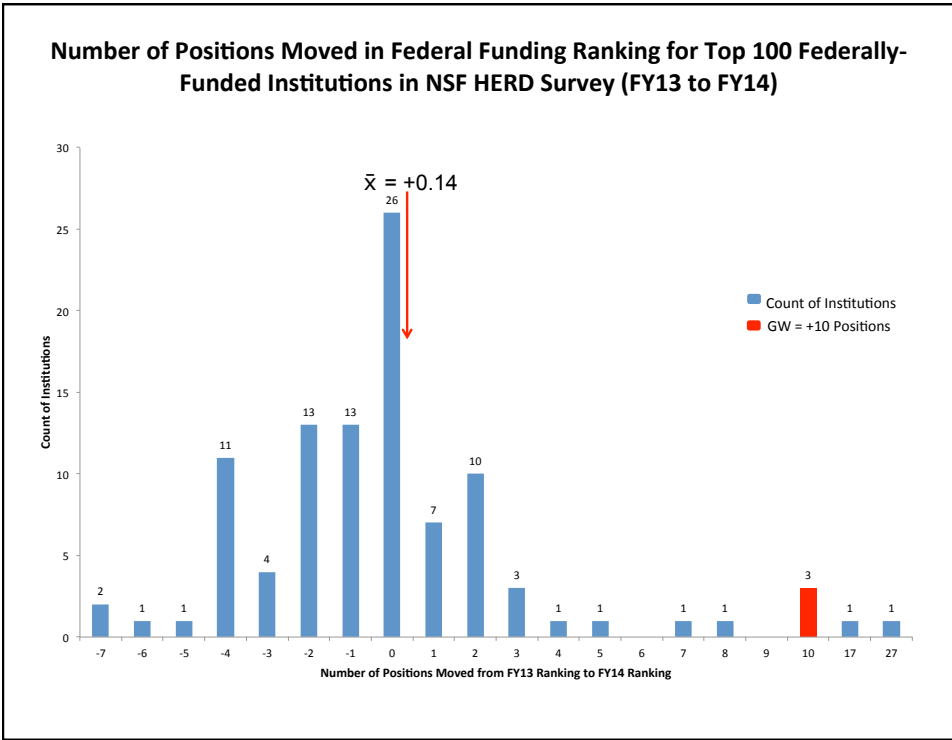
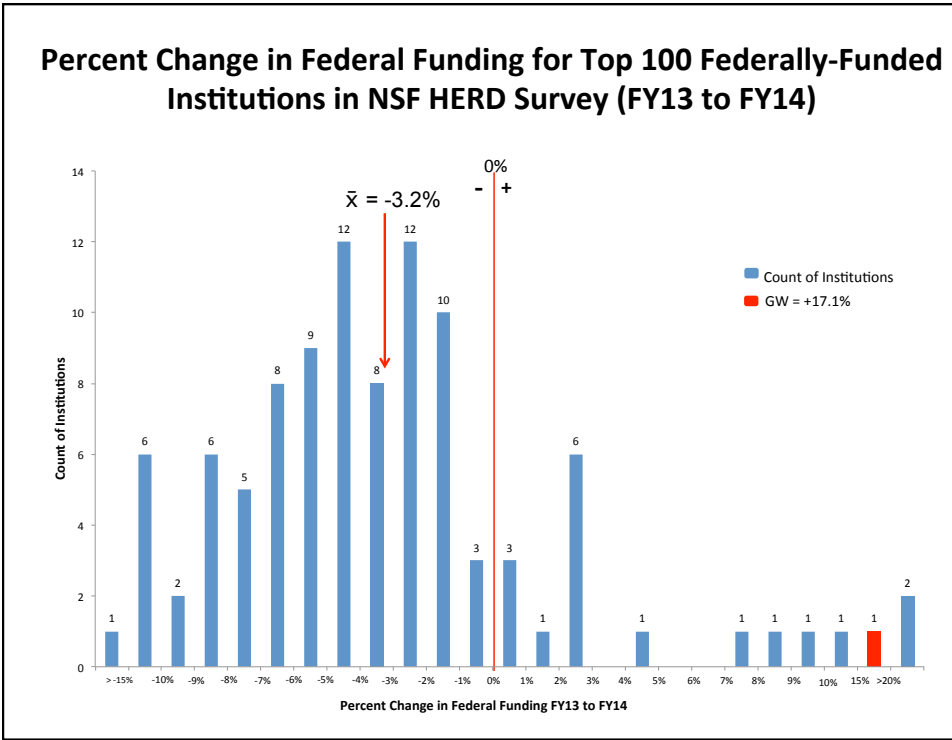


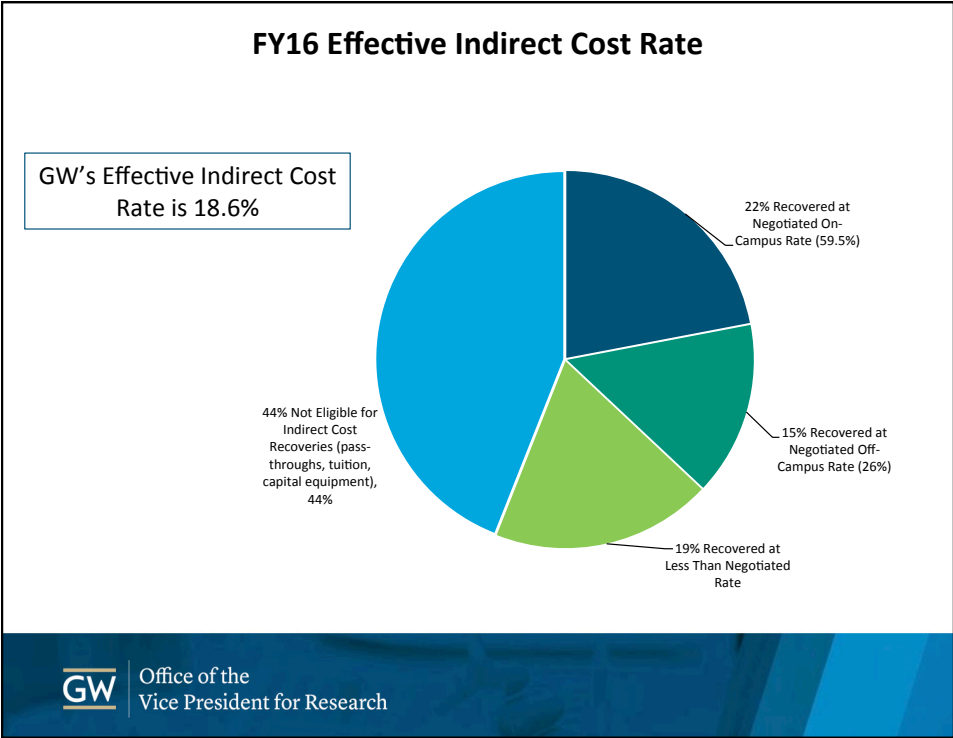
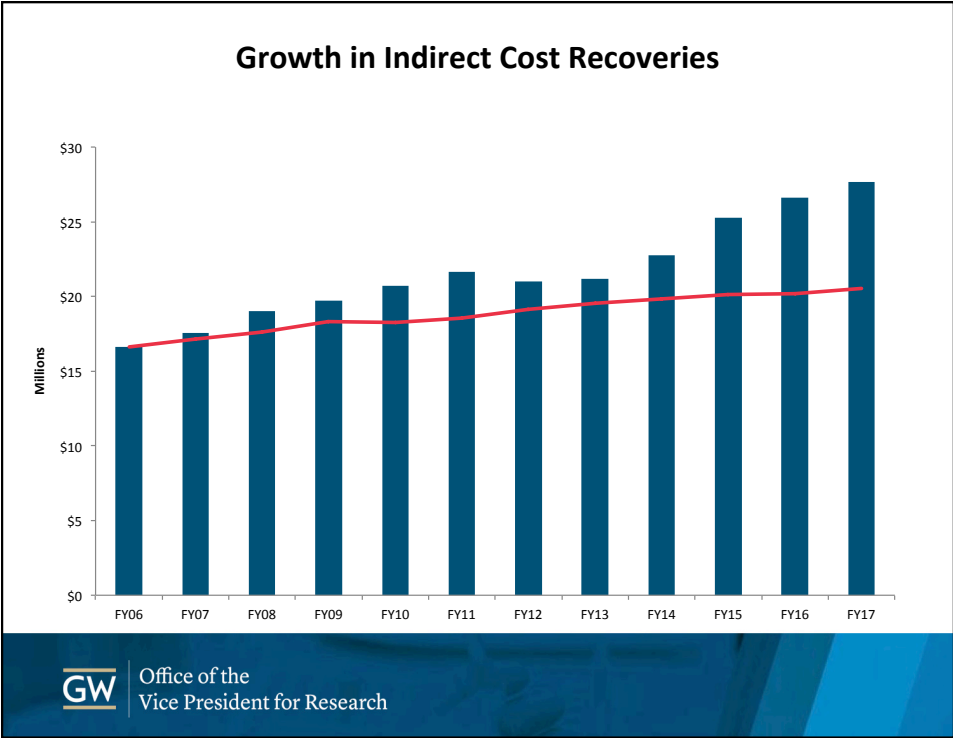


GW's Ranking in National Science Foundation's Higher Education Research and Development (HERD) Survey FY06 to FY15

	Federal		Total R&D (all sources)	
	Ranking	Funding	Ranking	Funding
FY06	114	\$91,837,000	122	\$135,931,000
FY15	83	\$139,016,000	90	\$241,117,000

Office of the Vice President for Research





Improving Customer Service

Periodic lunches with faculty

Open research forums and roundtables in FY16

Meetings with the Faculty Senate Research Committee Chair

Instituted new training for staff emphasizing customer service

Continuously soliciting research community for feedback



Office of the
Vice President for Research

Customer Service

*How was the service you received from the Office of
the Vice President for Research?*

Click [here](#) to let us know!



Office of the
Vice President for Research

Customer Service Feedback

FY16 Performance Period

79 Comments

- Excellent = 70
- Very Good = 1
- Okay = 0
- Poor = 8

FY17 Performance Period (YTD)

109 Comments

- Excellent = 90
- Very Good = 10
- Okay = 1
- Poor = 8



Office of the
Vice President for Research

Upcoming Events

SEAS Research and Development Showcase – February 22
Science and Engineering Hall

Research Days – April 4 and 5
Marvin Center

Innovation Competition – April 12
Science and Engineering Hall (Lehman Auditorium)

New Venture Competition Finals – April 20
Jack Morton Auditorium, Media and Public Affairs Building



Office of the
Vice President for Research

Thank you



Office of the
Vice President for Research

FSEC Nominating Committee Slate
to nominate the
2017-2018 Faculty Senate Executive Committee

CCAS: Marie Price

ESIA: Alexander Downes

GSEHD: Elisabeth Rice

GWSB: Mary Granger

GWSPH: James Cawley

LAW: Art Wilmarth

SEAS: Charles Garris (chair)

SMHS: Tony Sidawy

SON: Joyce Pulcini

REPORT OF THE EXECUTIVE COMMITTEE
Charles A. Garris, Chair
February 10, 2017

ACTIONS OF THE EXECUTIVE COMMITTEE

1. PRESIDENTIAL TRANSITION

- President-Elect LeBlanc met with the Executive Committee and the Chairs of Senate Standing committees on February 7 for an open discussion on GW's challenges and opportunities and an opportunity for Dr. LeBlanc and the faculty to get to know one another. A follow-up meeting between the Executive Committee and Dr. LeBlanc is scheduled for March to continue the discussion.

2. UNIVERSITY DEBT STRATEGY

- The Executive Committee, in coordination with Professor Joseph Cordes, Chair of Fiscal Planning and Budgeting, has made inquiries of the Treasurer's Office into the status of the University debt and the strategy for dealing with it. Deputy Vice President and Treasurer Ann McCorvey provided a very informative update report. Professor Cordes will study the report with FP&B and provide a report to the Senate in April or May.

3. BOARD OF TRUSTEES PRESENTATIONS

- On February 9, I made a presentation to the Academic Affairs Committee of the Board of Trustees on our activities and had a discussion on Academic Freedom issues.
- On February 10, I made a presentation to the full Board of Trustees on Senate activities.

4. FACULTY SENATE EXECUTIVE COMMITTEE FOR 2018

We have just elected a Nominating Committee to produce a slate of candidates for next year's Executive Committee as required by the Faculty Organization Plan. I will be the convener. I will request all members of the Nominating Committee to meet with the Senators of their respective schools in order to make recommendations to the Nominating Committee for their respective representatives on the 2018 Executive Committee. Since membership on the Executive Committee is term limited to three consecutive years, and some current Executive Committee members are scheduled for sabbatical in the Fall semester, it turns out that this year we will have a major turnover. Seven of the nine current members of the 2017 Executive Committee will step down and cannot serve on the 2018 Executive Committee next year. The Chair will also be available since I will have served my limit of three consecutive terms. All of you may wish to think about appropriate candidates for next year's committee. As we will have a new President, a highly effective Executive Committee will be imperative. The process for selecting an Executive Committee is provided in the Faculty Organization Plan as follows (dates are from past practice):

- The Executive Committee forms a "Nominating Committee" with one representative from each school.
- The "Nominating Committee," approved by the Senate, prepares a slate of candidates for the consideration of the Senate at a regular Senate meeting. for election to the Executive Committee including a specific nomination for the Chair of the Executive Committee. Additional candidates can be nominated from the floor at that meeting. The election must be

conducted after all of the schools conduct their elections for their Senators for the 2018 session (School elections for the Faculty Senate must be held prior to March 15.)

- At the April 7 Faculty Senate meeting, the Faculty Senate first elects the Chair to the Executive Committee. Secondly, the Senate elects the remaining members of the Executive Committee.
- The new Executive Committee begins its service at the May 12 Faculty Senate meeting.

5. PROFESSOR GREISSHAMMER'S SUGGESTION TO POSTPONE ELECTIONS TO MAY.

Professor Greisshammer suggested that it was more democratic for the new Senate to elect the new Executive Committee rather than have the old Senate elect the new Executive Committee as is current practice. The Executive Committee discussed in considerable detail this proposal.

Parliamentarian Steve Charnovitz produced a very well-reasoned analysis that did NOT support the recommendation. Professor Charnovitz stated:

“What would happen if the Senate voted to hold the elections in May? First, the EC and Chair would go vacant after April 30 and so the Senate would be out of business between April 30 and May 12. Second, although a meeting on May 12 would have been previously scheduled, no EC would exist to formulate an agenda for the May 12 meeting (Art. III, Section 5(b)(1)). Therefore, in such a meeting to be chaired by the President, the only item of business would be the election of the EC and its Chair. Unfortunately, such an election might not be easy because there would not be any report of the Nominating Committee since the mandate of any previously-elected Nominating Committee would end on April 30. Third, because of the thin agenda, the normal business of the Senate in May would not be done. (Although a second May meeting is possible, the notice requirements would mean that such a meeting would have to be held after Commencement.) The undone May business would include important items like the election of new Senate committees and the setting of dates for Senate meetings in the fall and spring, which could not be accomplished in advance because there would be no Chair or EC in place to do this work. These delays would get the Senate off to a slow start in the 2017-2018 Academic year. Although it would be possible to amend the Senate's Charter to revise the session and term dates, this would require an amendment to the FOP approved by the Faculty Assembly and Board.”

Professor Charnovitz concluded that delaying the Senate leadership elections until May 2017 is undesirable and should be avoided.

The Executive Committee noted that Professor Greisshammer's argument was based on his view of democratic principles. The Executive Committee discussed this perspective as well and believes that for the case of the Faculty Senate, postponing the elections to May would NOT produce a more democratic result since the Faculty Senate, whether the 2017 or the 2018 roster, is a unified body that represents the Faculty as a whole. The Faculty that we represent changes little from year to year. The Faculty Senate is NOT a partisan body with various factions such as the U. S. Congress or parliaments of many nations. In such cases where the legislative body is composed of various factions vying for power within the body, Professor Greisshammer's suggestion would make much sense. Had the democratic majority of the U. S. Congress elected Democrat Nancy Pelosi as Speaker of the House just prior to when the House became Republican, it certainly would have been awkward. However, the Faculty Senate is a fairly homogeneous body where focus is always on the

good of the University as a whole, and while we generally differ in opinion on specific issues, we have never broken up into multiple factions vying for power and influence.

Since the current process has been in use for many years and has been quite satisfactory, the Executive Committee decided not to postpone the election of the new Executive Committee and to conduct the elections for the 2018 Executive Committee at the April 7 Senate meeting as originally planned.

6. REVIEW OF SCHOOL RULES AND REGULATIONS (BY-LAWS)

Schools are proceeding according to plan. No new developments to report.

7. DECANAL REVIEW PROCESS

The “**Faculty Advisory Board for the Provost's Decanal Review Process**” under the Chairmanship of Vice Provost Chris Bracey has met twice and is seeking input from various stakeholders. The committee seeks to construct a process which fulfills the Faculty Code provisions in C.2.(b)(ii) which solicits input from the school’s constituents, including but not limited to faculty and senior staff in the school as well as alumni and students. The committee is considering appropriate survey instruments which might be used across all schools. It is planned to complete these tasks this semester.

8. FACULTY CODE GLITCH LIST

In collaboration with Provost Maltzman, Parliamentarian Charnovitz, and PEAFF, we have been discussing glitches and possible improvements in the Faculty Code. We will present them sometime in the Spring.

9. PRINCIPLES OF SUPPORT FOR UNDOCUMENTED STUDENTS

At the last Senate meeting, we discussed the excellent response of the administration to the DACA issue. Concern continues, however, on protecting our DACA students. The Executive Committee has been informed that President Knapp has continued conversations with concerned faculty and members of the university community seeking legal means of providing assistance. The Executive Committee will continue to monitor the situation.

10. ACADEMIC FREEDOM: At the December Senate meeting, Professor Agnew suggested that the Senate may wish to consider a statement from the Senate in support of unfettered inquiry within the traditions of academic freedom. In particular, concerns were voiced about “watch lists” for professors who have certain views, possibly exposed through the signing of petitions. These watch lists have an intimidating effect on academic freedom. Also, there have been concerns expressed at GW that strong opinions by faculty on certain issues, often related to the presidential political campaign, have created an intimidating environment for students who hold views that are inconsistent with those of their professors. The Executive Committee referred this discussion to the PEAFF committee. The PEAFF committee is working on a Draft Resolution supporting a Statement of Guidelines. This resolution will probably be presented at the April Senate meeting.

FACULTY PERSONNEL MATTERS

11. NONCONCURRENCES

No new nonconcurrences.

12. GRIEVANCES

There continue to be two active grievances: The grievance from GSEHD continues under mediation, while the grievance from GWSB has failed mediation and will move on to the formal hearing stage. No new developments since the January Senate meeting.

As reported at the January Senate meeting, the Executive Committee, in collaboration with PEAFF, has been following up on two cases where there was concern about the manner in which the administration supported the Hearing Committee. The PEAFF Committee discussed the issues with Vice Provost Bracey and University Counsel Weitzner.

1. The first case involved a noncurrence on tenure and promotion. During the Hearing Committee's consideration of the grievance, concern was raised that the Hearing Committee were given very limited access to the relevant information in the dossier. On this issue, there appears to be agreement with the Provost's Office that, in future proceedings under Part E or Part F of the Procedures for the Implementation of the Faculty Code, the Provost's Office will provide members of the Hearing Committee (and members of the Dispute Resolution Committee, in the event of an appeal) with continuous access to confidential documents in the Administration's possession by providing encrypted files to those members until a final decision has been rendered in the proceeding. We had requested a statement from the Provost confirming the foregoing tentative agreement.
2. The second case involved a tenure revocation. There was concern that the administration failed to follow the procedures required by Part E.7 of the Code Procedures for refusing to implement the Hearing Committee's final decision. There was some controversy over actions taken and the manner of resolving the case. However, PEAFF reiterated that in the event of a recommendation by the Hearing Committee or Dispute Resolution Committee recommendation which is not in agreement with the administration's position, three successive steps must be taken: (A) The Provost must file a timely appeal of the decision or must issue a prompt statement that he/she will not implement the decision based on an explanation of compelling reasons for not following the decision; (b) there could be appropriate reasons for the Administration to negotiate with a faculty member following the entry of a decision adverse to the Administration, but the Provost must provide timely notice and periodic updates to the Chairs of the Hearing Committee and Dispute Resolution Committee regarding such negotiations; and (C) the Provost's compelling reasons for not implement a final decision should be comparable in significance to that for promotion and tenure issues. We requested a statement from the Provost confirming his agreement with our position.

ANY OTHER MATTERS

None

ANNOUNCEMENTS

13. The next meeting of the Executive Committee is on February 17, 2017. Please submit any reports and drafts of resolutions to the Executive Committee not later than Monday, February 13.

14. The following are some tentative upcoming agenda items:

3 March

1. Core Indicators of Academic Excellence: Provost Maltzman
2. Diversity & Inclusion Initiatives: Vice Provost Laguerre-Brown

7 April

1. College of Professional Studies: Dean Ali Eskandarian
2. Report of Fiscal Planning and Budgeting on University Debt; Professor Cordes
3. Senate Photo
4. Nominations for election of faculty members to the FSEC for 2017-2018
5. Nomination for election of faculty members to the Dispute Resolution Committee
6. Nomination for reappointment by the President of Parliamentarian
7. Standing Committee Annual Reports

12 May

1. Introduction of new Senate members
2. Nominations for election of new members to Senate Standing Committees
3. Approval of 2017-2018 Senate calendar
4. Middle States Update: Professor Paul Duff

Thank you.