

GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

MINUTES OF THE REGULAR
FACULTY SENATE MEETING HELD ON
DECEMBER 12, 2014 IN THE STATE ROOM

Present: Provost Lerman, Registrar Amundson, and Parliamentarian Pagel; Dean Dolling, Feuer and Goldman; Professors Brazinsky, Costello, Dickinson, Fairfax, Feldman, Gee, Harrington, Hawley, Lindahl, Marotta-Walters, McAleavey, McAlister, McDonnell, Miller, Newcomer, Parsons, Prasad, Price, Pulcini, Rehman, Sarkar, Sidawy, Simon, Squires, Swaine, Swiercz, Thompson, Wald, Weiner, and Williams

Absent: Deans Akman, Brown, Eskandarian, Johnson, Livingstone, Morant, and Vinson; Professors Castleberry, Galston, Garris, Jacobson, Katz, Khoury, and Lantz, Roddis, and Shesser

CALL TO ORDER

The meeting was called to order by President Knapp at 2:16 p.m. The President noted that Professor of Law Scott Pagel would be substituting as Parliamentarian that day in place of Parliamentarian Charnovitz, who was absent from the meeting due to travel. Professor Pagel served as an elected Senate member for two terms and as the appointed Senate Parliamentarian from 1997-98 through 2004-05. In addition, because Executive Committee Chair Garris was on travel and could not be present at the meeting, Executive Committee member Professor Sylvia Marotta-Walters will substitute for him at the meeting.

APPROVAL OF THE MINUTES

President Knapp noted for the benefit of anyone who printed out the minutes just before the meeting that there were two corrections made to the attendance portion the day after of the minutes were posted to the Senate website on December 10. Due to internet connectivity problems, it has yet to be corrected on the website.

The minutes of the meeting held on November 14, 2014 were approved as distributed.

RESOLUTION 14/3, "A RESOLUTION TO ENDORSE AMENDMENTS TO THE COPYRIGHT POLICY OF GEORGE WASHINGTON UNIVERSITY"

Professor Marotta-Walters requested and received the privilege of the floor so that Professor Arthur E. Wilmarth, Jr., Chair of the Committee on Professional Ethics and Academic Freedom Committee (PEAF), could introduce and present the Resolution.

Professor Wilmarth began by saying that the purpose of the Resolution is to request the Senate's endorsement of amendments to the Copyright Policy of the University. This policy was originally adopted in 1990 and has been substantively amended twice before, in 1998, and 2005. Each time, the Senate reviewed the proposed changes and recommended

that they be adopted. The Copyright Policy is of great interest to GW faculty as well as students because it protects the faculty's rights in their scholarly publications, instructional materials, and creative works.

The University Administration has proposed a series of amendments to the Policy. These can be found attached immediately after the Resolution, and that copy of the Policy is marked to show proposed changes.

After receiving the recommended changes PEAFF formed a subcommittee with the Senate Research Committee, and the joint subcommittee reviewed the policy and found that the changes were consistent with the prior Copyright Policy as well as federal law. There were no substantive changes that were of concern to members of the subcommittee. The proposed changes were then forwarded to the entire PEAFF Committee. It reviewed the changes again and also concurred that there were no substantive changes of concern to the whole Committee and that the changes were of a technical nature and consistent with the copyright privileges and rights that faculty have enjoyed under the policy since 1990.

In addition to the document showing the marked proposed changes, there is a clean, unmarked copy of the new Policy that was provided to the Committee by Vice Provost Dianne Martin. Professor Wilmarth added that Vice Provost Martin was present at the Senate meeting and certainly would be very able to talk about the proposed changes from the Administration's perspective; however, it the PEAFF Committee's recommendation that the Senate adopt the Resolution and endorse the proposed changes. Professor Wilmarth highlighted the second paragraph of the Resolution which states that it would be the PEAFF Committee's expectation that if substantive changes were recommended in the future, they would come to the Senate and receive the Senate's review and recommendations in concurrence with the way in which this Policy was handled this time. Professor Wilmarth concluded by saying he was happy to answer any questions the Senate might have, and he moved adoption of the Resolution on behalf of the PEAFF Committee.

Professor Swaine said he thought the term "substantial use" is a bit hard to track and asked if was used in the Policy as a defined term throughout. Professor Wilmarth said he believed that is a consistent concept in the Policy. This term is referred to in Section 3.2 of the Policy on page 4. It also defined in Section 3.3 and discussed further in Section 3.4. He added he thought it is a well defined concept in the Policy and that it was certainly the intent that whenever that term is used it is reasonably carefully defined, as is the term "work made for hire" in Sections 4.1 and 4.2. Neither of these definitions have changed in the proposed amended Policy before the Senate.

Professor Swaine said that his only suggestion would be that references to "substantial use" in Section 3.1 are made in a different style than in the rest of the section, where it appears without the use of quotation marks. A short discussion followed and both agreed that to make sure the reader knows the term is being used in the same sense throughout the policy, the quotation marks should be removed surrounding the term "substantial use" except where the term is actually defined in Section 3.3.

As this proposed change was part of the Policy appended to the Resolution itself, it could not be amended by the Senate. The President said that the Administration would take a look at making the terminology consistent with the discussion just held.

There being no further questions or comments, a vote was taken and Resolution 14/3 was adopted by unanimous vote. [Resolution 14/3 is attached to these minutes.]

RESOLUTION 14/4, "A RESOLUTION TO ADDRESS THE BURDEN PLACED ON CURRENT UNIVERSITY EMPLOYEES WITH REGARD TO PROPOSED CHANGES IN TUITION BENEFITS"

President Knapp called upon Professor Swiercz to introduce and present Resolution 14/4 on behalf of the Senate Executive Committee.

Professor Swiercz characterized the Resolution as rather straightforward. It simply requests that the Administration reconsider its decision to reduce tuition benefits to staff and grandfather employees hired before December 31, 2014, just as fringe benefits were adjusted for faculty back in 1990 when current faculty members retained existing benefits depending upon date of hire. The Senate EC in its discussion expressed their support for staff and the importance of having very highly qualified staff to fulfill the University's educational mission and it is of the opinion that many employees receiving tuition benefits have crafted their lives around an expectation of being able to take advantage of the benefits promised them when they joined the University as employees. It is the EC's hope these employees will be able to continue to pursue their educational goals. An extensive discussion followed.

Professor Swaine asked about how much the grandfathering would cost. President Knapp responded that the estimate that came from the Benefits Advisory Committee which has faculty representation was about \$750,000, but the actual amount would depend upon how many people participate and whether changes occur. For next year, it depends upon how many people finish their programs and stop taking classes.

Professor Swiercz asked if the schools would receive the \$750,000 as a consequence of the tuition benefit reduction and resulting increase in the portion employees pay for these. Provost Lerman responded that the \$750,000 [representing the additional 6% employees would pay as their portion of the tuition benefit] is an estimate with some assumptions built into it. It assumes that about the same number of people who enrolled last year would be enrolled this year, and that they would take the same number of credit hours. It also assumes that nobody would leave their program. If people take fewer credits because they want to slow down their degrees because of the cost increase, it would be presumably less \$750,000.

President Knapp raised one point of information concerning the wording of the Resolution. He said it was unclear to him if the grandfathering referred to applies to current employees who are already enrolled in these programs or to all current employees who are currently enrolled or may enroll in the future in these programs. Professor Swiercz responded that the intent was to preserve benefits as they existed before December 31, 2014.

President Knapp said it seemed to him the cost of grandfathering employees hired before December 31, 2014 could be substantially more than the figure the Provost had just mentioned, because it would not be limited to costs for the completion of those currently in the program, but it would also include all future enrollments of these grandfathered employees, so the cost could be expected to remain at this level in perpetuity. Professor Newcomer said she did not know why this would go on in perpetuity because people would

not be taking classes forever. President Knapp said that he was simply trying to clarify that the grandfathering is not restricted to employees currently enrolled in e courses, but that anyone who is employed as of December 21, 214 would hereafter continue to be able to be eligible to take courses at the rate existing before tuition benefits were reduced. Professor Swiercz agreed with this point, and offered an example of someone who deferred taking classes because they have young children at home and want to wait until the children enter school to begin to take classes; they would be eligible to take those classes at the tuition benefit rate that existed before benefits were reduced.

Professor Feldman said she wanted to reframe the way the Senate was talking about this. Tuition benefits were already a built-in cost; the proposal from the Administration is to remove some of the benefit and achieve a cost savings in another benefit area. The Resolution calling for grandfathering existing employees does not impose additional costs on the University; it simply removes one way of cutting costs. It is important to think about this issue in those terms rather than thinking about it as adding to costs. President Knapp said as a point of clarification that the money that was saved as a result of cutting tuition benefits has already been spent to reduce the increase in medical insurance benefits costs. Since the money has already been shifted to a different use, it becomes relevant as a matter of cost, because if that were to be altered or reversed then everyone would be experiencing an increase in their medical premiums for health care benefits.

Professor Feldman said she understood all of this, but what is important and has been discussed a number of times in the Senate is that there is a presumption that the universe of the 3% compensation pool is simply a fact rather than a choice. And what has been discussed in the Senate is that the amount of money set aside for benefits is insufficient to meet the cost increases experienced in recent years. It is critical to understand the financial landscape that exists. If one wants to think about that the proposed cost savings as being balanced against another expense it needs to be recognized that that need to balance was created by a decision to keep the total compensation pool at a level that is fundamentally too low. President Knapp responded that what is fixed is the overall amount of money the University has to spend. One could take money from somewhere else and add that to the benefits fund. It could be taken from salary, student aid or anything else. The Board of Trustees decides what the percentage of increase will be in the total amount of compensation available to the University; that is their sole decision in this regard. It is up to the Administration to determine the allocation within that compensation pool between various benefit programs and salary.

Professor McAlister addressed the perpetuity issue previously raised. Based upon her experience as a department chair, she said she had seen at least three highly qualified administrators who have come to GW to get their M.A.; they stay for two years, and when they get another job they leave. The department then hires another M.A. candidate because these are highly qualified people. These people are taking these jobs not to raise their kids and then get a degree, or to work for 15 years before enrolling, but to come and enroll immediately. Professor McAlister said she did not think this was at all unique, rather it is quite common. She added she thought that the notion that including all currently employed staff in the tuition benefit will somehow result in costs repercussions in perpetuity is just a misapprehension of the reality on the ground of how and when people get M.A.s. The University should adopt the grandfathering recommended in the Resolution; this is a contract and fairness issue, it is not a practical problem.

Professor McAleavey said it seemed to him that it was likely the Senate would adopt the Resolution, and asked if the President could offer an estimate as to what the Administration would do about it. President Knapp responded by saying that by long-established practice and tradition, the way in which the Administration responds to Senate Resolutions is that the Senate passes Resolutions and the Administration considers them. In some cases those Resolutions require action by the Board of Trustees in which case the Administration decides whether to forward them to the Board of Trustees or not, and the Board of Trustees decides what it is going to do with them. In other cases the Administration can itself act or not according to its decision after it evaluates the Resolution. So the process is always that the Senate brings forward its Resolutions, deliberates, votes, presents those to the Administration, and then the Administration decides how to respond. President Knapp said that he had no prediction about how the Administration might respond to Resolution 14/4 if it were adopted.

President Knapp interrupted the discussion by saying it had just been brought to his attention that someone was videotaping the Senate's discussion that day. While the Senate has had a tradition of allowing written media coverage of its meetings, it had not to his knowledge adopted a practice of allowing live videotaping of meetings. He then asked if the Senate was comfortable with allowing the videotaping to continue.

Several Senate members asked who was doing the videotaping. The individual in question identified himself as a GW student and a member of the S.A. Senate. He said he was very interested in the proceedings at the meeting and thought students should take an interest in the fiscal policies of their University. He added that he was very connected to the issue of financial aid at the University because it is financial aid that allows him to attend GW. Since fiscal matters have an especially large impact on him, it is of concern when fiscal matters are discussed, but many students don't seem to take an interest in them. The same is also true of staff as well; many of them are graduate students. Students have a very large stake in what occurs at Senate meetings. He concluded by saying that transparency is very important in University governance, and he was recording the meeting so that his friends might know what transpired. He added that if people were uncomfortable, he would be happy to put his camera away.

Professor Newcomer proposed a resolution that would allow the videotaping to continue. Professor Roddis observed that the Senate Office publishes minutes that are public and videotaping seems unnecessary in view of that. To do this without permission can put pressure on people to withhold their opinions as they do not know what use will be made or what will be done with the tape. Professor Roddis added that she believed that the common courtesy that should be present in a classroom or in the community should be observed. Even though it is legal in the District of Columbia for someone to surreptitiously videotape people, she said she still found it discourteous.

Professor Parsons said he did worry about something like this; personally he did not find it very controversial and suspected that everyone would vote for it. However, thinking back to some of the very controversial things the Senate has done, such as approving what then was the Science and Engineering Complex, one could imagine a video being a source of some comedy later that the Senate might not be inclined to endorse. Current issues seem trivial, but situations can be imagined where there's a great deal of heat involved in Senate discussions, and people would be very, very uncomfortable having this brought forth to the public.

Professor McAleavey said he did not have any personal issue about the videotaping, but since a member of the Senate had expressed reservations, he would vote against the Resolution on the floor. Professor Squires seconded what Professor McAleavey had said. Although he said personally he thought it a good idea, if anybody has any concern and it could in any possible way chill somebody's desire to speak up, he thought the Senate should vote against the Resolution on the floor. However, this may be something that should be taken up at a later time, to develop some policy as to when videotaping would be allowed and when it would not. Professor Brazinsky said he believed if a policy were developed there should be some statement as to what the purpose of the video would be and how it would be used.

There being no further discussion of the motion to permit videotaping, a vote was taken, and the motion failed.

The discussion on Resolution 14/4 continued. Professor Roddis noted there are a whole variety of problems with the explicit linkage between reducing the rate of increase of health benefits by reducing the staff's tuition benefit. This is an artificial dichotomy, it is unfair to the faculty. It is also unfair to spring this on employees. Professor Roddis says it was her understanding from talking with people on the Benefits Advisory Committee during the summer that they did not come up with this idea, and they did not vote on it. This is what they were presented with.

Professor Roddis said she thought a message needs to be sent to the Board of Trustees that the amount they are providing in the compensation pool is inadequate and that seems to be where the Resolution and the discussion are going. The Resolution is intended to show that there is a contract when these people start based upon certain information available to them when they start. And the Senate feels this could have been better handled. The linkage between health care premium reductions and cutting tuition benefits needs to be broken, because the staff should not be saddled with bearing this burden.

President Knapp asked if Vice President for Human Resources Ellis was at the meeting; she was not, so he asked if there was any member of the Benefits Advisory Committee present who could comment on the tuition benefits issue.

Professor Harrington said he had just become a member of the BAC. The whole question before the BAC comes down to a zero sum game because basically only a 3% overall increase in benefits is available. At the end of the day, it is as Professor Roddis said, really a question of going back to the Board of Trustees and telling them there is only 3% allocated, and more is needed.

As the faculty member that originally proposed the Resolution, Professor Newcomer said she agreed with everything Senators had said. She said the Resolution was and is to her about fairness and the way staff should be treated; they deserve to be treated in the same way as GW students and faculty are. When the rules of the game for students and faculty are changed, current students and faculty remain subject to the existing rules, and new rules apply to people coming in after the rule change. It is not right to treat staff as if they are second-class citizens or as if they are not as integral a part of the University as the faculty and the students.

Professor Parsons said that as an economist, he would agree that the Administration is quite right to stress that additional money has got to come from somewhere. But it is also true that it was rather indecent to have cut the tuition benefits without forewarning. That said, it should be remembered that the Administration is the only unit that really knows what kind of budget crisis the University is in. In a really dire situation, a lot of decency is going to go out the window and it's not just going to be the staff that bears the brunt of this. It is difficult to evaluate a situation when the Senate really isn't quite sure of how grim the situation is. So the Senate can adopt the Resolution, and the Administration can react, possibly by saying no if we're "doomed." President Knapp responded that he thought he could say with some assurance that the decision about tuition benefits made in the Benefits Advisory Committee had nothing to do with any broader financial crisis, it had to do with the looming large increase in Health Care costs for 2015.

President Knapp observed that there was a very clear charge to the Human Resources staff and to the Faculty Benefits Advisory Committee to look at this tuition reduction issue and find a way to address the problem of increased Health Care premiums; that was what drove this process. He added that he could assure everyone that if there was a financial crisis that has to be addressed it would not be addressed by shifting \$750,000 from one category to another. Just so that misperception is not out there, this was not driven by financial crisis. This is all about how the University is going to structure the benefits program.

There being no further discussion, a vote was taken on the Resolution, which was adopted by unanimous vote. The President outlined the next steps to be taken. As always, the Administration will take under advisement what the Senate has resolved and make a decision about it. However, there is a broader issue to be addressed in a different fashion.

He said he recalled that when he first arrived here a little more than 7 years ago one of the very first conversations he remembered having with the Faculty Senate Executive Committee was about benefits and specifically the question of how faculty would be involved in being consulted on the development of the benefits program. As a result of that discussion, what is now called the Benefits Advisory Committee was formed to carry out this function [previously performed by a different Advisory Committee].

It is clear that this body is not regarded as providing sufficient opportunity for consultation with the faculty. It was intended for that purpose but it clearly is not serving that purpose in the eyes of the full Senate. President Knapp said that as a result, he would establish a Task Force with faculty, staff, and administrative representation to review the entire benefits program and bring forward its recommendations on it. The Task Force will look at such questions as the competitiveness of GW's benefits relative to peer institutions, not just in the aggregate but also in terms of individual benefits. GW's fringe rate growth compared to other institutions will also be examined. All of the benefits can be examined, including retirement benefits, tuition benefits, Health Care benefits, and any others. He added that it was his understanding that traditionally GW has been rather high on the retirement side and relatively less high in some other areas.

Professor Brazinsky asked how members of the Task Force would be selected. President Knapp responded that what is typically done is to consult with the Senate Executive Committee and get its recommendations on membership. He concluded the discussion by saying that he hoped this Task Force will establish a process for addressing

such questions to that they don't come up suddenly and there isn't a sense of mystery about where they are coming from. There is really nothing particularly mysterious about them, it is a question of the tradeoffs to be made and the University community gets to decide that. (Resolution 14/4 is attached to these minutes.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

SEXUAL HARASSMENT POLICY, PROGRESS AND DEVELOPMENTS

Vice Provost for Diversity and Inclusion Terri Reed said she would give a quick overview of the shifting landscape as it relates to campus sexual assault. The University must continually assess many dimensions of the evolving obligations and best practices to further its progress in preventing sexual assault on campus and respond to incidents as they occur. (The powerpoint report is included with these minutes.)

It is expected that the landscape will continue to shift. In the past year alone, a number of guidelines or recommendations have been issued, and a number of sources have been weighing in on what campuses need to do. Early this spring the White House issued a report [now publicly available] called Not Alone, the product of a task force charged with developing recommendations concerning how campuses should prevent and respond to sexual assault as well as identifying best practices to support survivors. Slide one lists examples of the external factors informing our efforts, including the Campus SAVE Act which was reauthorized last fall; this went through a period of negotiated rulemaking before a number of new requirements were finalized for campuses in November. There is also an ongoing conversation about proposed new bipartisan legislation called The Bipartisan Campus Accountability and Safety Act; Senator Claire McCaskill has been leading the charge on this initiative.

A number of advocacy groups have contributed to the conversation about sexual assault. There was recently a letter signed by several legal scholars, initially by faculty from Harvard University; since then scholars from a number of other universities have also contributed. Parents have started to weigh in as well, concerned about both students who might be alleged victims as well as alleged perpetrators. New lawsuits are being filed against institutions on behalf of both complainants and respondents.

The heightened attention and increased oversight focuses on three major goals: trying to prevent sexual assault on college campuses, improving incident responses, and increasing accountability on university campuses.

In terms of the prevention of campus sexual assault, the emphasis has been on raising awareness regarding what many feel is limited knowledge about how prevalent the problem is. Opposing views are also getting attention as questions arise about the accuracy of the data documenting the prevalence of these incidents. These debates are expected to continue for the foreseeable future. Campuses are being asked to survey members of their communities in order to better understand what individuals purport to know about the nature of sexual misconduct on their campus. Results are to be used to inform efforts to educate constituents on the relevant definitions of prohibited behaviors, expectations

regarding how they should respond to incidents, and measures they can take to limit or reduce sexual assault in their campus community.

Better and additional training is being mandated for incoming students, first responders, and for those typically thought of as first responders. It is also becoming apparent that faculty members and academic advisers often turn out to be the first responders to such incidents. Doing a landscape survey of the campus can provide a very good idea of who is learning about these incidents, and can also provide a sense of who is hearing about these incidents. It is important in assessing if people know what to do to help prevent sexual assault as well as to respond to incidents that occur.

Also important in preventing sexual assault is making it clear that violators of sexual assault policies will be sanctioned appropriately. To counter the belief that universities are not holding individuals accountable for sexual assault, campuses need to more forcefully message that prohibited behavior is deplorable and will not be tolerated. Appropriate and consistent sanctioning is also expected to deter perpetrators.

It is helpful for campus communities to realize and acknowledge that sexual assault prevention is everyone's responsibility, and it is not just the concern of one office or two offices that take the lead in this area. Campuses are being asked to provide clarity regarding what behaviors are prohibited, in order to counter a common explanation given by victims for not reporting sexual misconduct, which is they are "not sure [if that] was sexual harassment or sexual assault."

There are a number of steps that can be taken to improve the campus response to incidents of sexual assault. One is to provide for confidential reporting of incidents. A second is to better equip first responders to support victims and, in instances where they indicate they want to no action taken, to preserve evidence in the event they decide later that they want to move forward with a formal complaint. In terms of supporting survivors, some campuses have raised concerns about the capacity to provide the often long-term care and support some survivors need. This is particularly the case for smaller colleges and community and commuter colleges with limited resources.

Other recommendations to address campus sexual assault include improving partnerships with community-based organizations such as local rape crisis centers and therapists. The recent White House report has recommended that colleges have formalized agreements with these local community based organizations. It is also important to provide clarity regarding available protective and interim measures, all possible sanctions for perpetrators, and options and assistance for reporting to local law enforcement.

There are also recommendations around making sure that individuals know that if they report confidentially there are also steps the University can take to help them with their academic concerns, whether that it is obtaining incompletes or extended time to do their work. This can also include informing them about obtaining no contact orders and *persona non grata* status for respondents. All of these are steps that can be taken short of filing a formal grievance or having a formal hearing.

Other recommendations are that universities make sure that individuals who report also understand they have an option to report to law enforcement. Clare McCaskill in particular, who was a former prosecutor, is very concerned that universities have knowledge

of criminal acts that they are not sharing with local law enforcement. Another necessary step is to improve the investigation and adjudication of complaints – these should be prompt, impartial and thorough and those criteria should also apply to criminal cases.

As it relates to adjudicating complaints there is a balancing act that universities have in terms of fairness to both parties at the same time they are handling complaints promptly. Individuals have the right to trigger the formal process at any time in their career at the University. Adjudication must also be impartial, and it is important for the University to keep in mind that these could be criminal cases; in the gathering of information, there is a new emphasis on forensic evidence and forensic psychology. A number of campuses are moving to hire investigators who have backgrounds either working with prosecutor's offices or sexual assault offices in the criminal justice system.

Because there is concern that institutions have not been responsive and responsible there are recommendations for increased accountability. Some have probably seen the list of institutions that are under investigation or having audits done by the Department of Justice or the Department of Education. Both of those agencies have been asked to step up their review of campuses and be transparent about where they are doing with their reviews.

Another information item in terms of institutional reporting are the annual Clery Reports. There were new Clery reporting obligations put in place recently and GW's October Clery Report now has crime statistics as they relate to domestic violence, dating violence, stalking and sexual violence. GW's Clery report also lists all possible sanctions, protective measures, and emphasizes the fact that individuals have the right to report to local law enforcement. It also indicates what types of behavior are prohibited, and includes new definitions related to dating violence, stalking and sexual violence.

There is also a recommendation that for institutions who do not comply with new regulations there will be a fine that would be equivalent to one percent of an institution's operating budget. Another would require that campuses execute memoranda of understanding with local law enforcement about procedures to be followed. Another initiative proposed by Ms. McCaskill is a nationally anonymous survey with the results made public that would let prospective students know how many incidents of sexual violence/assault occur on college campuses.

Vice Provost Reed highlighted a number of new and ongoing actions at the conclusion of her report. The University hired a full time Title IX Coordinator, Mr. Rory Muhammad who came to GW on November 10th from George Mason University.. A decision was also made to hire a second person in this area as the Assistant Director for Sexual Assault Prevention and Response. Final candidates are being interviewed this week for the position. One of the things students, particularly survivors, have said to staff is that they would like to have someone who works with them as an advocate to support them throughout their term here. They feel that they get handed off from one office to another and that is a major reason why the University is hiring an Assistant Director to help coordinate GW's response to sexual assault, and assist with additional training, education and outreach. This person will not be doing this alone, but will partner very closely with a trauma specialist, University Counseling Center staff, and GW's Coordinator of Victim Services in GWPD.

GW also participated in a campaign by the White House on bystander intervention – the *It's On Us* campaign. This campaign reinforces the message that everyone has a responsibility to prevent sexual assault on campuses before it occurs. As an institution GW produced seven videos as part of this campaign. The Athletics Department created the first one and then External Relations worked very closely with student leaders to create the other six videos.

The University is right now reviewing a proposal to enter into a more formal partnership with the District of Columbia Coalition Against Domestic Violence (DCCADV). Eight local universities already have an informal relationship with the DCCADV. As a result of this arrangement, the University would share training and best practices for prevention and response. The partnership, funded by a Department of Justice grant, will require involvement from several GW units and is beneficial in that it is one of the ways participating organizations will implement and assess the use of these kinds of agreements, which are strongly recommended by both the White House and the Department of Education.

GW has also administered an online module to staff to ensure individuals are aware of and understand relevant University's policies and procedures. The module provides definitions and offers instructions on how to fulfill obligations to report information received about sexual assault incidents. Also in the final stages of development is a modified module specifically for faculty that will inform and educate them on these important matters.

The recently established GW Committee on Sexual Assault Prevention and Response will play a critical role in helping GW achieve its goals and obligations. The Committee has met twice and divided itself into three working groups. Some of the early priorities that they have identified are how to work on developing mandatory and more frequent training for all constituents, with a high priority for identifying and delivering training for all entering students. There is also a faculty and staff group that will be looking at working with the schools and the Faculty Senate on how best to involve and equip faculty in our efforts to prevent and respond to incidents. A third working group will look at how to improve support for survivors, whether they want to report confidentially or elect an adjudicatory procedure, particularly in the areas of improving trauma-informed intake procedures, raising awareness about interim measures and available services to encourage internal/external reporting, and providing academic and clinical assistance.

In conclusion, Vice Provost Reed listed the multiple offices involved in this effort, and if there are questions, there are people in these offices can answer them and/or direct people to the right resource. These include:

GWPD: Office for Victim Services and Sexual Assault Response Crisis Team; DIVISION OF STUDENT AFFAIRS: the Dean of Students (or designee), Student Rights and Responsibilities Office, the University Counseling Center, the Greek Like Office, CARE Network, and CADE; ATHLETICS DEPARTMENT; STUDENT ADVOCACY ORGANIZATIONS;

Resources for University Staff include the EEO OFFICE, FACULTY AFFAIRS, and EXTERNAL RELATIONS.

The University will continue to be vigilant about making sure that it stays in compliance with new rules and guidelines from external entities, while remaining mindful of GW's own unique community when making and implementing recommendations and suggestions. The University's policies, practices, and messages will be consistent with the values the institution holds.

Professor Brazinsky observed that this is a very complicated issue and it seems that the bureaucracy surrounding it seems to be very complex and unwieldy. He asked in view of three different offices at the University and a new Assistant Director for Sexual Assault Prevention and Response all dealing with these issues, if students have a very clear picture of what to do if they are victims of a sexual assault. Vice Provost Reed responded that all of these offices are involved because they deal with information in a different way according to their mandate. The University is exploring ways in which to better coordinate the University's response to students and how it can work with them so they are not left feeling they are getting passed off from one office to the other as they navigate the stages of the process. Feedback from students indicates that they would like for the University to create a simplified flowchart to help them navigate the process. A subcommittee of the GW Committee on Sexual Assault is working on developing such a chart.

Professor Simon asked if the GW Police department has a mechanism to establish a chain of evidence if it is called to respond to an acute situation. Vice Provost Reed responded that they do. Normally that happens at one location in the city, Washington Hospital Center, and part of the reason students have to be taken there is because of the need to preserve the chain of evidence, particularly as it relates to the Metropolitan Police Department. As a first step, GWPD immediately contacts the sexual assault response crisis person who is on call, and that person meets the student and accompanies them to the examination at the Hospital.

Professor Marotta-Walters noted that GW is a large University community in the D.C. metro area, and she inquired if there are efforts underway to adopt inter-institutional best practices for interventions at the victim level. She also said it would be useful to know what other institutions are doing to address this. Vice Provost Reed indicated that the D.C. Advisory Committee has had representation from local rape crisis centers and universities for many years but these focused mostly on the level of the first responder. The recommendation has been to involve and educate senior leaders, who have the authority to share information and resources on behalf of a shared agenda. The Memorandum of Understanding already mentioned will formalize this partnership by having every university president sign it and commit to rotating training on each campus as well as having shared communication messages, educational activities, and other prevention initiatives. The Washington Consortium of Universities has also focused on shared programming. Last month GW hosted a program for the Consortium that brought in legal experts and staff from several offices on the GW campuses and other members of the Consortium to discuss this issue. There are also other private and non-profit organizations looking to partner with the University in terms of education, outreach and best practices as they relate to investigations and adjudication.

Professor McAlister advised the Senate that she is a faculty member on the Committee formed to advise on these issues. First, there is a lot of undergraduate and graduate student involvement, and these students know what they are doing. They are very active and it is pretty inspiring to see their work on this Committee. There are also a few

faculty members, and one of the things that those of us who are on it have been particularly interested in is how faculty members should deal with being told by students either that they have been a victim of an assault or, as happened in my case, that they have been accused. The question is what faculty responsibilities are and how best to deal with a student who might say “I don’t want to tell anybody but you.”

Training faculty is important, and what everyone probably knows is that faculty are not always that good at being trained. The Committee is exploring ways that faculty might train other faculty – a group of allies that are super-educated in this area that then help work with other people, because there is a strong sense that faculty members are often the first people that students talk to. Students have said that themselves and yet faculty are probably the least educated about the various processes and even about the issues except for what they read in the newspaper. There is undoubtedly a role for faculty to play in this area, and the Committee is trying to work out what that should be.

Professor Feldman said she would certainly agree that faculty are undereducated in this area and any information that can be made available to faculty would be extremely helpful. She also asked about what the specific nature of faculty responsibilities are in this area. She added a colleague at another institution has been told that the faculty have a reporting obligation, so if they are told by a student of such an incident they must report it, and that is a very different role than the one faculty play in other areas. Vice Provost Reed responded that the University’s current policy says that faculty should report anything that they hear, and also, faculty should know that there is a mechanism for reporting something confidential to GWPD. The word “should” is used because the policy is not written as an obligation for most faculty. They are expected to use their own judgment, and they are free to consult the University administration about how to move forward, particularly as this relates to either protecting the individual or the larger community. Even if the information provided by a faculty member is confidential, the University still needs to act so it is necessary for the University to educate faculty about how to locate resources in this area.

That said, there are faculty in certain positions, such as department chairs, program directors, and deans, who have an obligation to report but right now other faculty do not. It remains to be seen how lawsuits are resolved to see whether or not faculty members will ultimately be obliged to report incidents of sexual assault. Right now the way GW’s policy is crafted, faculty should report and are strongly encouraged to do so, because this helps the University to fulfill its obligation to act. Two of the ways in which this obligation is fulfilled is for the University to ensure that everyone has been told about policies and resources available to handle such incidents.

Professor Newcomer said she understood that a lot of things are evolving in this area but it would probably be unwise to wait until everything is settled in order to provide faculty with information in this area. She suggested three things she thought might be helpful in the short term:

1. Short videos that could be watched in faculty meetings, along with someone present who is knowledgeable in this area to facilitate a discussion with faculty about the material.
2. Distribution of a one-page summary sheet that every faculty member can have at their desk that would provide some concise and basic information.

3. A list of contact people, perhaps leaders in the Sexual Assault policy/procedures area, and also faculty team leaders, for example the names, e-mail addresses and campus phone numbers of people such as Professor McAlister, who serves on the Committee working in this area.

Professor Williams agreed with Professor Newcomer about the value of the one-page reference summary sheet for faculty offices.

It would be helpful to have this information available as soon as possible, if not when the spring semester starts then as soon thereafter as possible. Everyone understands that the University wishes to provide the most up-to-date information, however, it is also the case that this is an area which things are evolving rapidly, and nothing is set in stone. Still there is useful information that can be provided which the discussion on Sexual Assault policy continues. Vice Provost Reed said that the Committee on which Professor McAlister serves is setting their priorities and some of Professor Newcomer's suggestions are the same ones this group came up with at the beginning the year. In January, faculty will have an online module that tells them about the University's sexual assault policies and who they should contact about incidents of sexual assault. There is also a HAVEN website for the University community's information.

MOVE-IN PLANS FOR THE SCIENCE AND ENGINEERING HALL AND THE BACKFILL PLANS FOR VACATED SPACE

Senior Vice Provost (SVP) Forrest Maltzman prefaced his remarks by saying that he had been asked to discuss two different things: the opening of the Science and Engineering Hall (SEH) as well as provide a brief overview of the backfill plan. He noted that Amy Argasinski from the GW Operations Team as present at the meeting, and he commended her for a remarkable job in managing the entire SEH project over the past three and a half years. He added that one of the things he was particularly happy about is that the building is opening on time and on budget; this is really a tribute to Amy and her team.

As he briefed the Senate, Senior Vice Provost Maltzman displayed a powerpoint report to be included with these minutes. He characterized his remarks as a brief overview of the SEH. It is a very exciting project and the vast majority of the building is devoted to research and teaching space. There is also common student space, some department and school administrative space, but overall, the SEH can be viewed as the most faculty and student-centric building GW will have on its campus. The SEH represents the new design for GW buildings where the University is trying to create space for people to collaborate both formally and in the classrooms. This building will also really bring the sciences alive for visitors as well as for GW students and faculty.

The SEH will open in January 2015, and classes will be taught in that building from the beginning of the spring semester. The move began during early December, and should be complete by the end of January; however, the vast majority of it will be completed before classes begin next semester.

What will open in this building is 8 floors, 2 below grade, and 6 above. These floors will be for the most part occupied by faculty from the School of Engineering and Applied Science (SEAS) as well as from Columbian College of Arts and Sciences (CCAS). Work has already begun on the top 2 floors. The 7th floor will be primarily occupied by the Milken

Institute School of Public Health. The design stage has begun of what looks like spectacular research and teaching space, very similar in some respects to what is going on in the lower levels. Also in the design stage are plans for the 8th floor that will house Biology facilities including a greenhouse; there will also be some teaching space on that floor as well.

SVP Maltzman highlighted a number of features of the new building. The Lehman Room, which is named after former Academic Affairs Vice President Donald Lehman., is a very flexible teaching space. It will be used primarily for that purpose during the academic year, but there is also flexible seating that can seat 200 during breaks and holidays. In addition, classes will not be scheduled there on Fridays, so it can be used for symposia, lectures, and other purposes.

SVP Maltzman displayed several photographs of the research cores throughout the building. These are areas where faculty and students from across the disciplines will come together and have access to state-of-the-art equipment. Right now, GW can be thought of in some respects as really undercored; these research cores are essential for ensuring the growth of research. On lower level 2 there will be a nano-manufacturing room as well as an imaging suite. There is also a high bay with a built-in crane that can lift and lower objects. Floor 7 will house a DNA sequencing facility. People from outside the University have already expressed interest in coming in and using some of these cores and the plan is to find a way to facilitate that.

SVP Maltzman provided a summary of the research cores along with the square footage occupied by each. These cores include a greenhouse, vivarium, BSL Suite, DNA Sequencing Core, Field Equipment Room, Machine Shops, Acquatics, Freezer and Server Farms, a Clean Room, and Imaging Facilities. These cores will occupy 32,130 net square feet in the building. He also provided a schedule of significant dates in the construction of the building:

- | | | |
|---------------------------------|----------|------|
| • SEH Groundbreaking | October | 2013 |
| • SEH Construction Start | May | 2014 |
| • Floors 7-8: Start of Design | October | 2014 |
| • SEH Substantial Completion | November | 2014 |
| • SEH Move-in Start | December | 2014 |
| • SEH Building Open for Classes | January | 2015 |
| Floors 7-8: Start Construction | October | 2015 |

Substantial completion of floors 7 and 8 of the SEH is expected to be accomplished by June, 2016.

The backfill project has some challenges which SVP Maltzman quickly highlighted. There was an unmet need (Slide 13) in the SEH (especially in Physics and Biology, as well as in the SEAS, due to housing the Chemistry Department in the new building. The Chemistry labs in Corcoran are very much need of updating, but replicating and refurbishing them, and running two different Chemistry buildings is a very expensive proposition as specialized facilities are required, such as chemical storerooms. It turned out to be much more efficient to put all of the Chemistry labs into the SEH – at this point the vast majority of CCAS teaching space in that building is devoted to this.

There was also a pent-up demand for academic space, and the backfill study was used as an opportunity to really think about the overall campus building infrastructure and what needed to be done to these buildings so that they would have another 50 years of life. As already mentioned, the ITF initiative regarding leased space will eliminate 21,000 square feet of classrooms in 2020K and 1776G Streets. There are also some constraints from the long-term Campus Master Plan because some of GW's buildings are designated historic and they are going to be here forever. For example, both of the Corcoran Halls are historical buildings, making GW the only University in the country that has two historic Corcoran buildings.

By contrast, Tompkins Hall is not a historic facility and at some point in the University's future it is conceivable the decision may be made to take it down and construct a larger building on that footprint. That has long been in GW's Master Plan. While there is no immediate plan to do that, the decision was made not to invest too much in a building that might not have as long a shelf life as buildings that are designated historic.

Slide 14 shows the SEAS and CCAS programs that did not get accommodated in the SEH, most of which require space for teaching.

During the backfill plan study extensive assessments of the physical condition of the buildings were made. Some needed a fairly major infrastructure refresh, such as Corcoran and Bell Halls, which need new wiring, plumbing, and other updates. Tompkins is another building that is in pretty good structural condition. Complete renovation of both of these Halls has been approved by the GW Board of Trustees. There are other buildings such as Stockton and Samson that were assessed, but they need much more work than the other buildings and at some point in time they will be brought down and something else will go up in their location. Each of the buildings will have to be shut down one at a time for renovations so that essential classroom space remains available. Information provided on Slide 16 provides a summary of the buildings involved in the plan, indicating the category of investment for renovations in which they fall. It is likely that Corcoran will house the Physics Department and Bell will house Biology, neither of which will be located in the SEH. The Speech and Hearing Department is an especially research-active Department that is bursting at the seams and taking over general purpose classrooms to accommodate their needs. One of the coming changes will be the relocation of the Mathematics Department, which presently shares a floor with Speech and Hearing, to the Academic Center. The Philosophy Department will be moving into Monroe Hall and the Hall of Government.

Slide 21 shows the Implementation Schedule for the SEHH Backfill Plan. This can be thought of as occurring in 3 different stages. The first thing that has to happen is that the SEH 7 and 8 need to be complete. And one of the reasons why is in the next stage Bell Hall will be shut down for renovations. The University cannot have a day or a year when it doesn't teach Biology and so, when the 8th floor is open some Biology teaching speech will be gained there. The entire backfill process will take about 4 years to complete.

Professor Marotta-Williams said that what was missing in all of this presentation is the role of GSEHD -- when the SEH was first approved by the Senate, it supplanted the #1 position that GSEHD had had in terms of being first on the list for space. She asked to

what extent that list where GSEHD was number one was factored into the backfill plan decisions. SVP Maltzman confirmed that Corcoran, Bell, Tompkins, and the academic buildings are not being envisioned as GSEHD space, even though there is a general recognition that the GSEHD building is in very bad condition and in need of updating. Professor Williams spoke to the deficiencies in GSEHD facilities and said that several students have told him they have decided not to come to GW because of these.

Professor Brazinsky asked what the costs of renovating Corcoran and Bell Halls would be and where the funds would come from. Secondly, he said that the Senate had not heard anything about office space. The faculty has expanded a lot during the last decade, and many departments are hard pressed for office space. He added that his department chair (History) has been saying things will get better soon. SVP Maltzman assured him that they would. In fact, the History Department will be gaining some office space square footage as part of the backfill plan. In terms of the cost for renovations to Corcoran and Bell, that is included in the cost of the entire backfill project.

Provost Lerman said he thought that the Senate had gotten a pretty good look at the enormous complexity of the SEH project. It is not a simple construction, but rather, an extraordinarily complicated building. Those who worked on this project both inside and outside of the University have done a great job in bringing project in on time as a functioning building. Particular thanks are due to SVP Maltzman and Amy Argosinsky who worked so hard to see this project through.

GENERAL BUSINESS

Professor Marotta-Walters requested and received the consent of the Senate to add an item to the agenda: the election of Professor Elise Friedland to the Libraries Committee. Professor Friedland was elected.

I. NOMINATION FOR ELECTION OF PROFESSOR BENJAMIN HOPKINS TO THE BENEFITS ADVISORY COMMITTEE

Professor Marotta-Walters moved the nomination of Professor Hopkins who is to replace Professor Shaista Khilji, who had to resign from the Committee. Professor Hopkins was elected.

II. INTERIM REPORTS OF SENATE COMMITTEES

No interim reports were submitted.

III. REPORT OF THE EXECUTIVE COMMITTEE

Professor Marotta-Walters read the Executive Committee report prepared by Professor Garris, who could not be present at the meeting. (The Report is included with these minutes.)

IV. PROVOST'S REMARKS

Provost Lerman reported that the academic calendar for next year is more complicated than is typically true, and that the Senate Executive Committee was consulted

about some options to accommodate the situation next year. Next year, Labor Day is as late as it can be, and since the University typically starts classes a week before Labor Day that crowds the academic calendar for the fall semester. If the usual pattern had been followed, finals would have been held the day before Christmas. Clearly, that was not going to work. A solution was found in which the end result is a calendar that meets several objectives, chiefly keeping final examinations out of Christmas week.

The final calendar preserves almost all of the teaching days for the fall semester, the only exception being that there is one less Friday teaching day. Unfortunately, there is also no makeup day because that day had to be used as a teaching day. The Saturday after the start of final examinations will be a class day for those who are teaching on Saturdays. This calendar is an attempt to shoehorn in as much academic time as we normally have into a slightly smaller timeframe but it seems it will work.

With President Knapp being out of the country, Provost Lerman said he had the opportunity to attend campaign events in two different places, Philadelphia and Miami. The alumni turnout was fantastic -- the alumni are excited about being affiliated with GW and many of them are getting reacquainted with us due to contacts made during the campaign. They are enthusiastic about GW is headed as a University and want to be part of it. The Provost said he anticipates that many of these alumni will renew an affiliation with GW that for some of them has lapsed. and reacquaint them with who we are today. Because many of them graduated at a time when the University and the campus was very different, it is important to reacquaint them with what the University today. Part of the administration's job is to explain the benefits alumni have received from GW University which has improved substantially in many ways, both reputationally, and more important substantively, than when they were enrolled here, along with the value to them of supporting the institution financially and in other ways.

V. CHAIR'S REMARKS

President Knapp said he had already made his main announcement in the earlier discussion about the creation of the Task Force on Benefits which the Senate will hear more about later on.

The President also said he wanted to mention for those who might want to attend the memorial reception for the late Judy Arkes, the University's Academic Editor. The reception is scheduled from 4 to 6 o'clock in the Marvin Center Ballroom.

BRIEF STATEMENT AND QUESTIONS

Professor Joyce Pulcini read a statement in recognition of the contributions of the founding Dean of GW's School of Nursing Jean Johnson, who is stepping down from that post at the end of the fall semester. The sentiments expressed were met with applause by the Senate.

Dean Johnson was present at the meeting and took a moment to thank the Faculty Senate because it was only a few years ago that it approved creation of the new GW School of Nursing. She also thanked in particular President Steve Knapp and Provost Lerman, who did an incredible job of supporting the School, and working with the Faculty Senate. She added that she thought this had been a model shared governance approach. She concluded

her remarks by saying it has been a pleasure to work with everyone, and that she thought the School has demonstrated that the decision to support a School of Nursing was really a good one.

ADJOURNMENT

The President wished everyone a healthy, happy, and safe holiday before the meeting was adjourned at 4:22 p.m.

Elizabeth A. Amundson

Elizabeth A. Amundson

Secretary

**A RESOLUTION TO ENDORSE AMENDMENTS TO
THE COPYRIGHT POLICY OF THE GEORGE WASHINGTON UNIVERSITY (14/3)**

WHEREAS, the Faculty Senate has previously endorsed the adoption of the University's Copyright Policy in 1990 as well as subsequent amendments to that Policy in 1998 and 2005; and

WHEREAS, the Copyright Policy is a matter of great interest and concern to the faculty, as it recognizes and affirms the intellectual property rights of faculty members in their copyrightable works, including scholarly publications, instructional materials and creative works; and

WHEREAS, the University Administration has proposed amendments to the Copyright Policy in the form attached to this Resolution as Exhibit A, and members of a joint subcommittee of the Faculty Senate's Committees on Professional Ethics and Academic Freedom (PEAF) and Research have reviewed those proposed amendments and have found them to be consistent with the intellectual property rights of faculty members as recognized under the University's existing Copyright Policy and under federal copyright law; and

WHEREAS, after receiving the joint subcommittee's advice, the PEAF Committee has reviewed and endorsed the proposed amendments to the Copyright Policy in the form attached to this Resolution as Exhibit A; and

WHEREAS, the Administration has provided to the Faculty Senate an unmarked copy of the Copyright Policy that incorporates the proposed amendments, which is attached to this Resolution as Exhibit B; and

WHEREAS, the Faculty Senate believes that the proposed amendments to the Copyright Policy, as reflected on Exhibits A and B attached to this Resolution, are consistent with the best interests of the University and its faculty; **NOW THEREFORE**

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

- (1) That the Faculty Senate hereby endorses amendments to the University's Copyright Policy in the form attached to this Resolution as Exhibit A (marked to show changes from the University's existing Copyright Policy) and Exhibit B (unmarked); and
- (2) That the Faculty Senate understands and expects that future proposed amendments to the Copyright Policy will be presented to the Faculty Senate for its review and recommendations in accordance with the procedures followed in connection with the adoption of this Resolution.

Faculty Senate Committee on Professional Ethics and Academic Freedom
November 20, 2014

Adopted December 12, 2014

**A RESOLUTION TO ADDRESS THE BURDEN PLACED ON CURRENT
UNIVERSITY EMPLOYEES WITH REGARD TO PROPOSED CHANGES IN
TUITION BENEFITS (14/4)**

WHEREAS, George Washington University has for many decades provided generous tuition benefits to University staff in support of its educational mission, and

WHEREAS, a substantial number of highly dedicated current employees joined the GW community with the intention of using these tuition benefits to further their education as part of their personal life plan, and

WHEREAS, the tuition benefit changes taking effect on January 1, 2015 will immediately a) reduce tuition benefits from 96% to 90%, b) reduce credit hours for full time employees for 21 to 18 annually and c) double the wait time for new staff to receive benefits from three months to six months, NOW, THEREFORE,

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

That the Faculty Senate recommends that the University Administration immediately implement a policy change that provides for the grandfathering of existing tuition benefits for University staff employed on or before December 31, 2014 so that they will continue to receive the same tuition benefits as they did before the prior revised benefit plan was announced by Provost Lerman and currently scheduled for implementation commencing January 1, 2015.

Faculty Senate Executive Committee
December 4, 2014

Adopted by unanimous vote, December 12, 2014

THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC

Campus Sexual Assault Prevention and Response

December 12, 2014

SHIFTING LANDSCAPE

1. White House Task Force Report - *Not Alone*
2. Violence Against Women – Campus SAVE Act
3. The Bipartisan Campus Accountability and Safety Act
3. Survivor Advocacy
5. Legal Scholars
6. Parents
7. Lawsuits – complainants and respondents

THREE GOALS

- 1.Prevent Sexual Assault
- 2.Improve Incident Response
- 3.Increase Accountability

PREVENT SEXUAL ASSAULT

1. Increase awareness that sexual assault on campus exists
2. Survey the Campus
3. Better and additional training
4. Spread the message that sexual assault will not be tolerated
5. Violators will be *appropriately* sanctioned
6. Prevention is EVERYONE's responsibility
7. Clarity regarding what behaviors are prohibited

IMPROVE RESPONSE

1. Confidential reporting
2. Better equip first responders to support victims and preserve evidence
3. Improve partnerships with community based organizations
4. Clarity regarding available protective/interim measures, all possible sanctions, options and assistance for reporting to local law enforcement
5. Survey campus
6. Improve investigation and adjudication of complaints – prompt, impartial, thorough and criminal

NEW AND PROPOSED MEASURES FOR INCREASED ACCOUNTABILITY

1. Greater oversight and transparency by the Departments of Education and Justice
2. New Clery reporting obligations
3. Policies must include:
 - a. definitions of prohibited behavior – dating and domestic violence, sexual violence and stalking
 - b. list of all possible sanctions
 - c. list of protective measures
 - d. right to report to local law enforcement
4. Proposal to fine institutions 1% of their operating budget
5. Requiring memorandum of understanding between campus and local law enforcement
6. National anonymous surveys with public results

HIGHLIGHTS OF NEW/ONGOING ACTIONS

1. For the first time, crime statistics and definitions of dating and domestic violence and stalking were included in the Annual Security & Fire Safety Report.
2. We hired Mr. Rory Muhammad as a full-time Title IX Coordinator. He started November 10th.
3. We are hiring an Assistant Director for Sexual Assault Prevention and Response.
4. White House-led bystander intervention - *It's On Us* campaign
5. Reviewing a proposal to enter into a more formal partnership with DC universities and the DC Coalition Against Domestic Violence – to share training, best practices for prevention and response, etc.
6. Finalizing an online module that will inform and educate faculty regarding GW policies and procedures for addressing workplace harassment.
7. Formed a GW Committee on Sexual Assault Prevention and Response

GW COMMITTEE ON SEXUAL ASSAULT PREVENTION AND RESPONSE

Early Priorities

1. Recommend training plan/options for early and frequent training for students
2. Recommendations for how to work with the Schools and Faculty Senate on sharing information with faculty about resources and responsibilities
3. Improved mechanisms for supporting survivors – improving intake, services and reporting systems
4. Enhanced, clear and streamlined messaging

GW RESPONSE AND OVERSIGHT MULTIPLE OFFICES

GWPD

**GWPD OFFICE FOR VICTIM SERVICES AND SEXUAL ASSAULT RESPONSE CRISIS
TEAM**

**DIVISION OF STUDENT AFFAIRS - DEAN OF STUDENTS (OR DESIGNEE), SRR, UCC,
CSE, GREEK LIFE, CARE NETWORK, CADE**

ATHLETICS

STUDENT ADVOCACY ORGANIZATIONS

EEO OFFICE

FACULTY AFFAIRS

EXTERNAL RELATIONS



Science & Engineering Hall and Backfill Presentation

Faculty Senate Meeting

December 12, 2014



**THE GEORGE
WASHINGTON
UNIVERSITY**

WASHINGTON, DC

B A L L I N G E R

AGENDA

Part I:

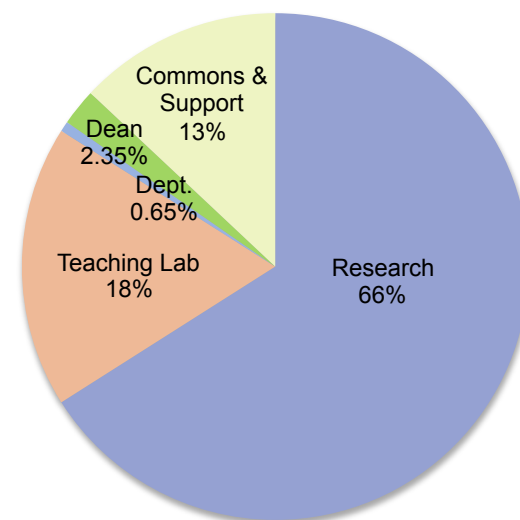
- A. SE Hall Program Summary
 - Pre 7th & 8th Floor Fit-out
 - Post 7th & 8th Floor Fit-out
 - Key Spaces
- B. Building Cores

Part II:

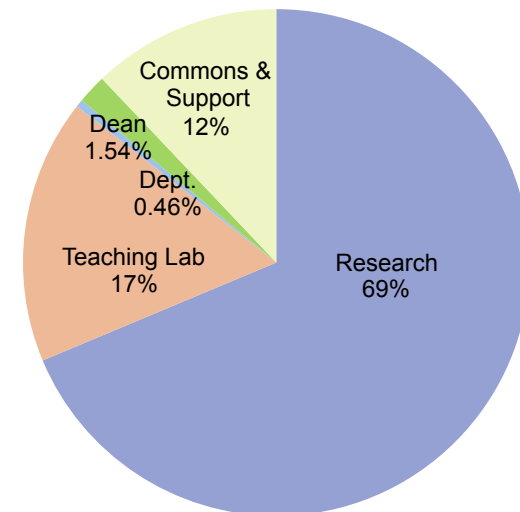
- A. Bell, Corcoran, Tompkins, and Academic Center Program: Backfill
- B. Schedule
 - Key Dates
- C. SE Hall Backfill Study
 - Challenges
 - Backfill Plan

SE Hall Program Summary

		SEH LL2-6		SEH LL2-8	
Research	Lab	88,344	36%	110,890	37%
	Workstations	12,879	5.30%	19,698	7%
	Office / Misc.	37,708	15%	43,559	14%
	Cores	23,625	9.70%	32,130	11%
	Total	162,556	66%	206,277	69%
Teaching Lab		44,661	18%	51,099	17%
Departmental Offices		1,469	0.65%	1,469	0.46%
Deans & Administrative Offices		5,604	2.35%	5,604	1.54%
Commons & Support		30,733	13%	36,522	12%
Total		245,023 NSF	100%	300,971 NSF	100%



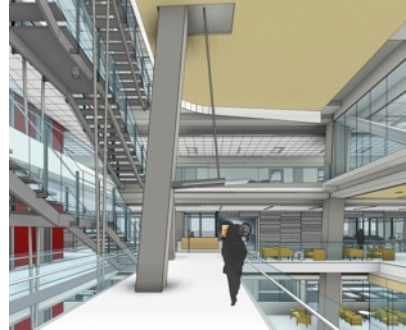
LL2-6 Net Program Distribution



LL2-8 Net Program Distribution



View of Commons From 22nd Street Entrance



View of Information Desk @ the 22nd Street Entrance



View of Commons, Elevator & Stair



View of Lower Level Commons, Stair and Elevator Core



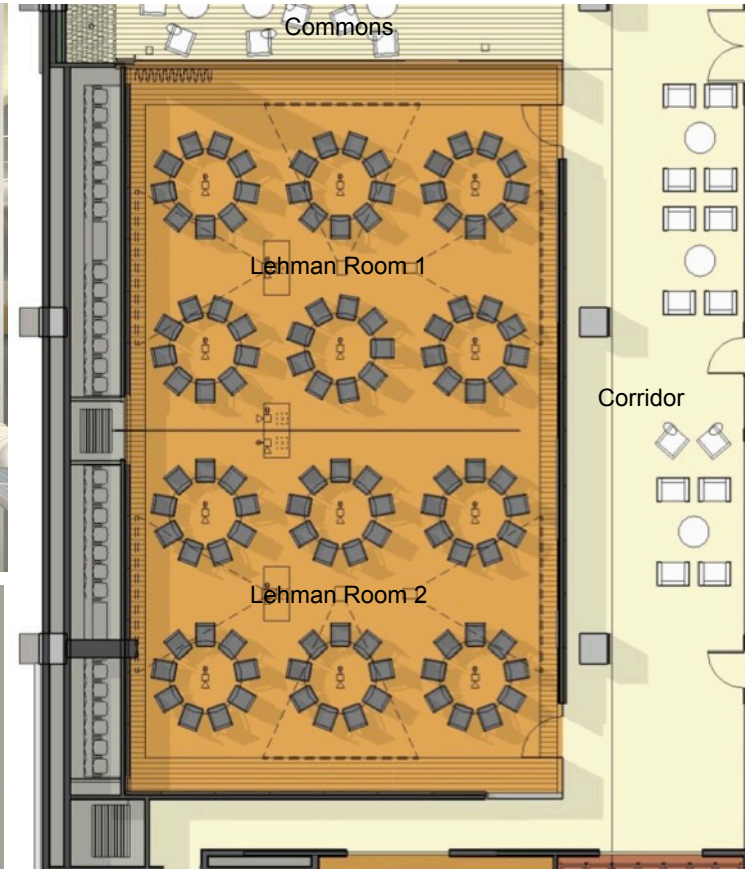
Green Wall



View Commons & Lehman Room



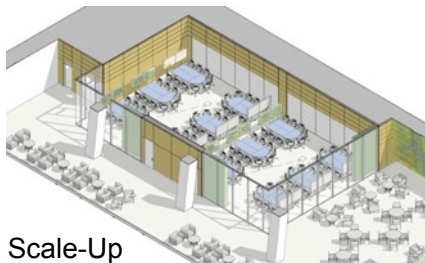
Maple Wood Floor



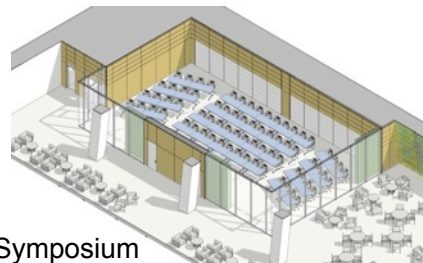
View of Lehman Room From Corridor

View of Lehman Room From Commons

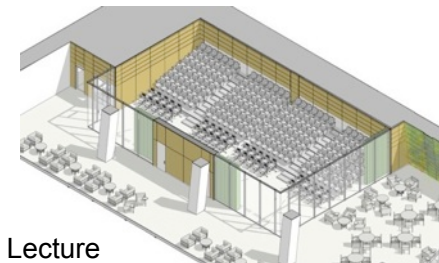
Lehman Room Plan in Scale-Up Mode



Scale-Up



Symposium



Lecture



Commons & Teaching Tower



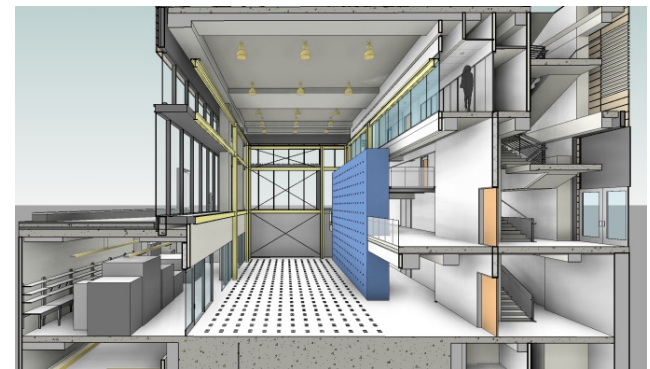
Research Area



Research Area: Collaboratorium

Research Cores Summary

Floor	Cores	Area
8	Greenhouse	3,500
8	Vivarium	2,200
7	BSL Suite	1,485
7	DNA Sequencing Core	1,320
1	Field Equipment Room	380
LL1	High Bay	5,380
LL1	Machine Shops	4,308
LL2	Aquatics	1,745
LL2	Freezer Farm	667
LL2	Server Farm	2,159
LL2	Clean Room	4,913
LL2	Imaging	4,073
	TOTAL	32,130 NSF



Lower Level 1: High Bay



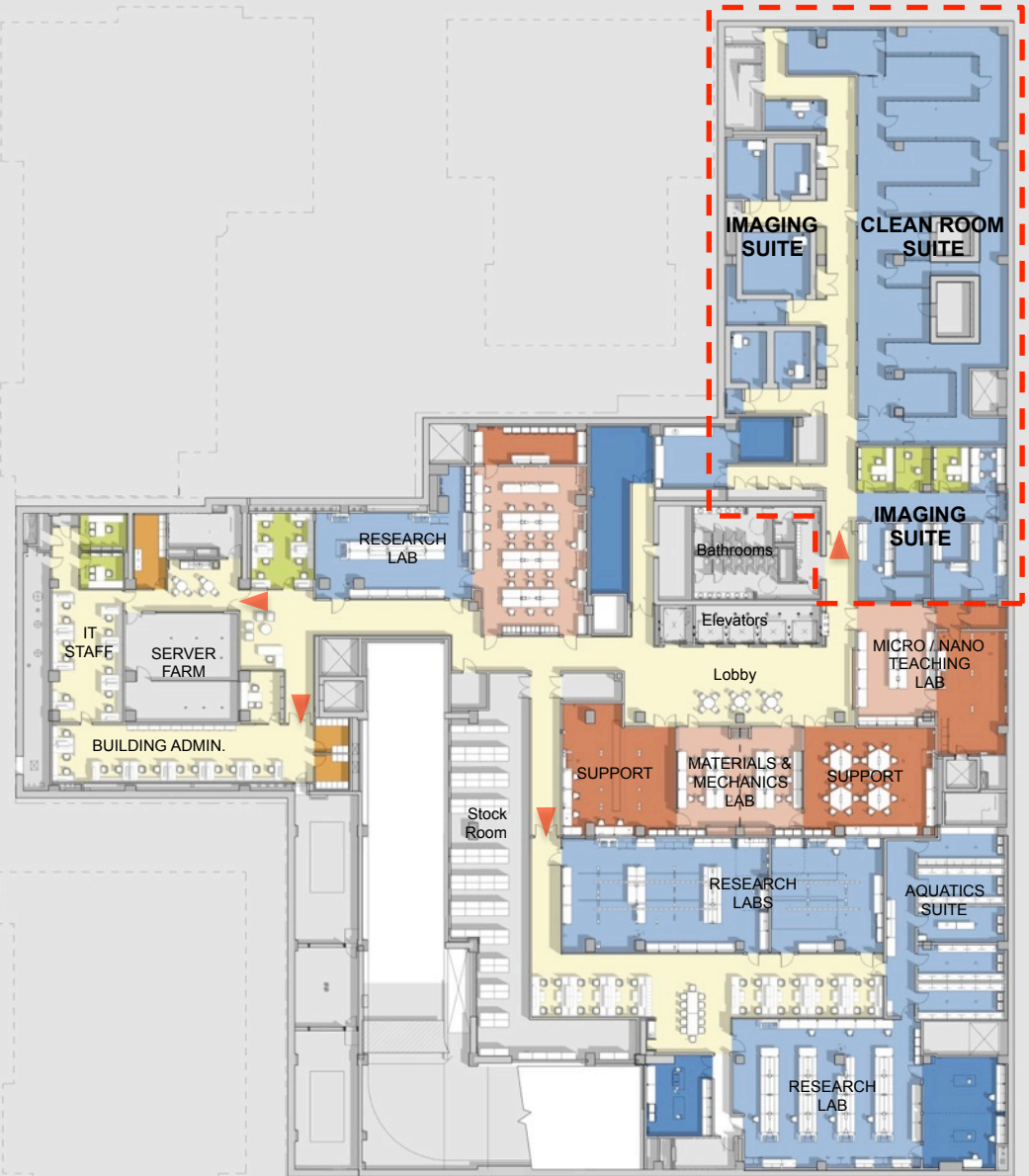
Key Equipment

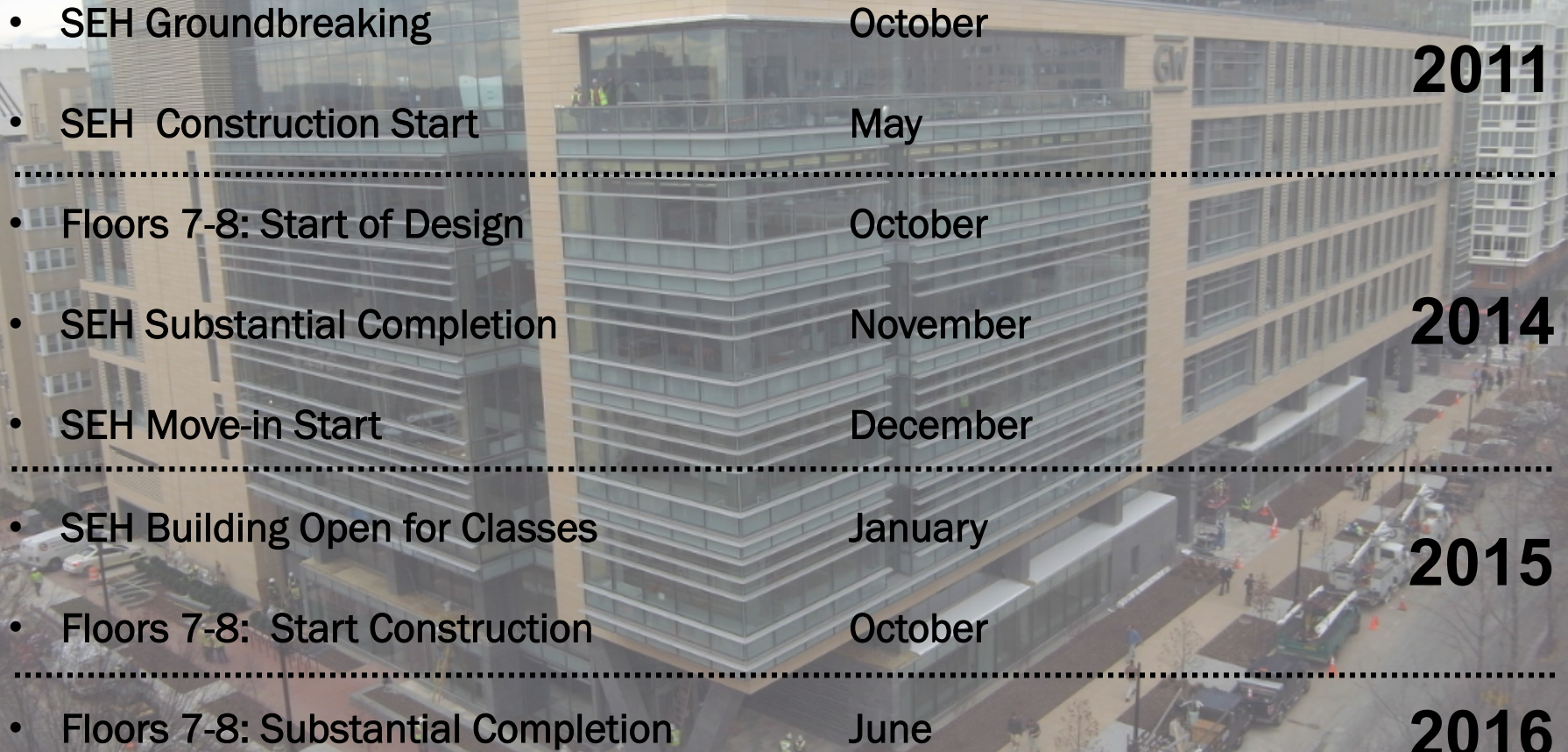
Clean Room

- DT – Etcher
- Trion Phantom
- Helios
- E-Beam Lithography System
- Spectroscopic Ellipsometer

Imaging Suite

- X-Ray Microscope
- SEM
- TEM – Talos
- AFM
- NMR Magnet 600 MHz
- Confocal Microscope



- 
- SEH Groundbreaking October **2011**
 - SEH Construction Start May

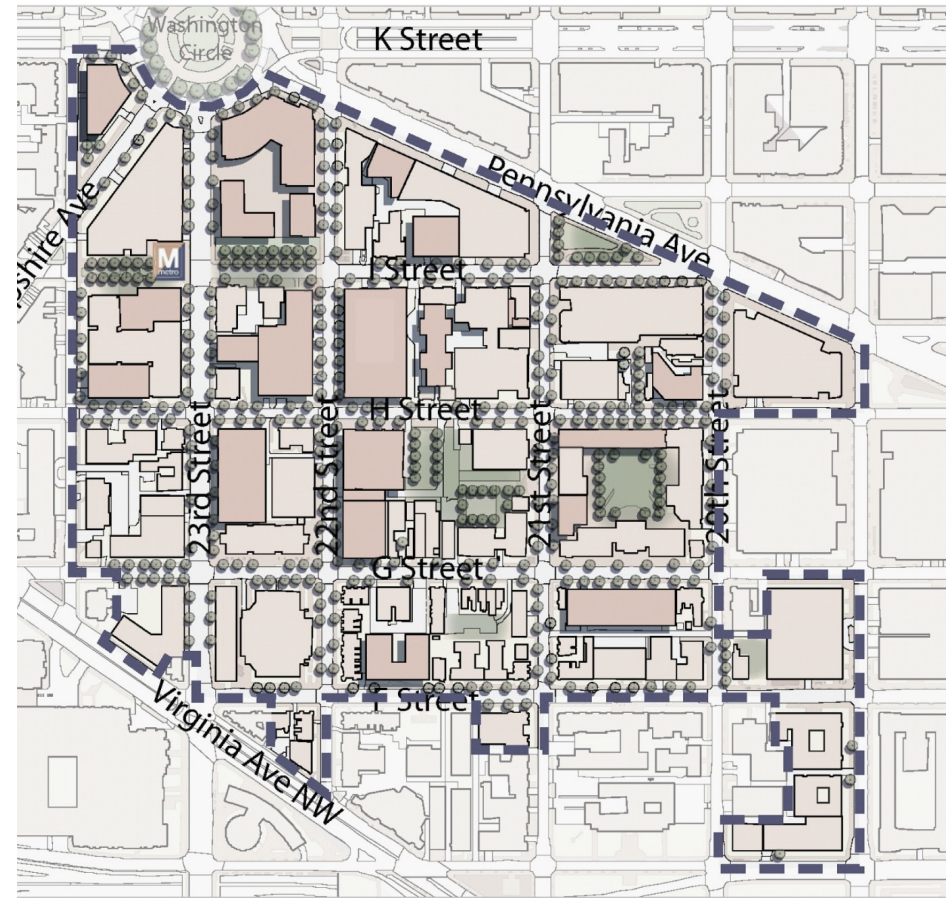
 - Floors 7-8: Start of Design October
 - SEH Substantial Completion November **2014**
 - SEH Move-in Start December

 - SEH Building Open for Classes January **2015**
 - Floors 7-8: Start Construction October

 - Floors 7-8: Substantial Completion June **2016**

- Focus on Tompkins, Corcoran, Bell and Phillips
- Align Backfill Plan with Long Range Master Plan and Infrastructure Investment Strategies
- Accommodate General Purpose Classrooms that can be booked for 40-50 periods per week to offset classrooms coming out of leased spaces
- Accommodate SEAS & CCAS Teaching & Research Program Not Located in SEH
- Identify Potential Space Needs and Opportunities for Non-SEAS and Non-CCAS Departments
- Create Strategic Adjacencies and Synergies

Note: Corcoran (17th St) impact not currently incorporated into backfill study

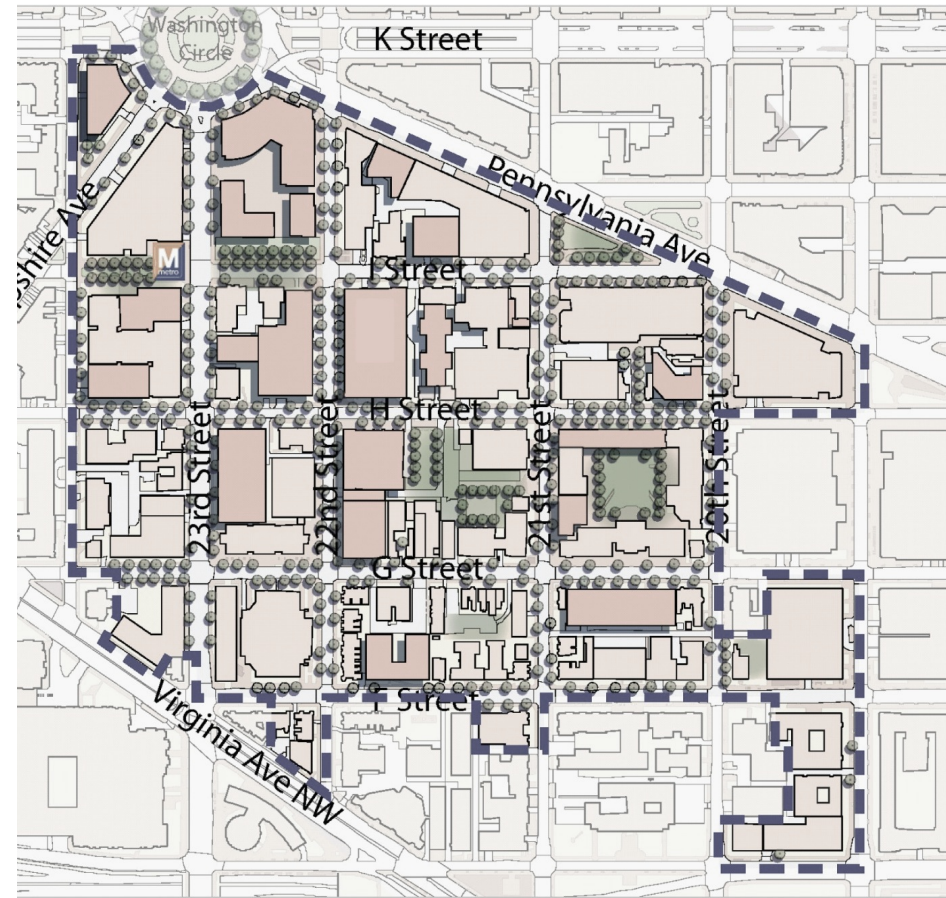


Current Existing Space Included in Backfill Study

BUILDING	Department NSF	General Purpose Classroom NSF	TOTAL NSF
Bell Hall	26,782	1,682	28,464
Corcoran Hall	26,054	3,307	29,361
Lisner (CCAS Space Only)	7,504	0	7,504
Phillips Hall (Floors 3 - 7)	31,324	6,075	37,399
Rome	12,787	7,444	20,231
Tompkins Hall	30,643	0	30,643
Samson Hall	7,729	0	7,729
Staughton Hall	9,565	0	9,565
Total NSF	152,400	18,550	170,950
Additional Buildings:			
Monroe (Math, Speech & Hearing, Econ, & Poli Sci)	12,025	10,688	22,713
Hall of Government (Speech & Hearing)	16,998	5,046	22,044
2106 - 2114 G Street (Anthro., Religion, Am. Studies)	10,911	0	10,911
609 22 nd Street	813	0	813
Smith Hall (1 st Floor)	875	0	875
Total Additional Buildings NSF	41,600	15,750	57,350
Complete Backfill Study NSF	194,000	34,300	228,300

LEASED SPACE	Department NSF	General Purpose Classroom NSF	TOTAL NSF
1776 G Street	10,509	8,012	18,521
2020 K Street	0	12,991	12,991
Total Other Buildings	10,509	21,003	31,512

- Unmet need in SEH (esp. Physics, Biology, and SEAS)
- Pent up demand for academic space
- Building infrastructure
- Key ITF initiative will eliminate 21,000 SF of classrooms in 2020K and 1776G
- Long term Campus Master Plan



SEAS & CCAS: Program not accommodated in SE Hall

SCHOOL	DEPARTMENT		RESEARCH	OFFICE	OTHER	TEACHING		TOTAL NSF
CCAS Science	Biology		9,075	2,970	0	14,019		26,064
	Physics		3,630	1,020	0	9,052		13,402
	Hom Pal		0	0	0	2,389		2,389
	Geology		0	0	0	5,940		5,940
Total CCAS			12,705	3,990	0	31,400		48,095
SEAS	Computer Science		990	240	0	4,741		5,971
	ECE		860	540	0	0		1,400
	EMSE		0	2,160	0	0		2,160
	MAE		330	180	0	1,774		2,284
	Shared		1,100	0	0	6,792		7,892
Total SEAS			3,280	3,120	0	13,307		19,707
TOTAL: Existing Science & Engineering Program Not accommodated in SEH								67,800

Building Assessment Summary

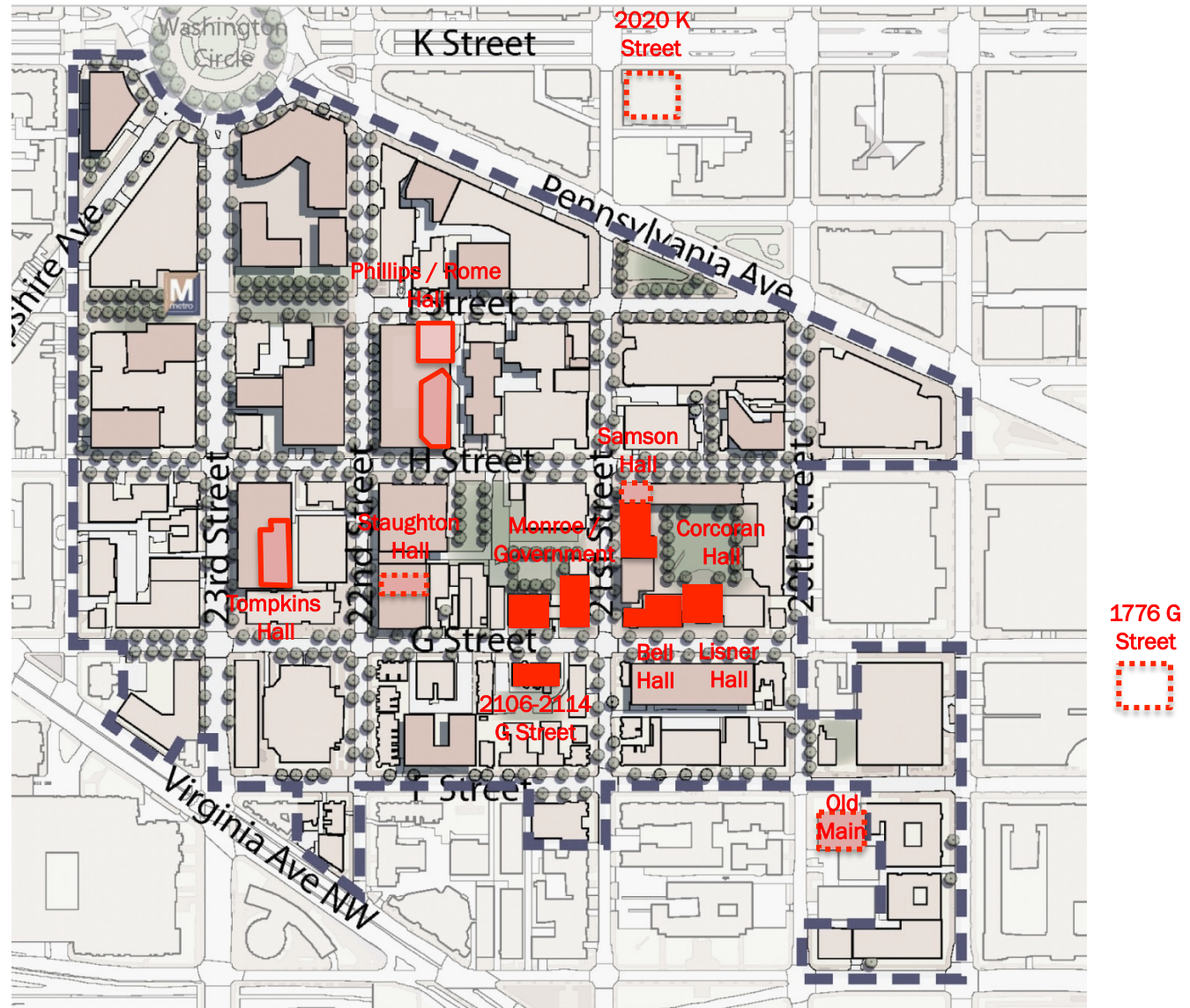
BUILDING	NSF AVAILABLE UPON COMPLETION OF SEH	BUILDING STRUCTURE	EXTERIOR FAÇADE/ROOF	LIFE SAFETY CAPACITY	MECHANICAL INFRASTRUCTURE	ELECTRICAL INFRASTRUCTURE	FIRE PROTECTION / PLUMBING INFRASTRUCTURE
CORCORAN HALL	17,674 NSF	●	○	●	⊘	⊘	○
BELL HALL	7,831 NSF	●	○	●	⊘	⊘	○
TOMPKINS HALL	22,610 NSF	●	○	●	⊘	⊘	⊘
PHILLIPS HALL	15,001 NSF	●	○	●	○	○	⊘
STAUGHTON HALL	8,171 NSF	⊘	⊘	⊘	⊘	⊘	⊘
SAMSON HALL	5,180 NSF	○	○	⊘	⊘	⊘	⊘
TRENDS		STRUCTURES IN GOOD CONDITION. DECENT COLUMN GRID SPACING.	ENVELOPES NEED REPAIR. LITTLE THERMAL RESISTIVE VALUES.	EGRESS CAPACITY ACCEPTABLE. ELEVATORS NEED REFURBISHMENT.	MIX OF LOCAL HEATING/COOLING SYSTEMS ARE FUNCTIONAL, BUT AT ENDS OF USEFUL LIVES.	ELECTRICAL AND FIRE ALARM SYSTEMS ARE FUNCTIONAL, BUT AT END OF USEFUL LIVES	PARTIAL OR NON-EXISTANT SPRINKER SYSTEMS.
LEGEND	● Good Condition		○ Average Condition		⊘ Aging Condition		

Project Goals and Objectives

- Purpose: Establish a Phased Backfill Renovation Plan
- Complete skeletal renovation of Bell and Corcoran
- Tompkins infrastructure updating



Long Term Investment	Short Term Investment	Limited Investment
Corcoran Hall	Tompkins Hall	Samson Hall
Bell Hall	Phillips Hall	Staughton Hall
Lisner Hall	Rome Hall	Old Main
Monroe		
Hall of Government		
2106 -2114 G Street		

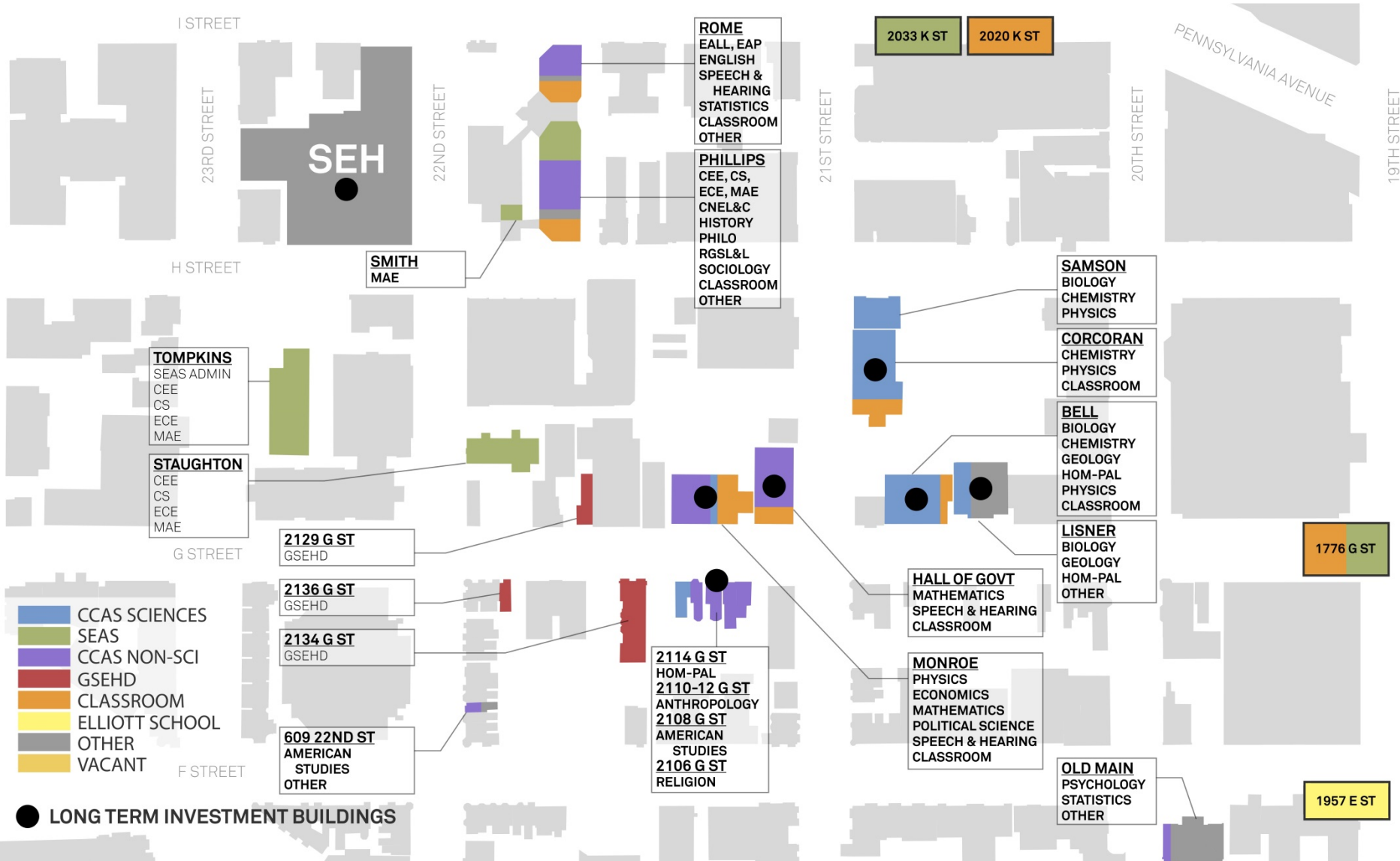


1776 G Street

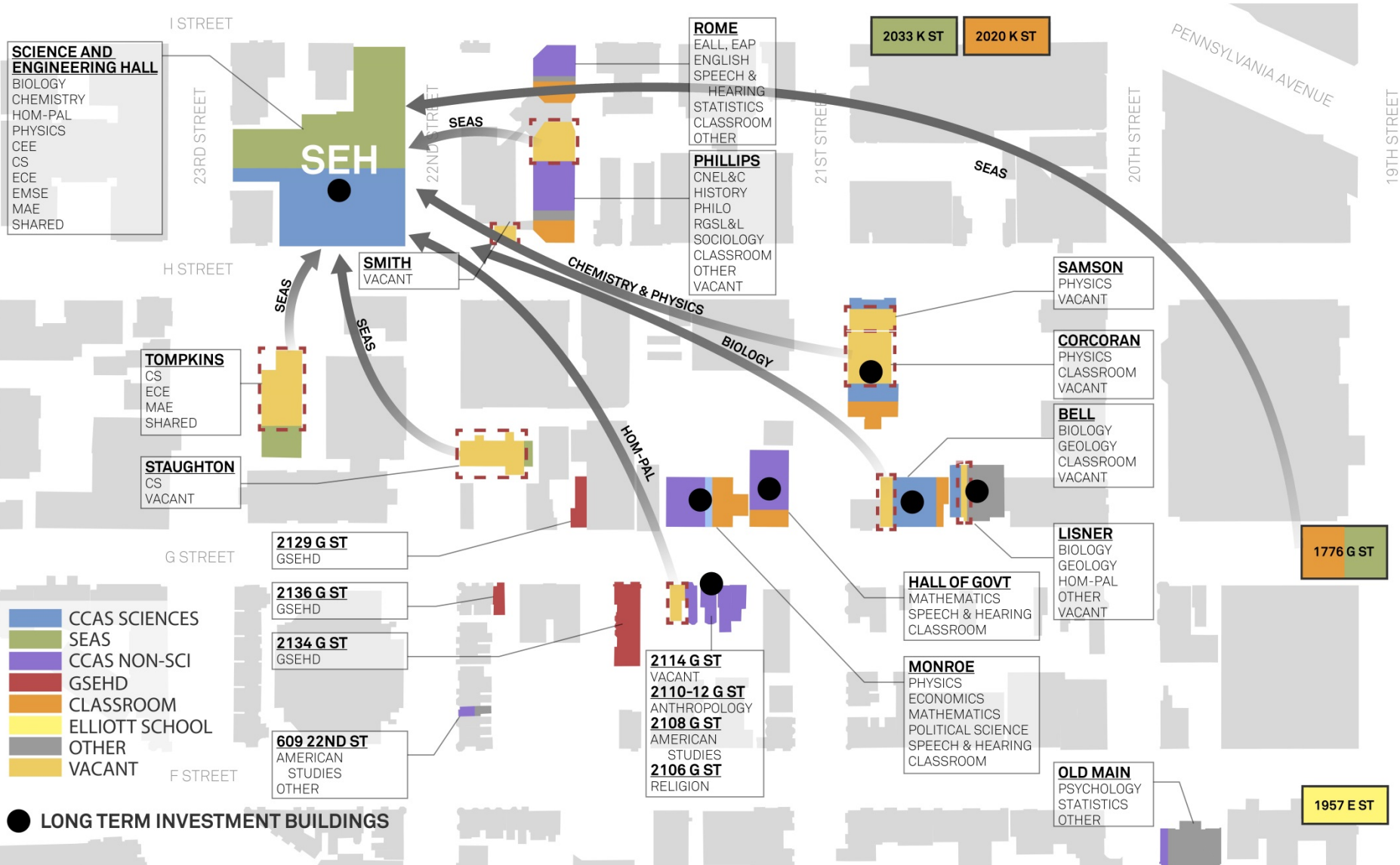
CCAS / SEAS / General Classrooms Needs Assessment Summary BALLINGER

SCHOOL	DEPARTMENT	TEACHING
CCAS Science Specialized Teaching Labs	Biology	14,019
	Physics	9,052
	Hom Pal	2,389
	Geology	5,940
SEAS Specialized Teaching Labs	Computer Science	4,741
	MAE	1,774
	Shared	6,792
Total STEM		44,707
General Purpose Classrooms	Currently 1776 G or 2020 K	16,125
	Currently Monroe, Phillips, Rome, Smith, Corcoran	34,242
Total General Purpose Classrooms		50,367
TOTAL: Teaching Needs Not Accommodated in SEH		95,074

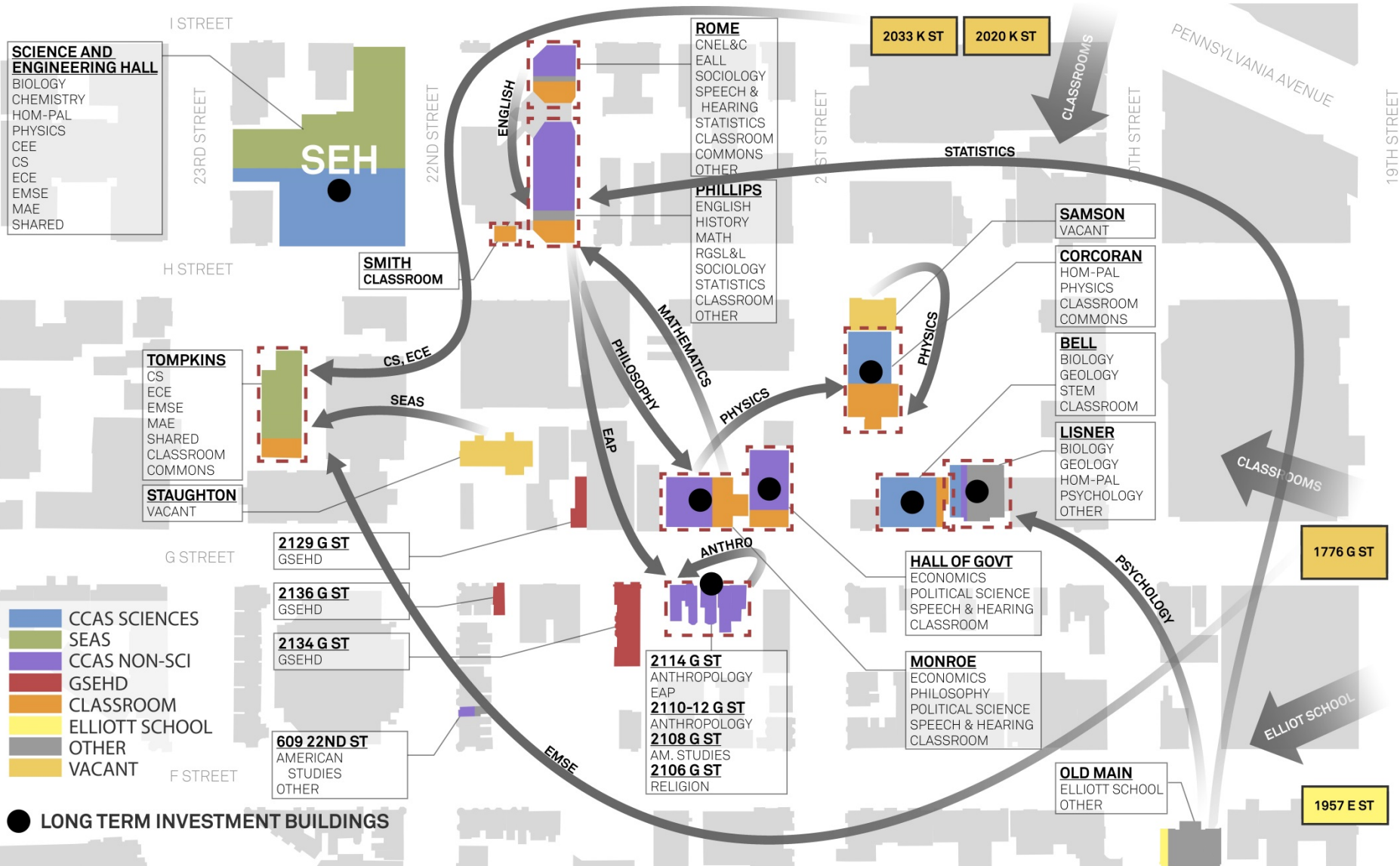
Existing Program Locations: 2014



Program Locations: SE Hall Completion January 2015



Phased Backfill Plan



Concept design for test fit purposes only and is subject to change.

SE Hall Backfill Plan: Implementation Schedule

PHASE I	PHASE II	PHASE III	PHASE IV
SEH 7&8	Bell	Corcoran	Old Main
Tompkins	Monroe / Hall of Government	Lisner	
Phillips/Rome			
G St. Townhouses			



IN RECOGNITION: Dr Jean Johnson

The School of Nursing would like to recognize Dr. Jean Johnson who is stepping down at the end of 2014 as Founding Dean of the School of Nursing (SON) at George Washington University (GW). She provided leadership in the establishment of the SON by the Board of Trustees in May 2010. Prior to serving as Dean, Dr. Johnson was Senior Associate Dean for the Health Sciences Programs in the School of Medicine and Health Sciences. During that time she expanded the Health Sciences Programs from a small student enrollment to nearly 1,000 students and added several important programs including the Doctor of Physical Therapy as well as Clinical Research Administration and the nursing programs.

Throughout her career, Dr. Johnson has been committed to improving the health and well-being of people and communities, and has designed and launched a range of programs to improve access to nursing education and health care in rural and underserved communities including a \$20 million Robert Wood Johnson Foundation national program to take primary care education into underserved areas nationwide. She has been extensively involved in national leadership around legislative and regulatory policy focusing on nursing issues, particularly in the areas of patient safety, quality care, and nursing education for nurses and nurse practitioners. She was appointed by the Secretary of the U.S. Department of Health and Human Services to serve on the U.S. Health Resources and Services Administration (HRSA) Advisory Committee on Training in Primary Care Medicine and Dentistry. Dr. Johnson also is Chairperson of the American Red Cross Nursing and Caregiving Sub-Council of the Scientific Advisory Council. She has served as President of the National Organization of Nurse Practitioner Faculties, and President of the American College of Nurse Practitioners. For years Dr. Johnson Co-chaired the National Task Force on Evaluation Criteria for Nurse Practitioner Programs and has also facilitated the Advanced Practice Registered Nurse Consensus Group

that established a new regulatory model for advanced practice nursing. In addition, she has served on the Institute of Medicine's Committee on the Future of Primary Care.

Dr. Johnson has been highly involved in quality improvement in nursing and was the co-Principal Investigator (PI) of a Robert Wood Johnson Foundation (RWJF) Interdisciplinary Nursing Quality Research Initiative (INQRI) grant, and she led the creation of and is now a senior consultant on the Nursing Alliance for Quality Care (NAQC). She has conducted research on the role of nurse staffing and quality of care in nursing homes and is a faculty member on the RWJCF Quality and Safety Education for Nursing (QSEN) project. Dr. Johnson was also the PI of the National Nursing Emergency Preparedness Initiative (NNEPI) that trains nurses to be prepared for terrorism and natural disasters.

Under the leadership of Dr. Johnson, the School of Nursing has looked to the future while diligently implementing the business plan approved by the Board of Trustees and the Nursing School's strategic plan. She has established and nurtured a school culture of innovation and entrepreneurship. Under Dr. Johnson's leadership, the School tripled its enrollment and earned a ranking in the top 10% of ranked nursing schools nationwide. In addition, the School has demonstrated success in launching and growing new initiatives and programs, as well as in development novel approaches to improving the lives of underserved populations.

Please take this time to recognize Dr. Jean Johnson, Founding Dean of the GW School of Nursing.

Read into the record of the Faculty Senate meeting by Professor Joyce Pulcini, December 12, 2014

REPORT OF THE EXECUTIVE COMMITTEE

Charles A. Garris, Chair

December 12, 2014

Our very able Parliamentarian Steve Charnovitz had another commitment today and was unable to attend the meeting, so he arranged for Professor Pagel to substitute for him. We thank Professor Pagel for graciously agreeing to reprise his role as a former Senate Parliamentarian to be with us today.

ACTIONS OF THE EXECUTIVE COMMITTEE

The Executive Committee met with Dr. Madeleine Jacobs and Mr. Ryan Evans to discuss planning for the Faculty Governance Review. Prof. Garris also met with Mr. Nelson Carbonell to discuss planning and progress of the working groups. The outcome of these discussions will be discussed below.

Vice President Leo Chalupa will provide the Senate with his annual Update on Research at the next Senate meeting on January 7th. Steve Kubisen, Director of Technology Transfer will also brief the Senate on his area of responsibility.

We are expecting that faculty governance issues will occupy a good bit of the Senate's time during the spring semester, however, we do hope to hear from Executive Director of Sustainability Kathleen Merrigan concerning Sustainability issues and initiatives and also Dean Michael Brown, who is stepping down this spring from his post as Dean of the Elliott School of International Affairs. We also anticipate hearing the annual Core Indicators of Academic Excellence report by the Provost at the March Senate meeting.

The annual letter to the Deans requesting that they convene meeting(s) in their schools to replace or re-elect Senate representatives whose two-year terms will expire April 30, 2015 will be placed in campus mail next week. As usual, information from the *Faculty Organization Plan* outlining the required process for these elections is included in that letter. It would be helpful if Senate members could monitor this process in their schools to see that it is underway well before the deadline of March 15 for reporting the results to the Senate Office.

FACULTY GOVERNANCE REVIEW TIMELINE(approximate)

As was done last year with the revision of the Academic Freedom clause of the *Faculty Code*, the Faculty Senate and the Board of Trustees will continue to collaborate on strengthening shared governance and improving the role of the Faculty in helping to meet the goals and aspirations we all have for this University. The following outline about the anticipated (subject to change) transfer of information points and of collaboration with the Faculty Senate on the faculty governance review underway was provided by Trustee Madeleine Jacobs just prior to her meeting with the Executive Committee in November.

- November 21: Executive Committee Meeting - Dr. Jacobs gave us a rough description of the progress of each of the four working groups. Since the conclusions are not yet finalized, she did not discuss specific proposals at that time. Members of the Executive Committee who are on the working groups elaborated. The meeting was too early for specific proposals to emerge.
- December 12; Faculty Senate Meeting - no report from the working groups.
- December 19: Executive Committee Meeting: Dr. Jacobs will give the Executive Committee a detailed report on specific recommendations of each working group. The Executive Committee will have the opportunity to discuss them in detail and to share them with Faculty Senate committees, particularly PEA and ASPP.
- Week of January 5: Working groups will provide the Executive Committee with reports detailing their findings and recommendations. These reports are to be shared with Senate committees and with the faculty at large in order to get initial response.
- Month of January: Working month for faculty to review and evaluate recommendations of working groups. No presentations from November 21: Executive Committee Meeting - Dr. Jacobs gave us a rough description of the progress of each of the four working groups. Since the conclusions are not yet finalized, she did not discuss specific proposals at that time. Members of the Executive Committee who are on the working groups elaborated. The meeting was too early for specific proposals to emerge.
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- Week of January 5: Working groups will provide the Executive Committee with reports detailing their findings and recommendations. These reports are to be shared with Senate committees and with the faculty at large in order to get initial response.
- Month of January: Working month for faculty to review and evaluate recommendations of working groups. No presentations from the Board of Trustees.
- Week of January 26: Executive Committee prepares a written report for the Board of Trustees on the reaction and recommendations of the faculty to the recommendations of the working groups.
- February 5,6, Board of Trustees Meeting: Representatives of the Executive Committee will meet with the Academic Affairs Committee of the Board of Trustees to discuss Executive Committee report and reaction of the faculty.
- Week of January 26: Executive Committee prepares a written report for the Board of Trustees on the reaction and recommendations of the faculty to the recommendations of the working groups.
- February 5,6, Board of Trustees Meeting: Representatives of the Executive Committee will meet with the Academic Affairs Committee of the Board of Trustees to discuss Executive Committee report and reaction of the faculty.

OTHER MATTERS

Shortly following its November meeting, the Executive Committee provided Provost Lerman with proposed templates to be used by school-wide personnel committees and the deans of the schools in their preparation of materials concerning administrative nonconcurrence with faculty recommendations for promotion and/or tenure..

The Provost indicated that he was in the process of reviewing these drafts and getting input from deans. He will return them to the Executive Committee with his input very soon. The Executive Committee hopes that they will be available this year for School-Wide Personnel Committees and deans who are contemplating nonconcurrences with departmental promotion and tenure recommendations. When the templates are returned from the Provost, the Executive Committee will distribute them to PEAf and ASPP for further input.

ANNOUNCEMENTS

Due to the holiday schedule, the Executive Committee will meet next Friday, December 19. Resolutions and reports for the January Senate meeting should be submitted to the Senate Office before that date.

Finally, all of us on the Executive Committee wish everyone Happy holidays and a restful and productive winter break.

And we look forward to seeing everyone in the New Year.