



**MINUTES OF THE REGULAR SENATE MEETING
HELD ON JULY 17, 2020
VIA WEBEX**

- Present: President LeBlanc; Provost Blake; Faculty Senate Executive Committee Chair Wilson; Parliamentarian Charnovitz; Registrar Amundson; Senate Staffers Liz Carlson and Jenna Chaojareon; Deans Bass, Feuer, Goldman, Henry, Mehrotra, & Wahlbeck; Interim Dean Bracey; Professors Agnew, Baird, Borum, Cohen-Cole, Cordes, Costello, Galston, Garris, Griesshammer, Gupta, Gutman, Johnson, Khilji, Kurtzman, Lewis, Marotta-Walters, McHugh, Moersen, Mylonas, Orti, Parsons, Perry, Prasad, Rain, Rao, Roddis, Sarkar, Schumann, Subiaul, Swaine, Tekleselassie, Tielsch, Wagner, Wirtz, Yezer, and Zara.
- Absent: Deans Jeffries and Lach; Interim Deans Deering and Feldman; Professors Eleftherianos, Sarkar, Suter, and Vonortas.

CALL TO ORDER

The meeting was called to order at 10:15a.m. The President recognized Dean Paul Wahlbeck, who has been selected as the permanent dean of the Columbian College of Arts & Sciences (CCAS) following two years of service as interim dean. The President noted that CCAS is a large, complex enterprise, and he welcomed having someone with Dean Wahlbeck's experience formally taking the helm of the school. Dean Wahlbeck noted that he is looking forward to continuing to work with GW faculty, students, and staff. He added that, as someone who briefly served on the Faculty Senate, he appreciates the role the Senate plays in guiding university policy. He expressed his gratitude for the dedication of the CCAS Faculty Senators and noted that he is looking forward to working with them.

Dean Barbara Bass will be formally introduced at the August Senate meeting.

APPROVAL OF THE MINUTES

The minutes of the June 17, 2020, Faculty Senate special meeting were approved unanimously without comment.

REPORT: Fall Planning Updates (Thomas LeBlanc, President, and Brian Blake, Provost)

The President began by noting that, in all of GW's planning efforts around the pandemic, the health and safety of the entire university community has been and remains the first and foremost consideration. This has not necessarily been true across all of higher education. He noted that the facts and information in hand today are very different than those of just two months ago. GW's initial plans were for a hybrid opening at the end of August with an early departure from the traditional calendar just before Thanksgiving; this plan anticipated and planned for the fact that some faculty would not want to be in a face-to-face context. This plan was developed with extensive operational details and a focus on testing, tracing, quarantining, and social distancing, and those working on the planning efforts have consistently remained conscious of the need to listen to the full university community as well as health experts.

Over the past two months, the facts have changed dramatically, with a significant resurgence of the virus in several regions of country, including areas that send large numbers of students to GW. Since GW's plan was developed and submitted to the District of Columbia for approval, the university has continuously stress tested the plan with the latest data on infection rates, morbidity, hospitalization, and all the relevant data from GW's experts. University leadership is also listening carefully to faculty, graduate students, and others involved with the teaching mission to hear their concerns and determine whether they can be addressed in a face-to-face setting or whether the university should stay with an online instruction model. Survey and other outreach data indicate that the fraction of those involved in the teaching mission who are uncomfortable with face-to-face teaching is growing, and GW's hybrid approach is being built and adjusted to accommodate this.

The President noted some good news in that the District and the surrounding region have handled the pandemic extremely well, staying well below surge levels throughout the pandemic. The DC area is in pretty good shape compared to much of the rest of the country. The President credited this to the leadership of Mayor Bowser and healthcare experts for this. He noted that GW does not want to upset this careful balance through its actions.

The university continues to make daily updates to its reopening plan and to interact with the District. The President thanked the many faculty, students, and staff who have put in enormous amounts of time on a daily basis working on the plan. The reopening plan remains subject to reconsideration and change given the changing nature of the situation; this means that the university cannot provide the certainty students desire around the fall semester. He asked that everyone remain flexible as circumstances continue to change, and he reiterated that the health and safety of the GW community is the primary concern in all of these efforts. He indicated that modifications continue to be made to the plan and will be communicated publicly.

Provost Blake recognized that students are very eager to return to campus and to learn details around the method of instruction for their fall courses so they can make decisions about the fall semester. GW's fall schedule of classes is being updated on a daily basis as course information is received from schools and colleges. Nearly all in-person courses will be recorded, allowing for a combination of in-person and online attendance. There is a high probability that, on average, students can expect about half of their courses to be designated remote-only or hybrid. The university expects to have a relatively stable schedule of classes in early August. As a way to see an overview of where all courses stand, Enrollment and Student Success has created a report of class sections with college, course level, class number, subject, course number, course title, and an

indication of remote, online, or the physical location of the class. Students can log onto Banner or view the GW Fall 2020 class schedule to see the latest information available regarding their courses.

Last week, GW communicated to GAs and GRAs the university's understanding that some of them might have health concerns or other COVID-related circumstances that might keep them from returning to campus and performing their teaching or research duties. In this communication, the university indicated that schools and colleges would, to the extent possible, provide accommodations or adjustments to teaching or research responsibilities. GAs and GRAs should work directly with their schools and colleges on any necessary accommodations. Some RAs are funded by external sources; these situations will require situation-specific work to ensure these individuals are accommodated. GW remains committed to supporting its GAs and GRAs in their academic and scholarly goals during the pandemic.

Thus far, 417 faculty have signed up for FLEX camp sessions (which help instructors transition existing coursework to online and blended formats for maximal flexibility). 131 have attended so far, and the rest are scheduled for sessions over the rest of the summer. Additionally, a large number of faculty have attended shorter Blackboard workshops and webinars. The Provost thanked Dean Henry and Jared Johnson for their leadership in these important efforts.

Classrooms are being prepared to accommodate in-person teaching with reduced room capacities. This includes non-traditional spaces on campus that can accommodate a larger number of students and will have the needed technology to enable teaching with remote as well as face-to-face delivery. Faculty will be able to access classrooms for on-site training once rooms have been prepared with fewer seats, signage, and the appropriate technology.

As of July 8, 926 faculty had responded to the "intent to return" survey. Of these, 56% indicated some level of discomfort with returning to the classroom; 27% indicated some level of comfort. The survey responses indicated a higher level of discomfort than the accommodations made thus far, and Provost Blake assured faculty that GW will continue to provide accommodations into the fall should faculty change their minds about their comfort level around being on campus. Faculty and student survey data and information around which classes will be conducted remotely and in-person are converging as data are received and accommodations are made. He noted that faculty and student survey data will be shared online as well as roll-up data on which classes will be remote and in person.

There have been no significant changes in the fall-entering, first-year enrollment numbers since late June. Summer melt for undergraduates has increased only slightly over last year's rate. Current numbers indicate around 2220 fall-entering, first-year students and around 275 transfer students. Graduate commitments are still down, especially among international students; however, the numbers are better than they were a month ago. More complete information will be available within a couple of weeks.

On July 6, the White House released a directive stating that international students living in the U.S. whose schools went online-only in the fall would be forced to leave the country or face deportation. This understandably caused a lot of confusion and concern among institutions who have dedicated the summer to planning for the fall semester. GW's International Services Office (ISO), the Office of the General Counsel, and many other units across campus spent many hours studying the language of the directive and determining how GW might comply with the directive while

maintaining its international students' visas. GW also signed onto an amicus brief of more than 50 public and private colleges and universities that supported a lawsuit filed by Harvard and MIT to stop implementation of the directive. A few days ago, the Department of Homeland Security confirmed it would drop the new guidance. Provost Blake expressed thanks to all the students, faculty, staff, and other members of the GW community who voiced support for the university's international students and advocated for them during a difficult time. The ISO will continue to work with GW's international students as plans are finalized for the fall semester.

President LeBlanc reiterated that this is a very dynamic situation, and university leadership is constantly looking at all available data. He confirmed that GW is reconsidering its reopening plan on a daily basis, in particular how many students the university can reasonably accommodate on campus. This is a function of the fraction of the curriculum that will be delivered face-to-face and of the university's ability to manage a potential surge on campus or in the District. President LeBlanc again noted that the reopening plan includes consideration of the full campus community and GW's ability to reopen safely. He confirmed that he will continue to come back to the Senate for input and guidance on these important matters.

Professor Griesshammer expressed his deep concern of the elimination of two leadership positions in academic planning, including the Deputy Provost position; he also noted that employees in two other positions were let go and rehired as consultants. He expressed great concern over the potential loss of continuity and information at the upper leadership levels during a very critical time for the university. He suggested that decisions of this magnitude and involving personnel working extremely closely with the reopening plan should have been delayed until GW is not in a crisis management mode. He strongly urged the Provost not to make decisions right now on restructuring Academic Technologies and Information Technology given how critical these operations are to faculty right now. Provost Blake responded that he appreciates the concerns around these difficult decisions, which he noted were made with the utmost respect for the colleagues in question, and noted that he would be extremely thoughtful with regard to decisions around technology support.

Professor Wagner referenced the Provost's comments on guidance provided to graduate students with regard to their assistantships, asking for clarification on the stated intent to meet requests for accommodation "where possible." She asked whether this meant that some graduate students would be required to teach in person and noted that, as a Director of Graduate Studies (DGS), she has observed that graduate students are feeling a fair amount of anxiety around whether faculty accommodations mean that a heavier burden will fall on graduate students. She also asked whether FLEX camps might be offered to graduate students as well as to faculty.

Provost Blake committed to ensuring that FLEX camps are available to graduate students; he noted that he believes they already are but agreed that better advertising can be undertaken to increase awareness of their availability. Professor Wagner indicated that some FLEX camps tailored specifically to graduate students working in classrooms and labs would be extremely helpful.

The Provost noted that the university has no intention of forcing any graduate teaching assistants into the classroom and that GAs and GRAs will be offered the same accommodations as faculty in this regard with assurances that their assistantships are secure. He noted that a more complicated area is research assistantships, as these positions include differing requirements and restrictions from non-GW funding sources and sponsors. The university is working with sponsors to determine what accommodations they are providing and to determine whether the sponsored work can be carried

out under present circumstances. He confirmed that the university is working to ensure as little disruption as possible for this population of students. In addition, visa requirements may prohibit remote work for some international students. He noted that his earlier comment about providing accommodations “where possible” covers all of these types of scenarios where external factors beyond GW’s control come into play.

President LeBlanc added that he understood that there is a natural sense that, in accommodating faculty, a heavier burden falls to graduate students. He affirmed that this is not GW’s intention or plan. The university is treating everyone going into the classroom with the same degree of flexibility and respect; there is no tradeoff between financial support and a willingness to put one’s health at risk. He asked that Professor Wagner and her DGS colleagues assist with reinforcing this message to graduate students. He noted that there are some institutions doing exactly this; GW will not be one of them. Professor Wagner noted that CCAS Associate Dean for Graduate Studies Chad Heap is doing an excellent job of communicating with the DGS community within CCAS.

Professor Tekleselassie noted that decisions to hire adjunct faculty are, under the current hiring freeze, being vetted by the Provost’s office. He expressed concern that, with the start of the fall term quickly approaching, this centralized process is slowing the process down and making it more difficult for departments to ensure they will have adequate coverage for sections; he suggested that these decisions should be centralized to the school level as opposed to the Provost level. Provost Blake noted that the centralization of these decisions to the Provost level via the Resource Allocation Committee (RAC) has allowed for a broader appreciation of the overall financial picture and for determinations of resource allocations where they are needed the most. He added that, while approvals for most faculty hires have been approved, hiring decisions on faculty who will be teaching just one class are being delayed to closer to August 1 in order to make use of better information on enrollment as students learn which classes will be offered online or in person. He thanked the deans for their advocacy on behalf of their faculty in this area. He expressed that the slight delay for this particular population is logical and that he anticipates being much closer to finalizing these decisions by the end of next week.

Professor Wilson noted that Professor Wirtz’s studies of the fall enrollment numbers indicate that the yield is down sharply, particularly for minority students. He asked what is being done to address this, given that it is in conflict with GW’s stated goals on diversity. Provost Blake responded that enrollment numbers for underrepresented minorities are down about a point as compared to previous years; this overall number includes some declines in Black student enrollment as well as some increases in Latino student enrollment. He noted that he has had conversations with his colleagues across the country and that this seems to be closely aligned with pandemic sensitivity, particularly with regard to the economy. He affirmed that there is no quota for underrepresented minorities at GW but that the university wants to be sure that it attains the right diversity levels for all its programs.

Professor Galston noted that, in discussing face-to-face teaching, there is frequent mention of faculty willingness to teach in person but less mention of the number of classrooms that can be made safe using CDC and DC standards. She relayed that she learned recently that only thirteen classrooms in the Law School will be used this fall, with three others available as breakout rooms. Her assumption is that this has to do with ventilation, social distancing, housekeeping, disinfecting, and other factors related to the safe usage of space. She asked what the inventory is across campus

of available classrooms and how this affects the maximum number of classes that can be taught on campus, even if there are more faculty who are ready and willing to teach in person.

President LeBlanc responded that GW's current survey data indicates that the fraction of courses that can be offered face-to-face is decreasing (and online increasing). At the same time, the university is working on growing its classroom inventory by creating classrooms in spaces that would not typically be used for instruction; e.g., gymnasium spaces. He confirmed that an important consideration is the university's ability to manage and maintain appropriate spaces for face-to-face teaching. The university has been working on the operational details Professor Galston raises (e.g., ventilation, capacity, etc.) since the reopening plan was first drafted, and the planning team is going space by space to answer this question. He noted that he doesn't have data on school-specific classroom inventory numbers but that the deans are working very closely on this. The issues raised are all part of GW's operational plan; as this plan becomes more clearly defined by these details, the President expected that this will necessarily drive the number of students GW can reasonably bring back to campus. Independently of the faculty's willingness to teach face-to-face, the university must also consider its ability to safely manage that face-to-face environment; this is leading the university to understand that modifications to the fall reopening plan will be required. Provost Blake also confirmed that the university is working to leverage non-academic spaces (such as the Smith Center, the Marvin Center, and tents) to create additional instructional spaces. He noted that many of GW's larger classes have already moved to remote instruction as they can't reasonably be offered in person.

Professor Orti noted that the fraction of the student body that can be on campus is determined not only by classroom space but also by available study areas and spaces for resident students to take courses that are being offered online. He recognized that this question is related to the testing and quarantining issue that Dean Goldman will address later in the meeting; he asked whether the university has determined the fraction of the student population GW will invite to be on campus and how many students have already paid deposits for residence halls, indicating their intent to live on campus this fall.

President LeBlanc responded that numerical determinations in this area were made in the context of the fall reopening plan as previously envisioned; new data will force the university to reinvestigate this. He noted that residence halls play a key role, and earlier assumptions that were made about a resident student population will need to be adjusted. The initial plan involved bringing everyone back to campus with a combination of online and face-to-face courses, social distancing, masks, and other safety protocols. He noted that students are voting with their feet and want to come back; this is important information but not the driver of a final plan. GW can only bring students back in numbers it can safely manage in the event of a pandemic surge in DC or on campus. He emphasized that he is very conscious of GW's responsibility not to overflow DC-area health systems with students, some of whom are coming to campus from current surge areas. Provost Blake added that around 200 students (approximately 7%) have canceled their residence hall assignments; students' plans are evolving based on the conditions they observe at home and at GW as well as other factors.

Professor Parsons noted the imbalance between how many students want to come back to campus and how many faculty don't want to return. He attributed some of this to the exuberance of youth but also to some stark mortality differences based on age. If the virus situation in DC doesn't get worse, he asked how students be housed under GW's available housing options. Provost Blake responded that there are a couple of thresholds to consider in making this determination. He noted

that universities around the country are addressing this in different ways. Larger, rural institutions have more space to spread out and may require fewer adjustments, while more densely packed urban institutions may require more changes to their usual housing plans. He noted that residence halls with apartment-style accommodations have more flexibility. Speaking in rounded numbers, he noted that GW has around 7000 beds in its residence halls in a normal year. If the university considers having students in individual bedrooms with some sharing of bathrooms, the stock would reduce to around 3900 beds (or almost the size of the 1st and 2nd year classes combined, who are required by DC to be housed by the university). If the university determines that each resident student needs to have their own bedroom and bathroom, the stock is more like 2700 beds. These thresholds are a large part of the discussion around decompressing the campus resident population density. Professor Parsons expressed concern that reducing the stock of beds on campus would result in more students moving off campus and living outside of GW's purview in potentially precarious health situations. President LeBlanc responded that, because of the way the undergraduate residency requirement at GW is written with the District, this would not occur. He noted that, once GW decides how many students it can safely house, there is a formula that determines how many total students GW can invite back in order to stay within its DC residency requirements.

Professor Khilji acknowledged that there are many moving parts and changing circumstances challenging the current planning process. Referencing the most recent faculty survey which indicated that 56% of faculty have some level of discomfort around returning to campus, and recognizing that this number may increase, she asked what possible models might look like in a circumstance where a significant majority of faculty don't want to return to campus but a significant majority of students do wish to be in residence. President LeBlanc responded that there is a tipping point at which the university is essentially all online in terms of instruction. At that point, the university would have to reimagine why it would invite students back to campus at all. He noted that, even when the residence halls closed in the spring, there was a small population of resident students who remained on campus; those categories of students might be in residence regardless of the status of classes in the fall. These include international students (some of whom may not have another housing option) and vulnerable populations among undergraduates for whom online from home isn't working for a variety of reasons (e.g., homeless, inadequate supports at home for online coursework, etc.). These students might do better housed on campus in smaller numbers, and the President suggested that this is how he would approach this scenario rather than an all-or-none proposition.

Provost Blake added that the university will need to consider what the campus experience looks like under frequently changing circumstances. He noted that, for the university experience to be rewarding, it is important to consider the experience of the students who choose not to return to campus as well as those who do, who may experience changes in campus circumstances once they are back on campus. He added that August is extremely close, and some final determinations need to be made very soon. Professor Khilji asked whether there is there a drop-dead date by which these decisions must be made and whether GW has heard back from the DC government regarding its submitted plan. The President responded that there has been a series of communications with the District mainly consisting of clarifications requested and provided on the plan. The university has received an informal verbal approval, but the District wants to hold its written approval document and issue approvals for all the DC universities together. This approval is expected very soon. The President noted that everything GW is planning currently is less aggressive than the plan submitted to the District.

Regarding a drop-dead date, the President reiterated the need for flexibility. For example, a faculty member could decide one day prior to the start of classes that they don't want to return, and that class would be moved online. He emphasized the need to think about the overall experience, noting that it would be hard to defend having students fly to campus for move-in and announce a massive change in the plan that day. He noted that, for practical purposes, if the university needs to make any significant revisions to its fall plan, these would really need to be announced within the next week to week and a half. With that said, the university reserves the right to send resident students home again if the facts around the pandemic force a change after they have arrived.

Professor Kurtzman asked about the status of the operations playbook and whether the red team will reconvene or receive feedback on the comments and suggestions they made during this exercise. President LeBlanc expressed his thanks to all who participated in the red team exercise. He noted that their feedback (as well as survey data and information from around the country) has led to GW's current reconsiderations of its reopening plan.

Professor Cohen-Cole noted that the campus master plan should be done soon and asked what the plans are to share it with the Senate. President LeBlanc responded that the planning process has been ongoing for some time. He noted that there is a set of ideas and recommendations that have been put forward, and these can be shared with the Senate at its next meeting for feedback. He emphasized that this is a long-term, conceptual plan and therefore doesn't have any immediate consequences around the decisions being made today regarding fall operations. He noted that the plan is not finalized as it has not been approved by anyone, including the administration or the Board of Trustees. In response to a request from Professor Cohen-Cole, President LeBlanc confirmed that the aforementioned recommendations will be shared ahead of the next Senate meeting to afford Senators time to review them and engage in meaningful discussion.

RESOLUTION 21/8: A Resolution of Appreciation for Deputy Provost Teresa Murphy

President LeBlanc requested and obtained unanimous consent to add this resolution to today's meeting. He recognized the resolution's author, Professor Griesshammer, who read the attached Resolution of Appreciation for Deputy Provost Teresa Murphy into the record. The resolution was adopted by unanimous consent.

REPORT: Title IX Response Update (Caroline Laguerre-Brown, Vice Provost for Diversity, Equity, and Community Engagement)

Vice Provost Laguerre-Brown noted that the Department of Education released a sweeping set of new Title IX regulations on May 6, 2020, requiring that they be put into effect by August 14, 2020. Shortly after the 2000-page set of regulations was issued, Vice Provost Laguerre-Brown met with the Faculty Senate Executive Committee (FSEC) and Professional Ethics and Academic Freedom (PEAF) chairs to discuss a plan for engagement on this issue; a number of follow-up meetings were held in short order. She noted that, as soon as she was able, she shared an early draft of the policy revision. In response, the PEAf committee shared a preliminary memo and then a memo in more final form containing a rich set of feedback, recommendations, and suggested edits. Serious consideration was given to every element of the PEAf memo, and, to date, many of the recommended edits have been incorporated into the revised policy draft. Vice Provost Laguerre-Brown noted that, where suggested edits were not incorporated, her team has and will continue to discuss their thinking on these issues with PEAf. As part of this ongoing collaborative work, Vice

Provost Laguerre-Brown indicated that she expects to have the next response draft document to the PEAFF subcommittee next week and that she continues to look forward to their feedback and advice. She expressed her thanks to this group, particularly Professors Swaine, Keepnews, Houghtby-Haddon, and Meier, who have engaged with an extremely large amount of material on a very deep level in a short period of time.

Vice Provost Laguerre-Brown next spoke from the attached slides, which tracks very closely with the summary document distributed to the Senate this week (also attached).

Professor Griesshammer noted his relief and appreciation that faculty continue to have a mandated reporting role under the new policy, stating that this prevents faculty from being in a position where they need to make a judgment call about reporting. He asked how much flexibility GW has, if any, if the university disagrees with the new regulations and what the consequences for noncompliance would be. Vice Provost Laguerre-Brown responded that the university has very little flexibility in this regard; not updating the current policy would place GW out of compliance with the new regulations and would place its federal funding at risk.

Professor Schumann asked what the expected qualifications are of the “advisor” in the updated grievance process. Vice Provost Laguerre-Brown responded that the federal government has indicated that the advisor doesn’t need to be an attorney and she noted that the university will provide an advisor for cross-examination at the hearing under the new policy for any party who does not have an advisor for this purpose. She noted that the university is building flexibility in the process for identification and selection of advisors that the university provides.

Professor Khilji noted that it is important that the university develop and build a fair, equitable institution; she asked how GW can ensure that all parties, regardless of gender, class, and ethnicity, are treated fairly under this process. For example, she noted, a well-off student can hire a lawyer, something that would likely not be financially feasible for another student. Vice Provost Laguerre-Brown responded that ensuring equitable and fair treatment for students is always a concern. She noted that a fair number of parties bring their own advisors who are attorneys to the process. She emphasized, however, that the procedures GW is putting into place are designed to protect equity in the process at every stage (from document review access to decorum standards in hearings, etc.).

Professor Subiaul requested clarification on what exactly has changed under the new regulations. Vice Provost Laguerre-Brown responded that GW’s current policy operates under the single investigator model. Under this model, the investigator conducts an investigation and produces a preliminary report. During the investigative process, there are a number of opportunities for input, challenge, and review by both parties, following which the investigator completes a final report and enters a finding in the case. The case would then move to a disciplinary authority for a sanction; an appeal may be entered following the sanction. Under the new regulations, there is still an investigation, but the single investigator model is removed; investigation materials are turned over to a hearing officer, and a hearing takes place with advisors conducting cross examinations. In addition, she noted, the definitions of sexual harassment are narrower under the new regulations.

Professor Subiaul asked whether there is any way around the live hearing process, which will likely intimidate many accusers. Vice Provost Laguerre-Brown responded that students are very concerned about this element in the process and have expressed that they feel they can no longer report concerns to the Title IX office without entering this process. She noted that her office has been

expressing in the strongest possible terms that the Title IX office and the services and supports it provides (e.g., counseling, referrals) are not connected to whether a complainant wants to go through an investigative and hearing process. She noted the concern that complainants will choose disciplinary resolution less often under the new regulations. The regulations permit hearings to be done virtually, but they must happen simultaneously, and both parties have to be able to see each other.

Professor Wilson asked how the term “objectively offensive” is defined and operationalized, given individuals’ differing views on what is offensive. Vice Provost Laguerre-Brown responded that conduct now has to meet all three elements (“severe, pervasive, and objectively offensive”) to meet the standard for harassment, making it a more narrow standard than under the previous definition. She noted that GW’s present policy includes both the subjective and the objective view of the conduct in question, which permitted more consideration of individual circumstances in a subjective manner. She noted that she is less worried about an understanding of what would be considered “objectively offensive,” as the professionals who will be handling these matters are very well informed in this area.

Professor Cordes asked whether the issue of “a preponderance of evidence” versus “clear and convincing evidence” was discussed with PEAFF and the FSEC. Vice Provost Laguerre-Brown responded that her administrative group discussed, as did the PEAFF subcommittee. Professor Swaine confirmed that PEAFF did discuss this issue. He noted that there was a memo to the administrative group as well as meetings of the subcommittee and the full PEAFF committee that included discussion of this question. The committee flagged that this particular question represents a distinct choice GW faces between these standards of evidence under this revision of the policy. He noted that it appears that very few universities, given the choice of changing to the clear and convincing standard, are doing so; one consideration is that it seems to be a very substantial change in direction for GW to take over the course of the summer, given this extremely short revision schedule. The committee’s sense was that it would not be appropriate to change the standard GW has been using for some time—without apparent difficulties—on this short timeline.

Professor Wagner noted that, in looking at what will almost certainly be a chilling effect on complainants coming forward under the new regulations, a great deal of responsibility rests on the hearing officer in a live hearing setting with varying types of advisors. She asked how hearing officers will be trained for this dynamic. She also asked how GW will communicate to the community at large that, while the regulations have required changes in policy at the university, GW has worked to include supports for its community that would, at first glance, seem to be excluded under the new regulations (e.g., programs outside the U.S.). Vice Provost Laguerre-Brown responded that, necessarily, the current focus is completing the policy revisions and getting the new policy in front of the Board. As soon as that policy drafting process has completed, her office’s goal will be to work on training materials and communicating clearly and strongly to student groups that her office is doing everything possible to mitigate what may be a chilling effect as a result of the new regulations. Training is a big part of these regulations; training must be posted for anyone involved in the decision-making process (investigators, hearing officers, appeal officers), and there is a lot of discussion in the higher education community about best practices for this training. She reiterated that internal discussions are also occurring at GW around rules of decorum for the hearing process and how to infuse as much of GW’s mission and values as possible into this work. She noted that her office will also continue to work on alternative resolution options, which has traditionally been chosen more often than disciplinary resolution processes.

Professor Tekleselassie noted that, under the current policy, faculty are mandated reporters and expressed concern that they are not under the new policy. Vice Provost Laguerre-Brown clarified that faculty are required to report under both the current policy and will continue to be required to report under the proposed policy. Professor Tekleselassie asked how faculty can provide feedback on the policy changes. Vice Provost Laguerre-Brown responded that the faculty may contact her directly or visit the [Haven website](#) where all of GW's Title IX information is housed.

President LeBlanc expressed his gratitude to Vice Provost Laguerre-Brown for her hard work under an extraordinarily short timeline. He noted that GW is extremely fortunate to have her leading these efforts.

REPORT: Testing and Tracing Plans Update (Lynn Goldman, Dean, Milken Institute School of Public Health (GWSPH))

President LeBlanc requested and obtained unanimous consent to move Dean Goldman's report up on the agenda in view of her time constraints. He thanked Dean Goldman for her critical work advising the GW leadership team on its reopening plans, noting that she has also been advising at the District and national levels during the pandemic.

Dean Goldman opened her remarks by acknowledging Professor Orti, who has been participating in the operations committee work; she noted that his input has been very valuable in terms of bringing the perspective of the faculty to bear on the current situation and alerting Dean Goldman to anticipated questions prior to today's meeting. Speaking from the attached slides, she reviewed plans for on-site testing, tracing (in conjunction with the DC contact tracing authorities), and isolation/quarantining of the GW on-campus community in conjunction with fall reopening plans. She indicated that work on this is constantly adapting as a necessary response to the fact that the pandemic is an unprecedented and evolving circumstance. She noted that tests administered on campus will not incur a cost for the individuals being tested; individuals obtaining tests at other sites may find they are subject to insurance co-pays.

She noted that these efforts have received excellent support from Information Technology, CCAS, the School of Engineering & Applied Science (SEAS), and the School of Nursing (SON). She noted that the testing process will include nursing students who will attain the patient contact they need for their training that SON has had a difficult time arranging due to the pandemic.

Professor Cohen-Cole thanked Dean Goldman for her update, noting that it is very encouraging to hear all the work being done in this area at GW. Given that student group travel has been deemed unsafe and that the health and safety of the GW community is paramount in fall planning efforts, he asked why student athletes will be traveling this fall and why, due to this travel, they aren't being singled out for additional testing. Dean Goldman responded that Director of Athletics Tanya Vogel, herself a graduate of GWSPH, is concerned about this very issue. President LeBlanc noted that the A10 conference (of which GW is a member) has just announced that it will not hold fall competition and that athletes will not be traveling during the fall semester. There may be some considerations around training, but this would be done on campus within GW's ecosystem and testing regime. At this point, the conference has not committed to spring travel competition, either. Dean Goldman noted that this announcement was just released earlier today, after the start of this meeting.

Professor Zara expressed that GW is remarkably fortunate to have Dean Goldman's leadership and testing facilities on campus; he noted that he might actually feel safer on campus than at home in Virginia. Dean Goldman appreciated the sentiment and noted that home is still the safest option but brings its own physical and mental health challenges. The population cannot remain at home forever, and it is clear that young people are not doing so even now.

Professor Costello referenced the Point and Click symptom monitoring module, asking how many symptoms someone would need to register before the tool trips an inquiry from Colonial Health by way of follow-up. Dean Goldman responded that Colonial Health personnel won't know what's being entered into the module, so no inquiry would be forthcoming from that organization in response to symptom notations. She added that the module is designed to detect a pattern of symptoms as opposed to a set number. Some symptoms are more indicative than others of possible COVID-19 infection. One challenge is that there is no unique set of symptoms that indicates COVID-19, and many symptoms are consistent with other infections. Professor Costello followed up by asking whether someone suspicious of their symptoms and/or exposure can request a test even if they are off cycle for their scheduled testing. Dean Goldman responded in the affirmative, noting that an individual can use the module to request a test at any point.

Professor Kurtzman asked about hiring plans for the Campus Case Support Team (CCST) and what roles, training, and qualifications are involved with this process. Dean Goldman responded that there are a variety of positions being recruited for these efforts. Positions include CCST personnel as well as lab assistants at various skill levels, leadership roles, and a data analyst. These postings are listed on the GW Jobs page, and more will be posted within the next week.

Professor Subiaul asked whether the Medical Faculty Associates and GW Hospital personnel are not participating in the same screening measures as the rest of the campus. He also noted that there are huge disparities in the care people receive once they are infected, and he asked how GW compares to other area hospitals in this regard. He noted that in Miami, where he is now, dramatic care disparities have been noted across hospitals that are geographically quite close together; these seem to be based on class, ethnicity, and other demographic factors. Dean Goldman noted that GW community members go to all kinds of hospitals, not just GW Hospital. She expressed that she feels very good about the care being provided at GW Hospital, noting that they were the first hospital in the District to be able to conduct COVID-19 tests and obtain timely results. The hospital will be involved in some major clinical trials, including a vaccine trial, and is working with remdesivir, an antiviral medication showing promising results in treating patients with COVID-19. She especially reported an excellent working relationship with Dr. Bruno Petineaux, the hospital's chief medical officer. She noted that the DC area sees the same disparities Professor Subiaul described. Dean Goldman attributed some of these disparities to individuals seeking treatment too late; issues around access to health care; and the huge burden of chronic disease in minority communities. She noted that the DC government is doing a lot of good work to try and mitigate this through walk-in clinics and other community interventions.

President LeBlanc thanked Dean Goldman for her time and reiterated GW's great fortune in having a world-class public health school with excellent leadership. He noted that the importance of public health scholarship has never been more clear, and Dean Goldman is at its forefront.

Professor Johnson asked how, if a student tests positive and has to go into isolation, such isolation requirements will be enforced. President LeBlanc responded that implementation of these

requirements will depend on how GW manages its residence halls, and this is an ongoing discussion. Some individuals will be able to quarantine in place if they have their own bedroom and bathroom. Barring that option, the university would move the individual into an offsite location for isolation. With regard to enforcement, he noted that the university is issuing new policies in the face of the pandemic around wearing masks, social distancing, and isolating when required, among others. These policies will be in the Student Rights & Responsibilities handbook, and, as with other such policies, disciplinary action would be associated with the violation of these policies. He noted that the university is not interested in trying to create a police state around this issue. GW will communicate with students about a necessary social compact involved with being on campus and will back this compact up with policies and disciplinary action. The President noted that Tulane has just announced, in part due to the surge in New Orleans and in part due to bad behavior by some students, that violations of its policies around COVID-19 can lead to expulsion.

RESOLUTION 21/7: On Diversity, Equity, and Inclusion (Shaista Khilji, Faculty Senate Executive Committee)

Professor Khilji thanked the Senate for the opportunity to bring the attached resolution back to the Senate floor. Since the last Senate meeting in June, the resolution was revised through careful consideration of comments raised in that meeting and in consultation with many senators, students, and faculty members at GW. The feedback they provided helped guide revisions in important ways. Thus, this resolution is presented by a group of thirteen authors, but Professor Khilji reiterated that input was received from many more senators who are supportive of the intent and purpose of the resolution. President LeBlanc and Provost Blake also reviewed the resolution at the July 1 FSEC meeting and showed support for it.

Professor Khilji noted that this is an historic moment in the nation's history as it fights its way through this pandemic and addresses the racial tensions that have defined the country. She expressed her belief that, in particular, the recent killings of George Floyd, Breonna Taylor, and Rayshard Brooks and nationwide protests have forced many to confront the reality that this is still a society riven by inequalities and racial division.

As a university that espouses to excellence in teaching, outstanding learning experiences, and advancement of human knowledge across disciplines, the GW community has at least two roles to play. First and foremost, it must strengthen its institutional foundation by ensuring that GW becomes a diverse, inclusive, and equitable institution in its composition, structures, and culture. Second, the GW community needs to stand up against racial injustice by dismantling systemic racism through its teaching, research, and community outreach.

Hence, motivated by President LeBlanc's Juneteenth message, which urged the university to commit to the national and global fight for racial justice by "analyzing everything we do," the current resolution is presented. Through its various clauses, the resolution asks that the university materialize its commitment to diversity, equity, and inclusion at GW (and beyond) by:

1. Increasing financial support to GW's Office of Diversity, Inclusion, and Community Engagement, which is a small office currently tasked with monumental task. Much will be asked of them as GW joins national and global fight for racial justice.
2. Emphasizing understanding of racial bias, privilege, and oppression through training of faculty, staff, leadership, and students;

3. Actively engaging with student organizations, such as GW's Black Men's Initiative and D.C. universities' Black Student Unions;
4. Using inclusive teaching methods and pedagogies to eliminate racial and cultural bias, and expanding scholarly research and outreach programs that address racial inequalities and different forms of oppression;
5. Reassessing tenure, promotion, hiring, merit evaluation, and mentoring processes; and
6. Treating diversity, equity, and inclusion as one of the central pillars (alongside undergraduate education, graduate education, research, and faculty) by which the university's progress toward its strategic plan can be assessed, when the strategic planning process is restarted.

Behind these clauses is a call for action for everyone within the university to participate. Some clauses address community-wide efforts, and others ask faculty members and administrators to play an important role through their teaching, research, and service as well as by actively focusing on developing equitable systems.

The authors of this resolution believe that passing this resolution sends out a strong signal of solidarity. In addition, the Senate engages with the national debate and makes a strong commitment to strengthening the foundation of a pluralistic value frame within GW that respects diverse perspectives represented among GW's faculty, staff, leadership, and students.

Professor Khilji noted that the resolution's authors are available now to answer any questions about this revised resolution.

Professor Gupta noted that he was the voice at last month's meeting requesting that this resolution be returned to the committee. He expressed that the resolution has come back stronger, and he fully supports it in this form. Once the resolution is approved, he pledged to start conversations within the Appointments, Salary, & Promotion Policies (ASPP) committee on these issues. Having this resolution on the record will help ground ASPP work in this area.

Professor Zara echoed his comment on Resolving Clause (RC) 7 from the last meeting, noting that placing diversity alongside the other strategic planning pillars diminishes it, when perhaps it should be made a foundational element of the entire strategic planning process, given that it is foundational to all of the existing pillars. Professor Cohen-Cole responded that, as the strategic plan was originally organized, the core values—of which diversity is one—are not mentioned in most of the strategic planning reports. RC7 is designed to elevate diversity from a core value to a position where it is something by which the university measures and assesses its success. Professor Zara noted that diversity and inclusion represented a huge part of at least the undergraduate pillar report. He fully agreed that diversity needs to be separated from the set of core values, given how critical it is. He reiterated his opinion that, if it is made a foundational element, it underscores and must be included as a measurable standard by all the pillars, whereas making it a separate pillar renders it less important. He expressed his belief that all four pillars should be measured by diversity and inclusion; with diversity as a foundational element, pillar committee charges can be written to specifically address this point as a measurable and assessable element. Professor Cohen-Cole noted that many of the pillars have elements in their reports that refer to the other pillars, and, in this sense, diversity as its own pillar can be considered by the remaining four pillars.

Professor Wagner noted that the intent of RC7 is to ensure that actionable and accountable steps are retained. If diversity is made a foundational element, then there needs to be stated accountability for it being incorporated into all the pillars.

Professor Zara proposed amending RC7 to read “When the university restarts its strategic planning process, diversity, equity, and inclusion shall be treated not just as a set of values but as a foundational element by which the university’s progress toward its plan will be assessed.” Professor Roddis seconded the amendment.

Professor Cohen-Cole agreed with Professor Zara’s point on this matter. He noted that diversity was not, in practice, treated as a central element of the strategic planning process. Had it been treated as such from the beginning of the process, there would have been a committee devoted to it and to reporting on it, or, alternatively, there would have been charges to each of the pillar committees to focus on diversity. To the extent that diversity is a foundational element, he worries that it will be lost in these charging requirements.

Professor Kurtzman noted her appreciation for the work done on getting this resolution right. She noted that SON has been deeply engaged in this topic with its own Assistant Dean for Diversity, Equity, and Inclusion, who has shared suggestions developed in conjunction with several SON faculty. The first is a sentiment that, along with everything in this resolution, there be attention and/or consideration of considering a department for studies related to Black history. Second, while the administration has centralized some of the functions around diversity, equity, and inclusion, some of the schools have their own resources dedicated to this area; this document should recognize that fact and secure ongoing resources to ensure that school-based positions and activities are sustained and supported. She noted that the SON response includes a few other minor suggestions that can be brought forward for the Senate’s consideration.

Debate returned to the amendment on the floor. Professor Orti opposed the present amendment, expressing his belief that it renders more ambiguity around how these elements will be measured in the strategic plan, barring further rewording to create a clearer charge to the pillar committees on how the foundational elements need to be considered in their reports. Professor Roddis responded that the original phrasing of RC7 is not logical, as it groups elements together that are of fundamentally different natures; she noted that the intended point of RC7 is that diversity needs to be assessed.

Professor Perry, noting her desire to participate in a robust discussion but also the fact that this meeting has lasted well over an hour past its planned time, moved to postpone this vote to the next meeting, placing the resolution at the top of that agenda. Professor Kurtzman seconded the motion. Professor Cordes agreed with the motion to postpone.

Professor Khilji and Professor Wagner implored their colleagues not to postpone, noting the hard work done to bring this resolution back to the Senate floor for a third time since its original introduction during the last Senate session. Professor Wagner noted that this is a timely issue, one that the Senate should not be perceived as sidelining. Professor Cohen-Cole echoed these sentiments, noting that it is important that his resolution be on the record so that work in this area can begin among departments, chairs, deans, and the relevant Senate committees. He noted that the resolution does not represent the final comment on this issue but is a key starting point. He noted

that, as RC7 points out, if diversity is not made a central point for assessment, it is easy to put it off, and he asked the Senate not to put it off again today.

A vote on the motion to postpone failed 19-9.

Professor Wirtz noted that he understands and totally agrees with Professor Zara's point. He noted that the persuading issue for him is that he is not clear about whether there is a way to rephrase everything in such a way as to make this the universal dominating point. He suggested that the amended wording doesn't accomplish that and that RC7 diminishes its effect with regard to the pillars. However, rewording this clause doesn't make the point that the Senate is going on record saying that this particular point is bigger than everything else. To do so would require a full rewrite, which the Senate is not prepared to do, and he therefore indicated he could not support the current amendment.

Professor Cohen-Cole: suggested further amending Professor Zara's amendment such that RC7 would read: "When the university restarts its strategic planning process, diversity, equity, and inclusion shall be treated not just as a set of values but as the central plank by which the entire strategic plan will be measured and assessed." Professor Zara spoke in support of this adjustment, noting that, in the undergraduate pillar committee, a student explicitly called out the planning process for not elevating diversity to a high enough level of consideration and accountability.

Unanimous consent was requested and obtained to modify the amendment under discussion as noted above.

Professor Perry noted that the revised wording diminishes the importance of the values that aren't being similarly elevated. Professor Zara responded that, during the work on the undergraduate pillar, the other core values were considered to be implied in a way that diversity and inclusion were not, which led to their particular focus on that area. He suggested removing "not just as a set of values" from RC7 to address this issue. Unanimous consent was requested and obtained to further modify the amendment.

A vote on the revised amendment passed 22-3.

Professor Gupta moved to close debate on the resolution; Professor Khilji seconded the motion. The motion to close debate passed 20-9.

The vote on the resolution as amended passed unanimously.

GENERAL BUSINESS

- I. Nominations for election of new members to Senate standing committees
The nominations on the attached list were approved by unanimous consent.
- II. Reports of the Standing Committees
An interim report from the Fiscal Planning & Budgeting Committee is attached; Professor Cordes, chair of the committee, invited faculty to contact him directly with any questions.

III. Report of the Executive Committee: Professor Arthur Wilson, Chair
Professor Wilson reviewed the attached FSEC report.

IV. Provost's Remarks

- The Provost noted that, over the past eight months, he hasn't had a stronger partner than Terry Murphy. She was the first to indicate the need for contingency planning prior to the pandemic, while also being a trusted thought leader in support of the core academic mission. While in the Provost's office, she improved the academic experience for students, supported deans and faculty, and worked across units to create GW's instructional continuity program. He noted his particular gratitude for her recent academic planning efforts as a part of the university's Back to Campus initiative. He thanked Terry for her dedicated service in this role since 2016. She will return to the faculty following a sabbatical this upcoming academic year. The teams that have reported to Terry will report to me on an interim basis. He thanked the Senate for recognizing her with its Resolution of Appreciation today.

V. Chair's Remarks

- Since the last Senate meeting, the Board of Trustees met and unanimously accepted recommendations made by the Environmental, Social, & Governance Responsibility (ESG) and Naming Task Forces:
 - The ESG Task Force's recommendations were primarily focused on the endowment as well as on goals for the institution as GW moves toward carbon neutrality.
 - The Naming Task Force recommended a series of procedures by which the university will reconsider names on its campus. A committee on a specific naming issue would make recommendations to the Board, which holds the ultimate authority to enact naming changes. Currently, two such committees are being formed now (one on the Colonials moniker and one on the Marvin Center name). The President is working with the FSEC, the Student Association, the Alumni Board, and the academic deans to collect recommendations for committee membership. A university-wide message will go out early next week to announce these. In addition, a website is being established to collect naming committee suggestions.

BRIEF STATEMENTS AND QUESTIONS

Professor Griesshammer asked whether there are any imminent announcements about permanent, long-term changes to the competitive athletic program at GW. President LeBlanc responded that he has no announcement to make at present, but, as he has previously stated, the university is currently reviewing all aspects of its operations, including athletics.

Professor Yezer expressed his displeasure at how Senate business was conducted today, noting that he was prevented from offering an amendment to a resolution under consideration by a motion to cut off debate when debate was clearly not complete.

ADJOURNMENT

The meeting was adjourned at 1:59pm.



Faculty Senate

A RESOLUTION OF APPRECIATION FOR DEPUTY PROVOST TERESA MURPHY (21/8)

WHEREAS, Teresa Murphy has served with great distinction on the Faculty of The George Washington University since 1992 and has left her present role on 1 July 2020; and

WHEREAS, as a Professor of American Studies, as Chair of the Department of American Studies, as Senior Associate Dean for Academic Affairs of the Columbian College of Arts and Sciences, and as Deputy Provost for Academic Affairs since 2016, Teresa Murphy has displayed extraordinary wisdom, perseverance, kindness, good humor, and leadership in all of these important offices, provided an infusion of GW rationale and understanding, consistently wanted to understand an issue before acting, and commanded the trust of the faculty because of her transparent and collaborative style which impartially called out flawed arguments by faculty and administrative officials alike; and

WHEREAS, as Senior Associate Dean for Academic Affairs of the Columbian College of Arts and Sciences, Teresa Murphy helped its merger with the Corcoran College of Arts and Design; and

WHEREAS, as Deputy Provost for Academic Affairs, Teresa Murphy has led the effort to develop a general curriculum that is now used by all of GW's residential undergraduate colleges; and

WHEREAS, as Deputy Provost for Academic Affairs, Teresa Murphy played a central role in the 2018 Middle States Commission on Higher Education re-accreditation; and

WHEREAS, as Deputy Provost for Academic Affairs, Teresa Murphy has collaborated closely with the Faculty Senate in formulating a cornucopia of University policies, all of which have had a very positive impact on the University; and

WHEREAS, as Deputy Provost for Academic Affairs, Teresa Murphy has been instrumental in coordinating and leading both the rapid transition to online learning in Spring 2020 due to the COVID-19 pandemic, and the exhaustive planning and preparations for hybrid or online teaching in Fall 2020, in both of which her steady hand, knowledge of the inner workings of GW, and relationship of trust with the faculty was a unique asset; and

WHEREAS, Teresa Murphy's many contributions in promoting the benefits of effective shared governance between the Faculty and the Administration which, while also engendering a spirit of good will and cooperation, will serve as an enduring model of exemplary University administration at GW; and

WHEREAS, Teresa Murphy has earned the highest level of respect, gratitude, and admiration among the Faculty and the entire University community;

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

That the Faculty Senate hereby acknowledges and expresses its deep appreciation and gratitude to Teresa Murphy for her devoted and highly effective service to the Faculty and the University.

That this Resolution of Appreciation be appropriately inscribed and conveyed to Teresa Murphy, with a copy to be included in the official minutes of the 17 July 2020 meeting of the Faculty Senate.

**THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY HEREBY
EXPRESSES ITS DEEPEST ADMIRATION, APPRECIATION, AND GRATITUDE TO
DEPUTY PROVOST TERESA MURPHY FOR HER DISTINGUISHED SERVICE AND
LEADERSHIP**

Adopted by Acclamation
July 17, 2020

Arthur Wilson, Chair
Executive Committee of the Faculty Senate

THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC

New Title IX Regulations: Summary of Major Provisions in Proposed Policy Revision

Caroline Laguerre-Brown, JD
Vice Provost for Diversity, Equity
and Community Engagement



Title IX Regulations

- Title IX is a federal law that prohibits discrimination on the basis of sex in all university operations.
- The Department of Education recently published new regulations that outline how institutions must respond to allegations of sexual harassment.
- Note that these regulations apply to conduct of faculty and staff not just students.

Title IX Regulations

In general, the regulations do two things:

- They *significantly expand* the prescriptive nature of the law and require institutions to have very specific processes to address reports of misconduct, mostly adding additional procedural protections; and
- They *narrow* the kinds of sexual misconduct that imposes a response obligation on an institution.

Summary of Significant Changes in TIX Regulations

- Actual Knowledge
- Defines “Sexual Harassment”
- Defines scope of Title IX jurisdiction
- Outlines a grievance process that requires a written formal complaint.
- Formal Resolution requires a live hearing:
 - Cross-examination by party advisor (provided by the university if the party does not have one)
 - Decision-Maker that is not the TIX C or investigator

Definition of Sexual Harassment

Under new Title IX Regulations:

An institution must respond to allegations of “sexual harassment”, which it defines as:

- (1) employee *quid pro quo*;
- (2) **unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access;** and;
- (3) Sexual assault, dating violence, domestic violence, and stalking as defined by other federal laws.

Under current GW Policy:

Any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct of a sexual nature when one of the following is present:

- (1) Submission to, or rejection of, such conduct is made implicitly or explicitly a term or condition of a person’s instruction, academic standing, employment, or participation in any university program, activity or benefit.
- (2) Submission to, or rejection of, such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions.
- (3) **When the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits or deprives an individual from participating in or benefiting from the university’s educational, employment, and/or campus-residential experience when viewed through both a subjective and objective standard.**

Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking or any of the forms of Prohibited Conduct defined in this policy if they are committed on the basis of sex or gender.

Proposed Definition of Sexual Harassment

- The new definition in the regulations narrows the kinds of sexual misconduct covered.
- The university plans to adopt the definition of sexual harassment outlined in the TIX regulations. Where reported conduct does not fall within the Title IX definition of sexual harassment, the university will refer those reports to other university offices for review and assessment. (e.g., EEO, SRR, Faculty Affairs).

Scope of Policy/Jurisdiction

New Title IX Regulations

Title IX only applies to an institution's "programs and activities" ("P&A"), which are defined as:

- locations, events, or circumstances over which the university exercises substantial control over both the respondent and the context in which the sexual harassment occurs
- any building owned or controlled by a recognized student organization.

Clarified that Title IX does not apply:

- Outside of the university's programs and activities and
- Outside the United States (even if within the P&A)

Scope of current GW Policy:

Conduct that occurs:

- on campus or university property;
- in the context of any university-related or sponsored education program or activity, **regardless of the location** (including university-sponsored travel, research or internship programs, or university-sponsored athletic events, including NCAA, club and recreational activities);
- through the use of university-owned or provided technology resources; or
- **when the conduct has continuing adverse effects or the creation or continuation of a hostile environment on campus.**

Proposed Scope of Policy/Jurisdiction

The university plans to establish jurisdiction that:

1. Covers conduct that falls within the jurisdiction of Title IX:
 - locations, events, or circumstances over which the university exercises substantial control over both the respondent and the context in which the sexual harassment occurs
 - any building owned or controlled by a recognized student organization.
2. Covers conduct in university programs and activities, regardless of location (**including abroad**); and
3. Provides flexibility to consider conduct not part of university programs and activities based on the following factors: proximity to the community, nexus to P&A, or when the alleged conduct creates or continues a hostile environment on campus.

Designated Reporters

The university plans to continue to require reporting by designated university faculty and staff:

- We designated certain individuals as responsible employees under the current policy to ensure that this vital group highly likely to learn about incidents of sexual misconduct route individuals to trained professionals and available support services.
- This ensures consistency of response and maximum information flow to the university office empowered to address these concerns. This rationale is unchanged by the new regulations.
- We should continue to require the same list of designated individuals to report allegations or incidents of sexual harassment to the Title IX Coordinator (“Designated Reporters”), understanding that the new rules provide that notice to some of these individuals does not constitute actual knowledge on behalf of the institution.

Standard of Evidence

- The regulations permit the university to determine responsibility by using either the “preponderance of the evidence” standard or the “clear and convincing” standard provided it uses the same standard of evidence for formal complaints against students as it does for formal complaints against employees.
- The university plans to continue to use preponderance of the evidence standard to make determinations for formal complaints against all respondents.

Title IX Grievance Process

- Hearing Officers
 - Regulations require hearings to be more formal, with real-time evidentiary decisions and cross-examination. The university plans to use experienced retired judges or attorneys for this function who will receive specialized training.
- Advisors of Choice
 - Each party has the right to consult with an advisor of their choosing throughout the grievance process.
 - Per the regulations, cross-examination must be conducted by an advisor. (Advisors must be provided by the university for cross-examination if a party does not have one.)

Title IX Grievance Process (cont'd): Appeals

Appeals

- Under the proposed policy, the Complainant or Respondent may appeal on one or more of the following grounds:
 - There is a material deviation from the procedures that affected the outcome of the case.
 - There is new and relevant information that was not reasonable available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
 - *The sanction(s) was clearly inappropriate and/or disproportionate to the conduct for which the Respondent was found responsible.*
 - The Title IX Coordinator, investigator(s), or Hearing-Officer(s) had an actual bias or conflict of interest for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.
- The appeal review will be conducted by an Appeals Officer, who will be impartial and free from actual bias or conflict of interest. The proposed Appeals process is substantively the same as our current policy.

Questions

SUMMARY OF PROPOSED
TITLE IX SEXUAL HARASSMENT AND RELATED CONDUCT POLICY
JULY 17, 2020 FACULTY SENATE MEETING

The university's proposed Title IX Sexual Harassment and Related Conduct Policy ("Policy") prohibits sexual harassment by any person governed by the Policy. It also outlines reporting resources and supportive measures, prohibits retaliation against those who exercise any rights under the policy, and provides a process through which formal complaints of sexual harassment will receive prompt, equitable, impartial and thorough investigation and/or resolution.

The proposed Policy defines "Sexual Harassment" as conduct, on the basis of sex, that satisfies one or more of the following:

1. A university employee conditions the provision of an aid, a benefit, or a service on an individual's participation in unwelcome sexual conduct;
2. unwelcome conduct determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the university's Programs or Activities; or
3. Sexual Assault, Domestic Violence, Dating Violence, or Sex-Based Stalking. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest and statutory rape.

The current policy definition of sexual harassment includes unwelcome conduct that is "sufficiently severe, persistent, **or** pervasive that it unreasonably interferes with, limits or deprives an individual from participating in or benefiting from the university's educational, employment, and/or campus residential experience." Thus the above definition in the regulations and in the proposed Policy represents a narrowing of the university's current definition of sexual harassment.

The university plans to adopt the definition of sexual harassment outlined in the TIX regulations. Where reported conduct does not fall within the Title IX definition of sexual harassment, the Title IX Office will refer those reports to other university offices for review and assessment. (e.g., EEO, SRR, Faculty Affairs).

Scope and Jurisdiction of Policy

The Policy applies to Sexual Harassment that occurs in the university's Programs or Activities (regardless of location) and may also apply to Sexual Harassment that occurs outside the university's Programs or Activities when, in the discretion of the Title IX Coordinator:

1. there is close proximity between the reported conduct and the university community;
2. there is a sufficient nexus between the reported conduct and the university's Programs or Activities; and/or
3. the reported conduct has alleged continuing adverse effects or creates a hostile environment on campus or in the university's Programs or Activities.

The "university's Programs or Activities" is any operation of the university, including: (1) locations, events, or circumstances where the university exercises substantial control over both the Respondent and the context in which the sexual harassment occurs; and (2) any building owned or controlled by a student organization officially recognized by the university.

For comparison, the scope of the university's current policy applies to conduct that occurs:

- on campus or university property
- in the context of any university-related or sponsored education program or activity, regardless of the location (including university-sponsored travel, research or internship programs, or university-sponsored athletic events, including NCAA, club and recreational activities);
- through the use of university-owned or provided technology resources or
- when the conduct has continuing adverse effects or the creation or continuation of a hostile environment on campus

Designated Reporters

Certain university community members, including all Faculty, will continue to be required to promptly report any information they learn about suspected or alleged Sexual Harassment or potential violations of this Policy to the university's Title IX Coordinator. The university does not plan on making a change in this area.

Advisors of Choice

Each party has the right to consult with an advisor of their choosing throughout the grievance process. The university does not plan on making a change in this area.

University Procedures for Resolving Formal Complaints

When a Formal Complaint alleging Sexual Harassment is filed, the university will proceed with one of the following options:

1. Proceed with an investigation and hearing under the formal resolution process.
2. Proceed with alternative resolution, a voluntary and remedies-based process for resolving complaints. All parties must consent to participate in the alternative resolution process and alternative resolution is not available where the Respondent is a university employee and the Complainant is a student.
3. If the Title IX Coordinator determines that a Formal Complaint filed by a Complainant is outside the scope and jurisdiction of the Policy, refer the matter to another university office for resolution, as appropriate.

Formal resolution involves an investigation to gather information relevant to the Formal Complaint. Parties will have an equal opportunity to inspect and review all evidence gathered as part of the investigation that is directly related to the allegations in the Formal Complaint. Parties will also have an equal opportunity to review and respond to the investigative report.

As required by the new regulations, at the conclusion of the fact-gathering investigation, a Hearing Officer will preside over a live hearing. This is a new component of our process for resolving formal complaints. At the hearing, only the parties' advisors (and not the parties themselves) will be allowed to ask the other party and witnesses relevant questions in real time. If a party does not have an advisor, the university will provide an advisor to conduct questioning on behalf of that party.

After the live hearing, the Hearing Officer will make a finding by the preponderance of the evidence as to whether the Respondent(s) violated the Policy and will provide the parties with a written notice of outcome. If the Hearing Officer determines that the Respondent is responsible for violating the Policy, the Hearing Officer will refer the matter to the appropriate Disciplinary Authority who will determine the

appropriate remedies and/or sanction(s) to be imposed. The Disciplinary Authority is typically the university administrator with appointing or other authority over the Respondent. The disciplinary authority for faculty is the Provost.

The current policy employs a single investigator model wherein an investigator conducts a comprehensive investigation and issues a finding based on the preponderance of the evidence standard. Sanctions are determined by designated university officials who serve as disciplinary authorities. For faculty, the disciplinary authority is the Provost.

Appeals

The Complainant or Respondent may appeal on one or more of the following grounds:

1. There is a material deviation from the procedures that affected the outcome of the case.
2. There is new and relevant information that was not reasonable available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The sanction(s) was clearly inappropriate and/or disproportionate to the conduct for which the Respondent was found responsible.
4. The Title IX Coordinator, investigator(s), or Hearing-Officer(s) had an actual bias or conflict of interest for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.

The appeal review will be conducted by an Appeals Officer, who will be impartial and free from actual bias or conflict of interest. The proposed appeals process is substantively the same as our current policy.

Public Health Surveillance to Control COVID-19 on Campus: Presentation to the Faculty Senate



Milken Institute School
of Public Health

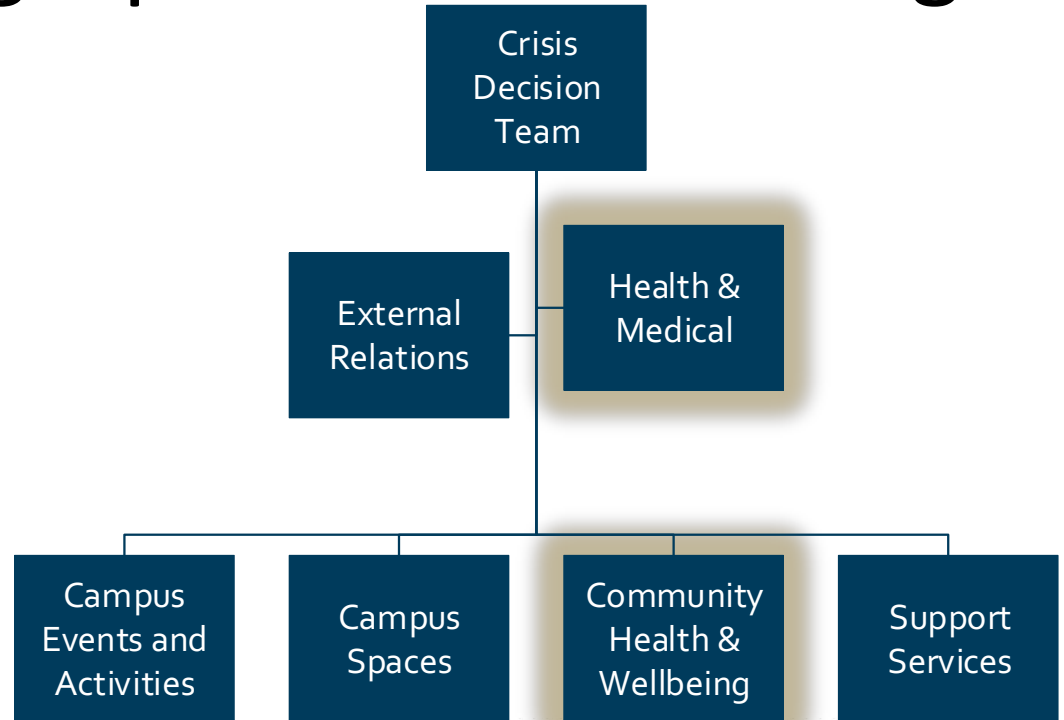
THE GEORGE WASHINGTON UNIVERSITY

This presentation:

- Will cover:
 - Virus and antibody testing
 - Quarantine and Isolation
 - Contact tracing
- Will not cover:
 - Student housing issues
 - Use of public areas on campus
 - Student dining
 - Student athletes

GW Reopening Operational Planning

- Committees
 - Structure
 - Representation
- “Extreme ownership”
- Status



GWU population characteristics

- Students at high risk for respiratory viral disease transmission.
- Up to 30,000 faculty/staff students; students from across the US and the world
- Faculty and staff are at high risk for worst consequences of COVID-19
- Young people are increasingly becoming infected in other parts of the US
- Immunity in community is likely to be low/ineffective
- ~45% of COVID-19 is transmitted FROM people who are asymptomatic, presymptomatic or do not think they have symptoms.

Important considerations



Strategy will be informed by risk. Recommended metrics include virus prevalence and transmission as well as resource availability



Testing and followup should be implemented in concert with social distancing, PPE, masks and symptom monitoring



Extensive attention should be paid to individual privacy, HIPAA, health reporting requirements and other legal concerns.



Members of the community should be able to opt out based on medical and possibly other considerations.

COVID-19 PCR Testing Overview

- **Goal:** Identify acute infections early on and assess the prevalence of COVID-19 among the university community at any point in time.
- **Scope:** Mandatory* viral testing for all on-campus students, faculty, and staff.
- **Population**
 - All, on-campus students, faculty, and staff, including contractor populations*
 - Excludes SMHS students and the MFA
- **Testing cadence**
 - Upon arrival
 - 3-5 days later
 - Periodically

Choice of Test

- SARS-CoV-2 Viral Nucleic Acid analysis (PCR)
 - Laboratory based test method -- not commercial kits
 - Assures supply chain and turnaround within 24 hours (unlike commercial lab kits)
 - Far more sensitive and specific than most commercial kits and much more so than Point of Care tests

1. Starting the Semester COVID-free (almost)

- Viral testing to start the school year as virus-free as possible and track the prevalence of COVID-19 among the campus community.
- Two time points
 - All on-campus students, faculty, and staff to be tested upon arrival to campus for both the virus and for immunity.
 - All to be retested one week later to pick up cases that develop as a result of starting the semester
- *Can we find out about prevalence earlier?*
 - *Evaluating viral prevalence by zip code for students*
 - *Could request submission of tests from public health or private MDs*
- *Possibility of initial quarantine for all, all from high prevalence areas, etc.*

2. Possible Periodic Surveillance Virus Testing Cadence

- Group 1: Undergrads and people who teach and spend time with them: weekly
- Group 2: Faculty, grad students and staff on campus not in Group 1: monthly
- Should provide adequate coverage for nearly all areas within the campus
- Can increase cadence of testing in higher risk areas or among higher risk groups.
 - Example: Student athletes may be tested more frequently.
 - Example: People on campus with underlying conditions may be able to opt in to Group 1

Symptom Monitoring & Symptomatic Testing

- Daily Monitoring
 - Members of the campus community will be asked to daily monitor symptoms and temperature
 - Propose to use a module from Point and Click EHR (PNC) for self monitoring
- Symptomatic Clinical and Testing Follow-up
 - Individuals with symptoms consistent with COVID19 infection will be contacted to:
 - Make telehealth appt with applicable team (Occupational Health or Student Health): 24 hours
 - Make symptomatic testing appointment (GWU PHL): 24 hours

COVID-19 Antibody Test

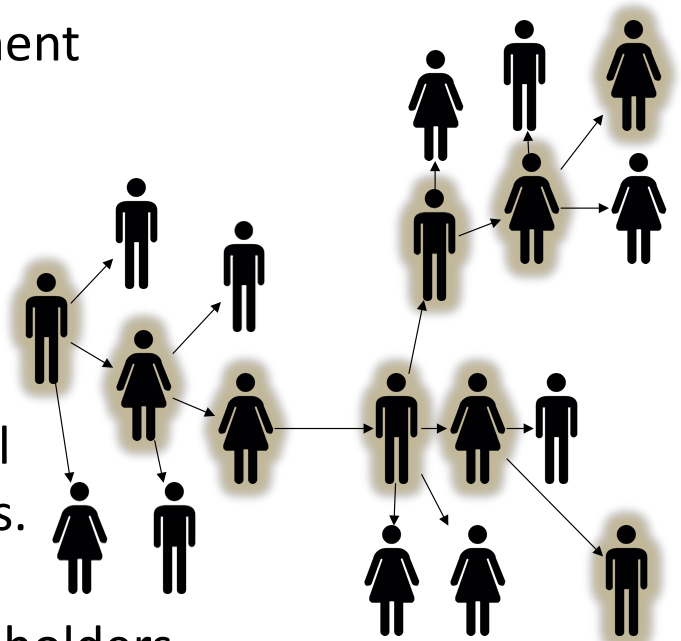
- **Goal:** Antibody testing to monitor COVID-19 exposures among the community and a measure of total virus exposure in the community over the semester.
- **Scope:** The antibody test will be offered to all but not mandated
- **Population:** Plan to test all students, faculty, and staff for immunity after arrival to campus and at the end of the semester.
 - Antibody results will be returned to the individual after both tests were performed.
 - Communication about antibody tests will clarify that we don't yet know which antibodies nor what levels of antibodies can inactivate the virus.
- **Metric:** Change in antibody prevalence over the semester will inform us of total transmission

Laboratory and testing information

- All PCR and antibody testing performed by GWU Public Health Laboratory, a CLIA high-complexity lab.
- Lab is responsible for ordering tests and creating testing kits, in addition to analysis.
- **PCR:**
 - Capacity = 7500 pooled tests per day
 - Efficiency: Surveillance tests will use mini-pools of 5, positive pools confirmed individually by 2 orthogonal tests.
 - Flexibility: Multiple specimen types in multiple transport media. Multiple assays (CDC, WHO, Pasteur), master mixes.
- **Antibody**
 - No pooling; Capacity = 1500 tests per day
 - ELISA (IgG) targeting anti-SARS-CoV receptor binding domain IgG
- **Costs**
 - Free of charge

Case Followup Overview

- **Goal:** Ensure the rapid response to and containment of infection on campus
- **Scope:** Case followup and contact tracing by DC Health for all positive cases within the GW community through the Campus Case Support Team (CCST). Referral and coordination of cases with Student, Occupational Health and DC Health, as well as support services.
- **Status:** Hiring CCST staff, determining data flow and capture systems, and coordinating with stakeholders



Data Integration

- Data integration will allow for the monitoring and the stratification of test results to detect outbreaks, and to assess our needs for quarantine and isolation
- Data systems:
 - Developing Laboratory Information Management System (LIMS)
 - Using Point and Click (from Colonial Health) to integrate symptom tracking, lab results and reporting to DC Health as well as linking to the CHC and the occupational health center.

Thresholds/metrics to consider:

- Local DC DOH phases and guidelines
- Testing
- Transmission/Disease burden
- Syndromic surveillance at student and occupational health
- Resource availability
- Case investigation/Contact tracing
- Detection of outbreaks/
characteristics of outbreaks (e.g. on campus or city involvement)

Operational Issues

- Completing the necessary planning to operationalize the testing and case investigation program and have begun to purchase equipment and hire staff.
- Laboratory space has been identified in the SEH and we aim to have an operational lab by 7/31.
- GW has contracted with a programmer who is creating the new LIMS system
- GW is working on an agreement with PNC to install the new COVID modules that we need for symptom tracking and data flow
- GW is working on a myriad of logistical and coordination issues related to implementation of this plan.

DISCUSSION



A RESOLUTION ON DIVERSITY, EQUITY, AND INCLUSION (21/7)

WHEREAS, responding to the killings of George Floyd, Breonna Taylor, and Rayshard Brooks, nationwide protests, including in Washington D.C. and blocks from the main campus of George Washington University, have demanded recognition of police brutality and the centuries-long systemic racial injustices enabling it;

WHEREAS, disproportionately affecting African-American communities across this country, the COVID-19 pandemic has further exposed racial disparities in access to resources, including education, safety, and healthcare;

WHEREAS, understood together, these circumstances of systemic inequality and violence faced by communities of color, including African Americans, make clear the need for George Washington University to take direct action “to dismantle systemic racism”;¹ and

WHEREAS, in the spirit of President LeBlanc’s Juneteenth statement urging the university to commit to the national and global fight for racial justice by “analyzing everything we do through that lens, [namely] faculty and staff hiring, enrollment of students, retention and development of all, and attentive stewardship of our community,”² the university can demonstrate its commitment to diversity, equity, and inclusion through dedicated resources and measurable outcomes, acknowledging that diversity does not automatically equal inclusion;

NOW, THEREFORE, BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY THAT

- 1) The university materialize its commitment to diversity, equity, and inclusion by increasing financial support for the Office of Diversity, Equity, and Community Engagement, and for undergraduate and graduate financial aid, including the Provost graduate diversity fellowships;
- 2) The university evaluate the existing mandated diversity training for incoming students and some staff announced by President LeBlanc on February 7, 2018, and enhance it, as appropriate in response to the recent events, and, further, consider making this training available to all students, faculty, staff, and administration to emphasize understanding of racial bias, privilege, and oppression;³

¹ “Commemorating Juneteenth,” *GW Today*, June 19, 2020, <https://gwtoday.gwu.edu/commemorating-juneteenth>.

² *Ibid.*

³ “Message from President LeBlanc,” *GW Today*, February 7, 2018, <https://gwtoday.gwu.edu/message-president-leblanc>.

- 3) The university actively engage with calls from student organizations such as GW's Black Men's Initiative and D.C. universities' Black Student Unions to address police brutality;⁴
- 4) The faculty affirm its commitment to dismantling values, structures, and behaviors that perpetuate systemic racism and white supremacy through its teaching, research, and service functions to include, but not restricted to, using inclusive teaching methods and pedagogies to eliminate racial and cultural bias, making curricular changes (where appropriate), and expanding scholarly research and outreach programs that address racial inequalities and different forms of oppression;
- 5) The Provost, deans of the various schools, department chairs, and faculty are strongly encouraged to start conversations to re-assess tenure, promotion, and merit evaluation practices, and propose concrete plans of action to increase diversity, equity, and inclusion, including through: developing and publishing explicit criteria, evaluation metrics, and expectations for tenure and promotion;
- 6) The university start conversations to re-assess its recruitment, hiring, and mentoring practices across the various schools and propose concrete plans of action and metrics to increase and support workforce diversity, including through increased funding and resources for diversity candidate recruitment and mentoring, and procedures that hold search committees and departments accountable for their processes and outcomes; and
- 7) When the university restarts its strategic planning process, diversity, equity, and inclusion shall be treated as the central plank by which the university's progress toward its plan will be assessed.

Professor Sarah Wagner
 Professor Shaista Khilji
 Professor Phil Wirtz
 Professor Jamie Cohen-Cole
 Professor Guillermo Orti
 Professor Abebayehu Tekleselassie
 Professor Francys Subiaul
 June 25, 2020

Professor David Rain
 Professor Harald Griesshammer
 Professor Ioannis Eleftherianos
 Professor Patrick McHugh
 Professor Harris Mylonas
 Professor Kausik Sarkar

Adopted as amended by the Faculty Senate
 July 17, 2020

⁴ Tiffany Garcia, "D.C.-area Black Student Unions Urge Local Leaders to Address Police Brutality, May 30, 2020, *The GW Hatchet*, <https://www.gwhatchet.com/2020/05/30/d-c-area-black-student-unions-urge-local-leaders-to-address-police-brutality/>; and Tiffany Garcia, "Black Men's Initiative calls on LeBlanc, Five Student Groups to Respond to Police Brutality, May 31, 2020, *The GW Hatchet*, <https://www.gwhatchet.com/2020/05/31/black-mens-initiative-calls-on-leblanc-five-student-groups-to-respond-to-police-brutality/>.

Nominations for Membership to Senate Standing Committees

Athletics and Recreation

Kurt Johnson* (SMHS) *Voting*

Educational Policy and Technology

Eyal Aviv (CCAS) *Voting*

Fiscal Planning and Budgeting

Jamie Cohen-Cole* (CCAS) *Voting*

Miriam Galson* (LAW) *Voting*

Roger Lang (SEAS) *Voting*

Craig Linebaugh (CCAS) *Voting*

Kadrie Mountasser (SMHS) *Voting*

James Tielsch* (GWSPH) *Voting*

* Faculty Senator

**Interim Report on the Budgetary Effect of COVID-10
Discussed at the July 10, 2020 Meeting of the Faculty Senate
Committee on Fiscal Planning and Budgeting**

**Presented by: Joseph Cordes, Chair, Faculty Senate Committee on
Fiscal Planning and Budgeting**

This report summarizes the estimates of the financial budget gaps projected for the various FY 2021 COVID-19 scenarios. The background for the analysis is (1) the page titled "Simple Scenarios, and (2) the page titled "FY 2021 Scenario Planning, each of which are included at the back of this report.

These estimates basically "replicate" the estimated budget gaps that were first presented to the Board of Trustees on May 14-15, and in some cases subsequently revised. Note that a number of the gap components (e.g. graduate tuition revenue, indirect cost recovery, auxiliary service revenue etc.) are based on inputs provided by individual schools and administrative units to the GWU finance division, and could not be independently replicated.

Source of Data and Estimates

The page titled "Simple Scenarios" is taken entirely from the presentation made to the BOT on May 14-15. The first four columns of the page titled "FY 2021 Scenario Planning are also taken from the same BOT presentation, The next columns (with numbers in red) represented a simple "reanalysis" of the undergraduate revenue shortfall estimates in the first four columns using projection assumptions included in the BOT report and the enrollment projections included in the page titled "Simple Scenarios plus other budget information provided by EVP Diaz at the June 12 meeting of the Fiscal Planning and Budgeting Committee.

On-Campus Scenario:

Estimated Budget Gap: \$107 to 117 Million

key undergraduate enrollment assumption:

- **incoming international students decline by 2/3s; replaced by an offsetting increase in undergraduate domestic students;**

- continuing international students decline by 2/3s but not replaced,
- An additional \$2 million is subtracted to account for the 5% fall housing discount.

The overall gap of \$117 million should be reduced by \$9.6 million if an adjustment is made for the fact that tuition revenue for the 2019 summer session is up not down.

The estimates in the on-campus scenario are those that were presented to the faculty senate by Mark Diaz at the most recent full senate meeting, as well as the meeting of this committee.

The total gap is made up of two pieces;

- (1) a recurring revenue shortfall of approximately 90 million (slightly adjusted from the original estimate of \$85million and adding in lost housing revenue due to closing early in the fall), The revenue shortfall has two components: (a) the estimated shortfall in undergraduate net revenue which was originally estimated to be on the order of \$45 million -- an amount which can be calculated from the data and assumptions presented in the "Simple Scenario, and (b) the remaining amounts based on estimates provided by the schools and other academic units.

The key assumptions undergirding the undergraduate net revenue shortfall are: (i) little or no change in incoming and continuing domestic undergraduates, (ii) a drop in incoming international students of 2/3s with this drop in numbers offset by a corresponding increase in undergraduate admissions, and (iii) a drop in continuing international students of 2/3s not offset by domestic students. An adjustment to the initial estimate is warranted to reflect the fact that revenue for the 2019 summer session is up not down.

- (2) The second component is made up of one-time expenses associated with opening up in Fall 2021. Of this latter total, \$17 million are expenses incurred to make the campus and classes "safe," and the remaining amount consists of severance pay (assuming layoffs) plus other one-time costs,

Blended-Hybrid Scenario

Estimated Gap: \$218 to \$236 million

Key Undergraduate Enrollment Assumption:

- Undergraduate enrollments are 20% less than in the On-campus scenario.
- \$2 million is subtracted to account for fall tuition discount

The overall gap of \$236 million should be reduced by \$14.4 million due to increased summer session tuition

These estimates are entirely based on the presentation to the May 14-15 BOT meeting. The blended-hybrid columns under the heading “FPB Meeting 7/10/2020” include an estimate of the projected revenue shortfall based on the data that is presented in the “Simple Scenario.” The key assumption is that relative to the “Open Campus Scenario” the number of incoming and continuing undergraduates would decline by 20% (also stated in the BOT presentation). This decline results in a slightly larger estimated projected shortfall of \$97,900 rather than \$97,300 presented in the “2021 Planning Scenario Handout”. All other estimated shortfall amounts are the same as assumed in the BOT presentation. As in the on-line case, auxiliary service revenue is reduced by \$2 million to reflect the fall 2020 housing discount; finally an adjustment should be made to account for the fact that summer session 2019 revenue is up not down/

On-Line Scenario

Estimated Gap: \$329.4 to \$348.5 million

Key Undergraduate Enrollment Assumption:

- Undergraduate enrollments are 30% lower than in the on-campus scenario

The calculations are basically the same as for the blended-hybrid scenario, with the exception that the undergraduate enrollment decline relative to the on-campus scenario is 30%. The lower estimated budget gap reflects an adjustment that should be made for favorable rather than unfavorable summer 2019 tuition.

The table below summarizes the projected undergraduate enrollment

numbers based on assumptions stated in the May 14-15 presentation to the Board of Trustees.

**Summary Undergrad
Enrollment Table Implied by the
"Simple Scenario"**

Total Undergraduate Enrollment in Different Scenarios				
	Base Line	On Campus	Blended Hybrid	On-Line
Incoming	2752	2752	2202	1926
Continuing	7851	6988	5590	4892
Total	10603	9740	77792	6818

2021 Scenario Planning – Simple Sensitivity

Undergraduate Students

	Domestic	International	Total
FY20 Entering Class	2,344	408	2,752
FY20 Total Undergraduates	9,214	1,389	10,603
FY20 Total Net Tuition	\$245,106,380	\$66,402,164	\$311,508,545
Average Net Tuition per Student	\$26,602	\$47,806	\$29,379

FY 2021 Scenario Planning – Modelling Revenue Impact

\$000's	Scenario Impact			FPB Meeting 7/10/2020						
	On-Campus	Blended Hybrid	Online	On-Campus	On-Campus+ Summer	Blended-Hybrid	Blended-Hybrid adjusted	On-Line	On-Line Adjusted	
REVENUES										
Undergraduate Tuition Revenue	(45,234)	(149,332)	(198,516)							
Undergraduate Aid	370	52,089	76,442							
Net Undergrad Tuition	(44,864)	(97,243)	(122,074)			(\$97,900)	(\$97,900)	(\$125,500)	(\$125,500)	
Graduate Tuition Revenue	(10,150)	(20,300)	(40,600)			(\$20,300)	(\$20,300)	(\$40,600)	(\$40,600)	
Online Tuition Revenue										
Non-Degree / Other Tuition Revenue	(639)	(2,557)	(3,835)			(\$2,557)	(\$2,557)	(\$3,835)	(\$3,835)	
Summer Tuition Revenue	(9,600)	(14,400)	(19,200)	(\$9,600.00)	\$0	(\$14,400)	\$0	(\$19,300)	\$0	
Fees (Application, Course, Other)	(500)	(1,403)	(2,763)			(\$1,403)	(\$1,403)	(\$2,763)	(\$2,763)	
Graduate Aid										
Net Student Tuition & Fees	(65,753)	(135,903)	(188,472)			(\$136,560)	(\$122,160)	(\$191,998)	(\$172,698)	
Indirect Cost Recoveries	(1,769)	(7,075)	(10,612)			(\$7,075)	(\$7,075)	(\$10,612)	(\$10,612)	
Auxiliary Enterprises	(11,397)	(56,985)	(113,970)			(\$58,985)	(\$58,985)	(\$113,970)	(\$113,970)	
Endowment Support										
Contributions										
Medical Education Agreements										
Investment Income	(7,000)	(7,000)	(7,000)			(\$7,000)	(\$7,000)	(\$7,000)	(\$7,000)	
Other										
Total Revenues	(85,919)	(206,963)	(320,054)	Revenue Shortfall	(\$92,000)	(\$82,400)	(\$209,620)	(\$195,220)	(\$323,580)	(\$304,280)
				One-Time Expense	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)
				Total Gap	(\$117,000)	(\$107,400)	(\$234,620)	(\$220,220)	(\$348,580)	(\$329,280)



Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)

July 17, 2020

Arthur Wilson, Chair

Shared Governance

Requests for faculty participation from the administration:

- Naming task forces: Following the Trustee's Task Force on Naming, which defined a Renaming Framework, President Le Blanc sought and received Faculty Senate Executive Committee endorsement of the first renaming task force.
- Shared services task forces:
 - Provost Blake sought and is receiving input from several faculty groups on so called "shared services" activities. These include Faculty Affairs/Research, Academic Technology, Advising, Career Services, and some aspects of Information Technology.
 - President Le Blanc sought and is receiving input from a faculty group on "communications and marketing."

Senate Responses to the COVID-19 Pandemic

- Faculty involvement with fall reopening plans: Several groups of faculty have been working with the administration on preparations for Fall opening, including issues of ventilation and cleaning of campus buildings.
- An ASPP-EdPolTech joint subcommittee will work on the important issues around having clear policies, procedures, and practices that articulate faculty and student rights and responsibilities around records of course activities as well as access to those records, including the assurance of faculty intellectual property rights. Maintaining a strong forward-thinking perspective in this area is essential to the continued progress of GW as a distinguished center of learning. Within the context of allowing individual schools of the university discretion where appropriate, it is essential that there be clear mechanisms for ensuring the safety and security of any recorded material, for maintaining continuity of courses by way of recorded classroom material, and for protecting faculty intellectual property.

Personnel Actions

There are no grievances at the university.

Calendar

The next scheduled meeting of the Faculty Senate Executive Committee is July 30, 2020. All agenda items to be considered by the FSEC for the August 14 Faculty Senate agenda should be submitted one week prior to the July 30 FSEC meeting.