



## Faculty Senate

### **MINUTES OF THE REGULAR SENATE MEETING HELD ON JUNE 18, 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 Feuer, Henry, and Mehrotra; Interim Deans Bracey and Wahlbeck; Professors Agnew, Baird, Cohen-Cole, Cordes, Costello, Eleftherianos, Galston, Garris, Griesshammer, Gupta, Khilji, Kurtzman, Lewis, Marotta-Walters, McHugh, Moersen, Mylonas, Orti, Prasad, Rain, Rao, Roddis, Sarkar, Schumann, Subiaul, Suter, Swaine, Tekleselassie, Tielsch, Wagner, Wirtz, Yezer, and Zara.

Absent: Deans Bass, Brigety, Goldman, Jeffries, and Lach; Interim Dean Deering; Professors Borum, Gutman, Johnson, Parsons, Perry, and Vonortas.

#### CALL TO ORDER

The meeting was called to order at 1:41p.m.

#### APPROVAL OF THE MINUTES

The minutes of the May 20, 2020, Faculty Senate special meeting were approved unanimously without comment.

#### REPORT: Fall Planning Updates

President LeBlanc welcomed all in attendance to the June Senate meeting. As expected, the university is now in the midst of a very busy summer, and he thanked the Senate, faculty colleagues, and university leadership and staff for everything they are doing to help move GW toward its goal of bringing its students back to campus this fall. Recognizing that the meeting has a very full agenda, with several members of the leadership joining today to share more details on fall and budget planning efforts, the President offered a few brief remarks to provide some context on GW's planning processes and how those leading this process are continuing to engage the Senate and the faculty this summer.

Earlier this week, the university submitted its Fall 2020 Back to Campus Plan to the D.C. government and shared it with the university community. This was the work of many across the university, and the President especially thanked GW's safety, public health, and medical leadership, faculty, and staff and all those who contributed. As noted in Monday's university-wide message, the plan focuses on GW's first priority of addressing the health and safety measures it will undertake this fall. The plan specifically responds to four areas required by the D.C. government: Prevention Measures, Containment and Mitigation, Resurgences, and Monitoring and Coordination. While the plan doesn't answer every question the community may have about the fall, the planning groups are working diligently on more detailed plans with the goal of sharing another update by the end of the month. The President recognized that many Senators are involved in providing feedback on the detailed operations plan underway, and he thanked them for dedicating the extra time to this process.

Work also continues on budget planning. The President thanked the Faculty Senate Executive Committee (FSEC) for their recent letter to members of the Board and to the President enumerating three principles that should guide our planning. Paraphrased, these principles are:

1. Protecting the university's core missions;
2. distinguishing between short- and long-term financial challenges; and
3. avoiding "hasty" structural changes in the university's research and educational activities and allowing adequate time for faculty consultation.

The President affirmed that, as he has shared with the FSEC, he and the Board are very much in agreement on these principles and are proceeding under these assumptions. In addition to these principles and ongoing consultation with the faculty, the administration is also following guidance issued by the Board in May. While the budget challenges the university is facing are creating difficult decisions as it works to ensure GW's long-term financial sustainability, the university has committed to continuing to achieve GW's core academic and research missions, as evidenced by current planning and process. University leadership is currently in the process of determining the path forward, including making personnel decisions with a thoughtful and strategic approach. Additional information will be shared with the university community in the coming weeks.

Finally, the President reiterated that, in all of these planning efforts, the administration has been consulting, and will continue to consult, with the faculty in accordance with the Shared Governance Principles we have established in consultation with the FSEC. These include:

1. Providing scenario planning and operations and finance status updates to the FSEC and the Faculty Senate;
2. for just-in-time decisions, the President will contact the FSEC Chair, the Provost will contact the Educational Policy Committee Chair, and the Chief Financial Officer will contact the Financial Planning & Budgeting Chair;
3. the Provost has agreed to brief the FSEC and relevant Faculty Senate Committee chairs on the status of the Resource Allocation Committee (RAC) ahead of decisions in the context of exceptional hires;
4. The administration continues to engage the FSEC on financial mitigation approaches; and
5. the Provost is also now engaging a smaller group of Senators recommended by the FSEC Chair to hear the most sensitive budget details to support additional transparency and consultation.

The President affirmed that the administration will continue to respect these principles, established with Senate leadership, moving forward. The President then asked GW leadership to provide updates on fall planning, beginning with the Provost's update on enrollment.

#### Enrollment: Brian Blake, Provost

Provost Blake echoed the President's thanks for all the faculty input he has received and continues to receive during the planning process, noting that challenging questions and comments from the faculty lead to better solutions. He also recognized Interim Vice Provost for Enrollment Management Ed Gillis, whose final day in this role is June 19. The Provost recognized Mr. Gillis for his excellent leadership during this challenging enrollment year and noted that he would return to assist with the transition of a new enrollment head. The Provost expects to make an announcement of that appointment later this month.

Undergraduate admissions continues to monitor enrollment deposits, national trends, and student status to determine whether additional waitlist students need to be admitted. As of today, well into the melt season, there are 2421 active deposits for fall-entering, first-year students. "Summer melt" (the number of deposited students who decide not to enroll) is actually down 15% compared with last year. Students may be waiting to see what happens over the summer with COVID-19, what the university decides to do with Fall 2020 classes, or what happens with international students' ability to obtain visas before making a final decision. A cross-campus team continues to monitor summer melt of new undergraduate students, tracking the actions that students must complete over the summer before enrolling. The team tracks housing applications, financial aid, registration, orientation, and other variables that indicate whether a student may melt. As the data shows, students are continuing to complete these actions at a similar rate to last year.

Close to 150 transfer students have now deposited; a little over 500 transfer applicants are still in play, and more will be admitted. Currently, there are 390 transfer students with a June 22 deadline for their enrollment decision.

Pre-COVID-19, the university had anticipated a class of 2550 students, which combines fall-entering, first-year students and transfer students. Admissions worked to attain more than this number in anticipation of a challenging enrollment year.

Graduate programs are still receiving applications and admitting students to summer and fall programs. Across all schools, commitments for Summer and Fall 2020 are currently down by 15% compared to last year. International commits are down by 34% compared to last year; domestic commits are down by 9%. The Provost noted that this is particularly disconcerting as the university had initially anticipated \$10 million more in graduate revenue next year. He remains hopeful that this gap can be closed as students continue to make enrollment decisions through the summer.

Course registration for the Fall 2020 semester is trending up compared with last year. The Office for Student Success is engaging in a calling campaign to contact incoming and continuing undergraduate students who have not enrolled in Fall courses.

### Academic Planning: Terry Murphy, Deputy Provost

Deputy Provost Murphy reviewed the attached slides on academic planning efforts in the areas of faculty training and support, classroom public health protocols, classroom technology upgrades, classroom allocations, faculty forums to address public health questions, and GW community surveys of staff, faculty, and students.

With regard to the upcoming GW Community Commitment document, she noted that the administration expects support from all faculty, students, and staff on norms of behavior and responsibility. She added that Vice Provost Bracey has already scheduled meetings with the Senate Appointments, Salary, & Promotion Policies and Professional Ethics & Academic Freedom committees for next week to ensure proper consultation on this document. She expressed her hope that the expectations of campus behavior such as wearing masks, social distancing, and other forms of appropriate behavior will be welcomed by faculty.

### Operations: Scott Burnotes, Associate Vice President for Safety & Security

Mr. Burnotes reviewed the attached slides and discussed the developing plans to re-open the GW campus. He noted that, while the early spring focused rightfully on plans for a possible hospital surge, the re-opening operations timeline turned to fall planning on May 8. He noted that the required plan submitted to the District of Columbia for approval is a high-level road map answering the specific questions and concerns the District has asked universities to answer and meet; the slides include a review of DC's ReOpen Guidelines for Higher Education.

The more detailed operations playbook currently under review provides much more specific, turn-by-turn details around how GW will implement the re-opening plan submitted to the District. The operations playbook is currently being reviewed by a sizable "red team" of faculty and staff to identify possible gaps in the plan or alternative options for elements of the plan. Each red team member is reviewing the playbook and has been invited to submit comments by the end of this week. That feedback will be incorporated into the playbook, which will then move through an approval process and finalized for use beginning July 1, 2020.

### Resource Allocation Committee Process & Decisions: Chris Bracey, Vice Provost for Faculty Affairs

Vice Provost Bracey noted that the concept of a Resource Allocation Committee (RAC) is likely familiar to many who have been at other institutions that have undergone periods of budget austerity: it is a cross-functional body designed to inform senior leadership on whether and how to allocate an institution's resources. Following the announcement of the hiring pause this spring, Provost Blake and EVP/CFO Diaz agreed to compose a RAC to provide this service at GW, specifically to review requests to make new hires on an exceptional basis during the period of the hiring pause. The RAC membership includes Vice Provost Bracey as well as representatives from Human Resources, the Budget Office, and the faculty as well as two deans.

Process-wise, unit heads on both the faculty and staff sides of GW's operations, follow a RAC protocol for submitting exceptional hire requests; these requests are logged and robustly discussed by the full committee. These discussions are very useful for both the academic and operational side of the university because both are better positioned to learn and appreciate the scope of resources

utilized to perform essential functions at the university. The RAC makes every effort to distinguish essential functions from “nice to haves” to ensure that essential functions continue to be completed.

Following their discussion, the RAC votes to recommend approval, denial, or deferral of each hiring request. This recommendation is then forwarded to the Provost (for academic side hires) or the EVP/CFO (for administrative side hires) for a final decision. A deferral recommendation reflects the committee’s opinion that the unit might identify more cost-effective ways of performing essential functions; this recommendation is a signal to the Provost or the EVP/CFO that the hiring unit be encouraged to consider how to do so.

The RAC review results only in a recommendation and exists to provide information and perspective to senior leadership. Ultimately, the decision about whether to grant an exceptional hire rests with either the Provost or the EVP/CFO. Vice Provost Bracey noted that the RAC review process continues to undergo substantial refinement; for example, the RAC recently elected to separate academic appointments that are funded entirely by external funding sources into an expedited review process as they have less of a budgetary implication. The same is true for modest extensions of temporary staff hires who perform essential functions. Vice Provost Bracey noted that he and the Provost have also taken the opportunity to expedite several hundred faculty appointments and reappointments in light of the looming deadlines for reappointment and start date notifications.

#### Financial: Mark Diaz, Executive Vice President & Treasurer and Chief Financial Officer

Mr. Diaz shared a condensed version of fiscal planning information that has been previously shared with other forums and constituencies, in particular the Senate Fiscal Planning & Budgeting (FP&B) committee. He reviewed the three re-opening scenarios (on-campus, online, and blended hybrid) for their revenue impacts (from \$86-320 million, depending on the scenario), noting that mitigation planning across all three scenarios covers a wide range of possibilities, as outlined below. He noted an important data point, namely that 70% of GW’s operating budget (net of depreciation) is compensation/personnel-related. This is important to consider as the university looks at its opportunities for managing some of the significant revenue impacts in the three scenarios.

Mr. Diaz outlined three categories of mitigation concepts:

1. Temporary – Tactical
  - Salary and hiring freezes; leadership salary reductions; and furloughs
2. Permanent – Strategic
  - Scaling and recalibrations
  - Centralized and shared services
  - Elimination of “nice-to-haves”
3. Earmark funds for incremental operating expenses – the new operating normal
  - Testing, contact tracing, and quarantining
  - Cleaning and decontamination
  - Online course design and delivery

He noted that these efforts are about doing the same business differently—hopefully better—and represent an accelerated evolution as many of these areas were already under discussion and

evaluation. He emphasized that this does not represent a different, new, or even amended business model for the university. The situation does not allow for time to change the university's business model. The university is also not looking to revolutionize the way it does business in managing the current crisis.

The principles driving the financial planning process include:

- Sense of urgency
- Inclusive and participatory process
- No sacred cows – functions, units, etc.
- Surgical approach – vertical versus horizontal
- Distinguish between temporary relief and long-term fiscal impact

Mr. Diaz noted that the degree of uncertainty for this exercise is extraordinary, unprecedented, and unsettling. There are a lot of assumptions involved; these aren't intended to be right or wrong as this can't be known, but they can serve to inform the decision-making process. Typically, he noted, one can apply a probability risk on a scenario as to what a future situation looks like. That's not possible in this case, which is unsettling.

Mitigation categories include:

- Shared services
- Scaling, right-sizing, restructuring, and recalibrating
- Other administrative compensation and non-compensation
- Teaching and research (Provost-led)
- One-time expenses

The budget review process includes a functional review of administrative support for each non-academic budgetary unit. This review includes a determination of core vs. non-core/nonessential administrative operations and activity-dependent functions (e.g., those that don't lend themselves to remote or telework methodologies). The process also includes identifying targeted areas for sharing, scaling, and restructuring where this makes sense.

Mr. Diaz closed with a high-level review of expected one-time expenses in the coming fiscal year. These include costs for testing and tracing, cleaning, quarantining, classroom modifications, and other expenses that add up to \$24.1 million. The "other" category is a placeholder to be factored in should the university need to take personnel actions. The process is still in the assessment and evaluation phase, but Mr. Diaz noted that it is important to identify as many placeholders as possible to reach a reasonable view of what the coming year will look like fiscally.

The President opened the floor for questions.

Professor Griesshammer addressed several points:

1. He wondered if it would be more beneficial to phrase the numbers related to the three revenue impact scenarios in the context of potential trade-offs. He asked, for example, whether the nearly \$25 million in pandemic-related "new normal" operating expenses might

be framed as the amount the university might save by laying off around 400 lower-wage people (harming those vulnerable employees and leaving a work void that would need to be filled), by an across-the-board 5% salary reduction, or by eliminating competitive athletics. He suggested that these numbers be phrased in terms of the trade-offs that need to be considered between running an institution of higher education, and being compassionate and taking responsibility for GW's employees.

2. He recalled a long history of centralization of functions at GW that was ended some years ago when it became clear that these services could not be improved centrally at a lower cost (particularly IT and sponsored research services, which operate much more effectively at the school level). Centralizing these services now would be too potentially disruptive at a critical point for the university and would save no or very little money.
3. The RAC process has been onerous and slow, as evidenced by the amount of time and effort it took to hire the previously approved librarian positions, and he asked for confirmation that the RAC is now not going to review positions that are already fully financed by external funding.
4. He appreciated working with Deputy Provost Murphy on the DC ReOpen plan but expressed surprise that he was on the authorship list for the plan, as he did not contribute to its drafting.
5. He asked the President, whether, given the plans in place, the university has decided to be on campus this fall and whether it is even possible to make this decision given the changing nature of the pandemic.

The President responded to Professor Griesshammer's final point first, noting that the university was required to submit a plan to the District on a safe return to campus. A fall return has been chosen as a working assumption, but everything is subject to change. DC's own phased reopening plan could reverse with a resurgence of the virus, and GW would need to respond to that. The current planning assumption is that students will arrive on campus at the end of August and return home at Thanksgiving, with the final weeks of the term conducted virtually to reduce travel to and from campus. The university has described in its plan to both the community and the District how it believes this can be done safely, and this plan is now being evaluated by the District and by the GW community. He noted that some institutions have taken a more dogmatic approach, indicating that, no matter what, they are proceeding with a defined plan, but GW is subject to DC's regulations. If the situation changes, the university will have to respond to that and must be prepared with a contingency plan.

In response to Professor Griesshammer's first point, the President noted that \$25 million does occur in many different modes, but he challenged the idea that the staffing areas up for consolidation are made up entirely of low-wage workers. A number of areas being looked at for possible consolidation do not include low-wage workers (e.g., IT, communications, and marketing). The situation does require that the administration make a call; the faculty and the President want to preserve GW's core educational and research functions, and the President noted that the vast majority of what is being discussed at this point is administrative support functions. These are not irrelevant to GW's mission, but they are not core to the teaching and research missions, and the university should be as efficient as possible. He hoped this is something the faculty would welcome as, essentially, the revenues of the academic mission are taxed to provide for the support mission.

He appreciated Professor Griesshammer's point about the centralization of shared services; he noted that this is why the administration tends to use terms like "center-led." GW has been more

effective in some areas, such as development, where more center-led evaluations of effort yield better results. This type of centralization can be beneficial, but he heard the warning of equally relevant risks in moving other services to a center-led model. He indicated that the administration is trying to protect the core mission as it considers these strategies. While he does think that the teaching and research mission should be and is the subject of conversation with the Provost, the Senate, and the deans, this is not the main area being described by these possible strategies.

Vice Provost Bracey agreed that it is slow and difficult to launch a RAC—to do so, the committee has to bring the process to a full stop and make decisions about the composition of the group and how it will operate; this does cause a disruption. He noted that the review needed to be slowed down to ensure both that decisions are comprehensive and thorough and that it is to the institution's benefit to have a thorough process like this when allocating scarce resources during a challenging period. He noted that when the RAC began operating, all positions—including fully externally funded positions—went through the full RAC review. In retrospect, one could make a case that these positions should have been excluded from the full review at the outset, but the process was helpful in highlighting the fact that there wasn't much savings to be achieved by deferring any of these hires. Fully externally funded positions are still submitted through the RAC but on a much more expedited track. The Provost added that the RAC has reviewed over 300 positions in just the past four to five weeks, and only about 20 are still under review; the process is moving much more quickly now. He noted that there is a finite number of exceptional hires, and this process will complete soon, with good decisions having been made that can save jobs on the other end.

Mr. Burnotes responded to Professor Griesshammer's fourth comment, noting that Appendix A of the DC ReOpen plan refers to contributing collaborators, not authors. Deputy Provost Murphy added that the DC ReOpen plan does not have any true "authors" but was written in collaboration with many groups, with the academic side of this planning process relying especially on direct contact with faculty and the Senate.

Professor Wirtz asked four questions:

1. He expressed concern that an estimated melt of 7.5% (averaging a 5-10% melt range) on today's count of 2421 first-year fall entering students would place the new entering class size very close to the original 20/30 plan enrollment target. He asked whether the Board of Trustees is indeed clear that the 20/30 plan is not in force. He asked whether this sets a precedent for subsequent years, or if this reflects a reality that the pandemic put the university in a very challenging enrollment position.
2. He asked, if layoffs and furloughs need to occur, if there is a timeline for when these would be announced.
3. He noted that many universities have been criticized for accepted CARES Act funds when they have very large endowments and that some institutions have declined the funds because of challenging, legally-binding employment commitments that come with acceptance of these funds. Given that GW has accepted these funds, he asked what differentiates GW from other universities with regard to these employment commitments.
4. He asked whether there are any plans for updating the campus master plan and what the plans are for active faculty participation when these updates occur.

President LeBlanc responded to Professor Wirtz's first question, noting that the 20/30 plan is indeed on pause (as is the full Strategic Plan). If the fall-entering class ends up somewhere near the



20/30 plan target, this is a coincidence. The pandemic is an extraordinary time, and the university is doing all it can to assemble a first-year class; he indicated that a 7.5% melt is optimistic. The fall number will be the result of the series of steps admissions has been taking, largely in consultation with the Senate, that go back to December. Provost Blake added that the melt is typically 7-9%. He noted, however, that melt assumptions need to be applied to a higher deposited-student number from earlier in the year as there has already been melt on admissions in this cycle. He confirmed that the 20/30 plan was in no way considered in the admissions process once the pandemic started as GW worked to admit its class. He noted that the admit rate is 5% higher this year as compared to previous years and that the university has gone to its wait list three times and is still admitting additional transfer students. The actions taken to admit this class are not indicative of an effort to enroll a smaller class.

Regarding Professor Wirtz's second question, President LeBlanc noted that layoff considerations are always part of the process when considering what functions are necessary or extraneous and that these assessments of functions are ongoing even outside a pandemic situation. He noted that the university is looking primarily at administrative (and not academic) function areas in these conversations. He disagreed with the premise that layoffs should be a last resort, noting that retaining a function that is no longer required taxes everyone else on the payroll through retirement or salary. He reiterated Mr. Diaz's earlier point that 70% of GW's controllable expenses are in compensation and personnel; the university can't achieve the scale of numbers under discussion without looking at compensation. He noted that this is being done carefully and not with a blunt instrument; however, it has been clear from the start of the pandemic that this has to be an option on the table.

Mr. Burnotes responded to Professor Wirtz's third question, noting that the CARES Act stipulation regarding employment is that universities continue to employ and pay its employees and contractors to the greatest extent possible. After consultation with its legal counsel and other governing bodies, the administration is confident that GW has met this criterion based on the steps it has taken to date (including operating under a deficit when the move to virtual learning was made this spring and housing refunds were issued).

Responding to Professor Wirtz's final question, the President distinguished the campus master plan as a District of Columbia regulatory issue from the campus master plan intended to capture the aspirations and the future of campus development from the university's point of view. These of course need to be in alignment, but they are not necessarily done at the same time. He noted that the regulatory plan still has several years to run, but in order to maintain rights that were negotiated as part of that process, there are some actions the university needs to take with respect to the campus over the next few years; the university needs to plan for those actions now. A master planning process led by Mr. Diaz began early this spring; thus far, the university has held town halls, and the relevant Senate committee is involved. This effort is working to determine what steps the university needs to take before the regulatory plan expires to maintain the rights that were built into that plan.

Mr. Diaz added that the master plan steering committee includes Senate representation as well as other faculty, deans, and students. The process began just before the pandemic hit, at which point there was a decision point as to whether the campus planning exercise should be paused along with the Strategic Plan. The decision was made to continue this work as the process can still engage with the community and as the university is best served by continuing the process given the fact that the

plan is on a timeline with outcomes that inform actions that need to be taken on the Foggy Bottom and Mount Vernon Campuses.

Professor Wilson asked three questions:

- 1) He asked the Provost to confirm the current melt numbers, noting that he thought he heard a reference in the Provost's remarks to a 15% melt this year. This would be a startlingly high number.
- 2) He asked whether a revised guidance document for faculty that was going to be sent earlier in the week will be released soon, as he has not been able to locate it online as yet. He recalled that the initial version of this document led to some fears among the faculty.
- 3) He noted that he and the Provost have been working to ensure the administrative planning committees include Senate representation; names were sent forward late in May from the Senate. He expressed concern that something is preventing this inclusion process from happening to the extent it should on the operational side; this participation is working well on the academic side. He invited Mr. Burnotes to reach out to these individuals to include them in the operational planning processes.

Responding to Professor Wilson's first question, the Provost clarified that the melt thus far is 15% *better* than last year at this point (essentially flat with regard to numbers, this translates to about 20 students).

The Provost turned to Professor Wilson's second question, noting that he appreciated the discussion he had with the FSEC on this document. The initial guidance document to faculty reflected the need to put something formal before the faculty to create an organizing principle to allow faculty to have conversations with their deans and peers and with the Provost's office about their consideration of how they want to teach in the fall, whether remotely or in person. He noted that a broader realm of considerations needed to be considered (e.g., the Americans with Disabilities Act, EEO). In the effort to get the formal part of this messaging out quickly and clearly, he acknowledged that less formal messaging that should have accompanied this was lost. He emphasized that the university's intention is not to force any faculty into the physical classroom if they are not comfortable being there. The guidance document allows the university to gather information on what fall teaching will look like in order to set students' expectations for the fall. He noted that his impression is that the faculty survey to be sent next week will be more specific with respect to the intentions of the guidance document in lieu of a fully revised guidance document, and he thanked Professor Roddis for her contribution to the covering note that will accompany this and will communicate these sentiments.

Professor Wilson suggested that this reassuring message should go out as soon as possible. He noted that all need to understand that next week's survey won't produce final answers as the pandemic situation is changing all the time, and he asked whether the survey will be repeated. The Provost responded that, based on this suggestion, it will be. He noted that the faculty survey will go out Monday, June 22. The administration wanted to provide some time between the posting of reopening plan this week and the survey so faculty have time to digest the plan. He added that the student survey will go out on Tuesday or Wednesday of next week.

Mr. Burnotes responded to Professor Wilson's third question, noting that he received a list of faculty representatives from the Provost today and that he will coordinate with Professor Wilson following today's meeting to make sure faculty representatives are placed with the correct committees. The list

he received contained a committee listing that was not in alignment with his operational groups, and a quick conversation should resolve this.

Professor Tielsch asked Mr. Diaz about the mitigation effort costs that are listed as being one-time costs. He expressed concern that costs for testing and contact tracing will not be a one-off effort but will instead likely need to be in place for at least a year, if not longer, depending on the status of a vaccine. Mr. Diaz clarified that the “one-time” term does not necessarily translate to a single expenditure but rather represents an aggregation of one-time expenditures. He noted that budget assumptions are predicated on currently available information and recognize the need to invest in areas that are not part of GW’s usual ongoing operations (particularly in the area of making the campus experience safe). If the need for these expenses go beyond a particular period of time, they will continue. At present, the budget planning process is differentiating these expenses from the “old normal”—should this become a true new normal and not a temporary stretch of expenses, these will be incorporated into ongoing cost assumptions.

Professor Costello asked about the timeline for a final decision once recommendations emerge from the RAC. She expressed concern that, once an approval recommendation is made, the recommendation sits in Provost’s office awaiting a final decision, and this slows the process down. Vice Provost Bracey agreed that this process does cause delays but noted that it exists to assess the rightness of the decision around investing in certain areas. As the Provost and EVP/CFO review the RAC recommendations for their respective areas, they may make an immediate decision or have follow-up questions for the RAC. He noted that the pace has accelerated of late due to the need to make hires prior to the end of June. The Provost added that some categories are moving very quickly through the process (e.g., fully externally funded positions), while others take more time to review. Professor Costello asked how the RAC knows what is critical for an area that doesn’t have RAC representation. The Provost responded that the deans and program managers maintain very close contact with him on these points through the review process.

Professor Orti asked three questions:

1. As noted in today’s updates, reducing density is a factor for increasing safety, and this translates to either increasing space or reducing the number of students. He asked how many students GW expects to have in residence in the fall and how this compares to last year.
2. Related, he asked what GW’s predicted quarantine capacity is and whether it is flexible for increase or decrease as needed.
3. He noted that Mr. Diaz’s update did not include any mention of capital projects. He recognized that the capital budget is separate from the operational budget, but he wondered what savings GW is realizing by pausing these projects.

Regarding Professor Orti’s first question, Deputy Provost Murphy responded that the number of students on campus will be assessed via the student survey being sent early next week. In this survey, students will be asked if they expect or prefer to be remote (this may apply to many international students as well as some students who live far from GW’s campus and those who are immunocompromised). She expects to be able to provide a more concrete answer in a couple of weeks.

Mr. Burnotes responded to Professor Orti’s second question, noting that each of GW’s residential facilities were evaluated for possible use as quarantine space. He noted that, while GW has engaged in conversations with other DC universities about shared quarantine space, most universities have

decided to create their own spaces to keep students closer to campus. He noted that GW is still in conversation with Catholic University about sharing facilities. Currently, GW has identified a location with 148 single rooms for possible quarantine use, and he expects this to be sufficient for the university's needs.

Professor Orti clarified that his question about density was with regard to safety concerns as opposed to enrollment fluctuations or student preferences, specifically whether the planning team has been considering a reduction in on-campus residence in order to be able to handle potential outbreaks or spikes in contagious transmission. Mr. Burnotes responded that the university is planning around evolving enrollment information to make this work. Information on gathering limits in DC as well as social distancing and other requirements are also being collected, and these are contributing to the effort to identify new capacities for room usage and the need for additional spaces.

Mr. Diaz responded to Professor Orti's last question, noting that he hesitates to look at capital projects through a "savings" lens as the question is more often one of cost avoidance or deferral than cancellation. He noted that much of the capital projects list is funded through debt; deferring therefore usually means not incurring more debt at present. He noted that very little of GW's capital is funded through the operations budget. Most of it is in the housing stock, which is grossly underfunded with regard to deferred maintenance needs. Many capital projects have been paused; exceptions include housing maintenance (funded through operations at \$10-13 million) and the first phase of the Thurston renovation (\$20 million). The university will revisit and reassess its cash and liquidity position for the next Thurston phase; this commitment has been shared with the FP&B committee. Everything else is on hold and would have been debt-financed in any case. When the pandemic hit, the university was further along with the operating budget planning process than the capital process; that list had therefore not yet been finalized.

Professor Wagner asked three questions:

1. She recognized that there are several moving targets and timelines involved in the current plans to reopen campus in the fall. With most of the process driven by the idea that students want to come back to campus, she asked whether, as they are surveyed, students will have a fulsome picture of what it will look like to be on campus this fall and whether they will see the operational plan for reopening the campus.
2. She noted her appreciation for the Provost's statement—and expressed a desire to hear this message more frequently and more empathetically—that if faculty are not able to teach or do not wish to teach on campus, they shouldn't have to go through a process by which they or their family or personal issues have to be expressed in order to have that exemption. If a great many faculty don't want to teach in person, she asked, what will this look like and how will it be conveyed to students?
3. How are graduate students being surveyed for their needs, plans, and impressions for the fall?

Provost Blake agreed that how data is gathered is very important and that there is a strong sentiment that, once faculty have indicated their interest and concerns, that the administration take the greatest care possible to deliver a result that demonstrates care for these concerns. How data is collected also takes into account equity and the need to be fair to faculty across the board, which can result in a heavier-feeling message. With regard to students, Provost Blake indicated that he would like to give a descriptive picture to students based on what the administration learns about faculty plans. He

anticipated being able to tell students that they should expect that a certain number of their scheduled classes will meet in person or in a hybrid format. It will be difficult to be completely certain on this based on evolving information over the summer.

Deputy Provost Murphy added that the Provost's Office is drafting a letter that will demonstrate what the fall term will look like based on the fact that some faculty won't be on campus and that some classes will be conducted in a hybrid model. She noted that the DC ReOpen document was made available to the student community as well as the rest of the GW community, but it will also be linked in the student survey, which is designed to assess students' preferences and plans for different scenarios. She offered to send Professor Wagner a draft for her feedback.

President LeBlanc thanked the Senators for their questions and the presenters for hard work. He noted that this work is an enormous undertaking and that planning is dedicated to the safety and care of the entire university community as well as furthering the university's core mission as best as possible under the current situation.

RESOLUTION 21/6: On Distinguishing Short-Term Fiscal Adjustments from Long-Term Structural Changes (Guillermo Orti, Faculty Senate Executive Committee)

Professor Orti noted that this resolution originated with an initiative from Joe Cordes and the FP&B committee. It amplifies the budget austerity principles previously laid out by the Senate Appointments, Salary, and Promotion Policies (ASPP) committee in the sense that it is more specific about how proposals—and the data informing decisions about them—should be submitted and reviewed in a timely manner.

Professor Cohen-Cole asked whether the spirit of resolution has to do with a focus on transparent information, noting that, for example, the slides Mr. Diaz presented today were altered from last week's FP&B committee meeting. Professor Cordes responded that the spirit of the resolution is to support more and timely information as the standard. A discussion ensued around specific information adjusted within the presentation in question, the evolving nature of presented materials as the planning process proceeds, and the involvement of relevant Senate committees as such. Professor Cohen-Cole asked whether, given that the resolution seems to be about transparency, whether Mr. Diaz's slides from the FP&B committee meeting last week might be included with the minutes of this Senate meeting. Provost Blake responded that some of the information presented in that meeting is evolving very quickly, and he noted a reluctance to present numbers out of context given how quickly they are changing but a willingness to provide specific information that can be placed in context upon presentation. Mr. Diaz had left the meeting at this point, and Professor Cohen-Cole directed his request to the President, who responded that he was not in a position to comment on that particular presentation; he noted, however, that not everything discussed under shared governance is public knowledge. Professor Wilson noted that he would be happy to meet with Mr. Diaz and Provost Blake to determine the dividing line for prudent disclosure of information; Provost Blake indicated that he would welcome this conversation.

Professor Roddis noted that there is some duplication and overlap between this resolution and the letter the FSEC sent to the Board of Trustees last week. The resolution also references Resolution 21/4 ("On Budget Austerity Principles"). She asked whether this is a resolution that needs to be passed right now and whether this is the best way to accomplish the goals the resolution seeks. She

noted that the current resolution didn't arrive to the FSEC as a complete resolution from the FP&B committee and was rushed through the review process in the FSEC. Her impression is that the resolution is asking that there be a plan moving forward for discussing longer-term issues. She noted a concern, for example, around merging academic programs during a year of uncertainty and wondered if enough discussion of the current resolution has taken place to ensure that it addresses concerns such as this.

Professor Cordes responded that the FSEC letter to the Board did not go through the FP&B committee; it represented a collection of ideas from faculty members and was sent when it was in order to reach the Board prior to their last meeting. He noted that the current resolution emerged from a colloquy among several senators; the sense of that group was that longer-term structural changes were being bound up together with temporary measures in the current planning efforts. The resolution attempts to distinguish between doing things in the short-term to deal with a budget gap and making long-term changes during that period of fiscal concern. The resolution recognizes that, while it is important to look at the long-term, that work should not be compressed into a short-term timeline. These considerations should instead be taken up in a deliberate, considered way.

Professor Roddis noted that this resolution did not seem to have an immediate, urgent need that would justify its having missed the normal process step of working with the administrative representation on the authoring committee; therefore, there was no administrative comment in the resolution drafting process. While there isn't a big argument about the principle, she indicated she would like to send this back to the committee to achieve that input. Professor Cordes responded that he wouldn't oppose having the resolution come back to his committee but noted that this would slow down the Senate going on the record on this issue.

Professor Roddis moved to send the resolution back to the FP&B committee, noting that it would benefit from crisper language and that the urgency driving it prior to the resolution being drafted is not there. Professor Sarkar seconded the motion.

Professor Orti noted that the current resolution further amplifies and formalizes the ASPP budget austerity principles and sets expectations about how to proceed. Professor Cordes noted that the FP&B committee is scheduled to meet on Tuesday (June 23), which would bring the resolution back to the Senate in July.

Professor Wirtz spoke against motion, noting that there is an urgency here as the administration is discussing cuts now that could be implemented in the near future. As clearly as possible, there should be an effort to delineate those reductions needed to get past the current short-term problem from long-term decisions that would position the university poorly on the other side of the pandemic.

Professor Galston spoke against motion, agreeing with Professor Wirtz and adding that the Board meets next week and has asked the deans to come up with budget reductions of \$115 million. These budget gaps are going to be difficult to fill with interim and short-term measures. Without a strong Senate statement, the Board won't realize how important it is to the faculty that the measures the Board takes to address these profound problems make these distinctions. The Board is in the process of doing this work, and the administration will be engaged in recommendations; the faculty should be similarly engaged.

Professor Gupta spoke against the motion and for the resolution, noting that it reinforces ASPP's work on austerity principles.

Professor Wagner also spoke against the motion and for the resolution. She drew the Senate's attention to the footnote to Whereas Clause (WC) 6, which highlights the source of the urgency around the importance of separating short-term and long-term considerations.

Professor Cohen-Cole also spoke against the motion and in support of the resolution. He noted that Mr. Diaz stated that the university's focus would be on a new operating normal—without identifying how he knew what that was—and indicated changes are already underway.

Professor Sarkar commented that he seconded Professor Roddis's motion as the resolution was hurried to the Senate and could be stated more clearly. He asked that Professors Roddis and Cordes clarify any concerns around what could be stated more clearly and what could be achieved if the resolution is returned to the committee. Professor Cordes responded that a draft can always be improved but that the current resolution had broad input from faculty beyond the FSEC. He noted that time is of the essence and spoke against the motion and for the resolution.

The motion to refer the resolution back to the committee failed 24-2.

A motion to close debate was made and seconded. The motion, requiring a two-thirds vote to proceed, passed unanimously.

The resolution passed 26-1.

#### RESOLUTION 21/7: On Diversity, Equity, and Inclusion (Guillermo Orti, Faculty Senate Executive Committee)

Professor Orti noted that this resolution was initially introduced by Professor Holly Dugan on behalf of the Libraries Committee during the 2019-2020 Senate session. The resolution was referred to the FSEC and tabled when the COVID-19 crisis began. With the recent killings of George Floyd, Breonna Taylor, and others, and in the context of the recent national protests, the initial resolution was edited and amended by faculty both inside and outside the FSEC; the current resolution is a product of that process. The names of those editing the resolution are listed as resolution authors in the current document.

Professor Tielsch suggested, in Resolving Clause (RC) 2, removing the term “one iota” given the literal definition of that term.

Professor Zara suggested striking RC6, noting that “diversity, equity, and inclusion” is a foundational element, not a pillar, of the now-paused Strategic Plan and that making it a pillar diminishes its impact across the plan. President LeBlanc confirmed that this area is indeed a foundational element of the Strategic Plan, underscoring all the pillars. Professor Zara noted that the image illustrating the foundational elements and the pillars might better amplify the importance of the foundational elements.

Professor Galston asked whether, in RC1, the resolution intentionally or inadvertently omits the word “hiring” before “retention.” Professor Wagner noted that she has prepared two additional RCs to offer in amendment, noting that these would clarify this issue. Professor Wirtz asked whether these RCs might be considered at this point, as they will clarify Professor Galston’s question. Professor Wagner added that retention isn’t just in relation to faculty, as the university also wants to retain staff, administrators, and students.

Professor Roddis noted that the resolution would be stronger with a clear action from the faculty as opposed to “the university” (e.g., RC1). Having “the university” affirm items in the RCs implies the inclusion of the faculty; she noted her preference for this to be an explicit statement from the faculty. Professor Orti responded that he believes Professor Wagner’s modifications would address this point.

Professor Wagner noted that the resolution’s authors feel this resolution is very timely and that it is important to make a statement but also to lay out the beginning of a series of actions that individuals in the GW community and the GW community as a whole can take to address systemic and institutional forms of inequity. She recognized that the resolution wasn’t perfectly vetted but affirmed the need to demonstrate to students and the GW community that the Senate is making a strong statement and is prepared to take concrete actions.

Professor Khilji thanked the FSEC for providing the opportunity to propose and discuss this resolution, which is focused on diversity, equity and inclusion and, in her opinion, strengthens the foundation of GW’s academic mission (e.g., of excellence in teaching, outstanding learning experiences, and advancement of human knowledge across disciplines). She emphasized something she has stated on the Senate floor previously: that when the community thinks about diversity, it should intentionally focus on inclusion and equity. Based on her research and experiences, she feels strongly that diversity is just a precursor to inclusion. Diversity doesn’t guarantee inclusion. In fact, research indicates that, without inclusion, diversity can become problematic as it can create toxic, exclusionary, and inequitable environments. She noted that individual perception of inclusion is critical and impacts individual experiences. Therefore, while an institution may have a diverse student body, faculty and staff, the main questions to ask are: Do they feel included? Do they feel they belong? Are their unique experiences and talent appreciated? In order to become a strongly diverse GW community, the university should consider inclusion and equity—both belongingness and uniqueness. She noted that a diverse, inclusive, and equitable GW will be based on a pluralistic value frame that respects all cultural perspectives represented among its employees. Hence the resolution’s emphasis on all three elements—diversity, equity and inclusion—throughout, in particular RC4 through RC8 (including the additional clauses to be considered from Professor Wagner).

Professor Tekleselassie asked whether there is a reason the resolution does not make a direct reference to dismantling white supremacy. The resolution stops shy of calling out or making direct reference to these groups, and he noted the omission in both the WCs and RCs any reference to white supremacy. He also asked what progress has been made with the numerous existing diversity, equity, and inclusion efforts at GW and how the university can go beyond policy to actionable strategies and outcomes—and how the administration can be held accountable for results in this area. The current resolution does not address this issue. Finally, he recommended the addition of an explicit statement on a mentorship network for faculty where representation in mentors includes diverse faculty.



Professor Gupta moved that the resolution be returned to the FSEC, noting that there is too much editing to be done on it. Professor Galston seconded the motion. Professor Gupta noted that he wholeheartedly supports the resolution but that editing it line by line on the Senate floor is impractical.

Professor Wagner noted her hope that the Senate as a body can acknowledge that this is an urgent matter. Its urgency results from two intersecting crises: one is centuries longstanding, and another—the pandemic—is adversely and disproportionately impacting the same population struggling with systematic and institutional racism, and she would like to see the Senate send a strong message.

In the context of the discussion of the motion, Professor Wagner shared the text of the two proposed additional RCs, which read as follows:

“Led by the Provost, deans of the various schools, department chairs, and search committees, the faculty shall assess its recruitment and hiring, and tenure, promotion, and merit evaluation practices and propose metrics and concrete plans of action to increase diversity and strengthen equity and inclusion among the faculty and the populations they serve, including through: training for all department chairs, executive administrators, and search committee members; active participation of diversity, equity, and inclusion advocates during search processes; and increased funding for diversity candidate recruitment and to foster inclusive environments across campus.”

and

“Led by the Provost, deans of the various schools, department chairs, and search committees, the faculty shall evaluate its teaching and departmental practices and propose concrete plans of action to strengthen diversity, equity, and inclusion specifically by incorporating the assessment of evaluation metrics, mentoring, and retention of minority faculty and graduate students in Academic Programs Reviews as a criterion of success.”

Professor Griesshammer noted that this is an important resolution and that the sense of urgency is there but does not follow from 400 years of neglect—rather, it comes from a number of deplorable incidents and the civil unrest that are now just a few weeks old. He sympathized with all that has been said about the need to send a clear signal but emphasized the need to be careful about the words the Senate uses to describe its sentiments. He recommended that the Senate take the time to make sure that the message of the resolution is actually what it wants to say. He indicated he was not comfortable discussing new RCs during this meeting given their number and the time constraints and expressed that the resolution should have been edited before coming to the Senate floor.

The motion to recommit the resolution to the FSEC passed 19-2.

## INTRODUCTION OF RESOLUTIONS

None.

## GENERAL BUSINESS

- I. Nominations for election of new members to Senate standing committees  
None.
- II. Replacement of ESIA Representative Nicholas Vonortas on the Faculty Senate Executive Committee  
Eligible ESIA Senators to assume this seat are Professors Hugh Agnew and Harris Mylonas. Professor Wilson indicated that Professor Vonortas had spoken with Professor Agnew, who is willing to assume this seat. Unanimous consent was requested and obtained to approve Professor Agnew's election to the FSEC.
- III. Reports of the Standing Committees  
None.
- IV. Report of the Executive Committee: Professor Arthur Wilson, Chair
  - There has been substantial discussion of the FSEC's process on resolutions. Going forward, the FSEC will work to ensure that proposed resolutions use the committee drafting process whenever possible, understanding that recent resolutions have been shaped by more emergent timelines.
  - Professor Leo Moersen has ably represented the Senate on Naming Task Force, and the FSEC expresses its thanks.
  - The attached FSEC letter to the Board of Trustees was sent to ensure faculty are part of the Board's discussion and deliberation process.
- V. Provost's Remarks
  - Faculty and staff are encouraged to support students and attend #GWInSolidarity events currently taking place. he expressed his thanks to Vice Provost Laguerre-Brown for putting meaningful events together over the past couple of weeks and the upcoming week.
- VI. Chair's Remarks
  - The President also thanked Vice Provost Laguerre-Brown and her team for their programming, noting that he has been delighted at the attendance levels at these programs.
  - Even in the best of circumstances, next year will not look like last year on campus. This is taxing on all of us, and he expressed his appreciation for the immense amount of work being done, which represents an enormous load for all involved. He noted how impressed he has been with the immense amount of good will expressed in all of these discussions and hoped the Senate is experiencing the same sense of goodwill on the administration and Board side. He noted that the Board is trying to implement its fiduciary responsibility, not micromanage the university; there is a need to collectively be sure open discussions are occurring that help them with that mission.

## BRIEF STATEMENTS AND QUESTIONS

Professor Griesshammer noted his appreciation for the Board's work but expressed his disappointment about the signal from the Board the last time the Chair reported to the Senate. Specifically, Chair Speights stated during that meeting, "I've gotta be frank with you—there is a lot of fat at the university." He noted that this statement generated a great deal of anxiety and that the careful maneuvering between the faculty and the administration, as seen at this meeting, to achieve common ground is in large part due to reactions to that statement. He asked President LeBlanc to convey his extreme disappointment in this statement and to ask Chair Speights to retract or qualify that statement.

Professor Yezer encouraged faculty members to respond conscientiously to next week's faculty survey on returning to campus. It is extremely important for the planning for fall teaching that faculty who are not willing to teach in person acknowledge that via this survey. He suggested that the university make "GW Faculty" masks available for purchase by faculty heading into the fall term. This would ensure that faculty are wearing appropriate protection and would also provide a degree of faculty cohesion in response to the challenges of face-to-face teaching.

## ADJOURNMENT

The meeting was adjourned at 5:09pm.

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## ACADEMIC PLANNING FALL 2020

FACULTY SENATE MEETING  
6-18-2020

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### ACADEMIC PLANNING

#### FACULTY TRAINING AND SUPPORT

- **FLEX Teaching Camps** - 7 scheduled
  - ☐ 2.5 days
  - ☐ 289 Registered, 60 Completed
- **Special Faculty Development Sessions** – American Studies, Law, and University Writing Program, 54 Faculty
- **Faculty Webinars / Workshops** – 924 Faculty attended since remote instruction started
  - ☐ Creating Online Lectures (17 and 23 June)
  - ☐ Blackboard: Using Groups (18 June)
  - ☐ Getting Started with Blackboard in 45 Minutes (24 June)
  - ☐ Blackboard: Blackboard Collaborate Ultra (24 June)
- **Concierge Support Teams Assigned by School**
- **Peer-to-Peer Online Faculty Support**
- **Self-Directed Resources – Online**
  - ☐ 10-minute video modules
  - ☐ Lessons Learned
  - ☐ Technology for Online Teaching

**Getting Support**  
[instructioncore@gwu.edu](mailto:instructioncore@gwu.edu)  
 You are welcome to contact the Instructional Core at [instructioncore@gwu.edu](mailto:instructioncore@gwu.edu). Your inquiry will be directed to the most appropriate unit for follow up.

Instructional Technology Lab	GW Information Technology	GW Libraries
Faculty and TA Blackboard support	GW-wide tech support (e.g., GW email, WebEx, Office 365)	Readings, articles, and more
202-994-0485 <a href="mailto:it@gwu.edu">it@gwu.edu</a> <a href="https://it.gwu.edu">https://it.gwu.edu</a> Gelman B05	202-994-4948 <a href="mailto:itinfo@gwu.edu">itinfo@gwu.edu</a> <a href="https://it.gwu.edu">https://it.gwu.edu</a> Academic Center B102	202-994-6558 <a href="mailto:gelman@gwu.edu">gelman@gwu.edu</a> <a href="https://library.gwu.edu">https://library.gwu.edu</a> Gelman Library

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## CLASSROOM PUBLIC HEALTH PROTOCOLS

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- **Student Seating – 3 Foot Circles**
- **Faculty Area – 6 Foot Zone**
- **Everyone Wears A Mask**
- **Many Usable Rooms – have 2 doors (enter/exit)**
- **Protocols for Entering / Exiting**
- **GW Wide Branded Public Health Signage**
- **COVID Classroom Cleaning at Regular Intervals**
- **Cleaning Supplies Available**




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## CLASSROOM TECHNOLOGY UPGRADES

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- Adding cameras and microphones to more classrooms for web conferencing and lecture capture recording
- Deploying technology carts with PC, document camera, and web camera to some existing and temporary classrooms
- Offering additional workshops and resources on instructional technology (e.g., Blackboard, Echo360)

### Lecture Capture



Record and Deliver Lectures and Course Videos to Your Students in two ways:

**Lecture capture classrooms:**

- Determine if your course has been scheduled in a Lecture Capture classroom.
- Enroll your lectures to be automatically recorded and published to your students.
- All lecture capture classrooms can record instructor audio and presentation materials.
- Select classrooms are also equipped with a camera to record video, along with the audio and presentation materials.

**Record your own lecture:**

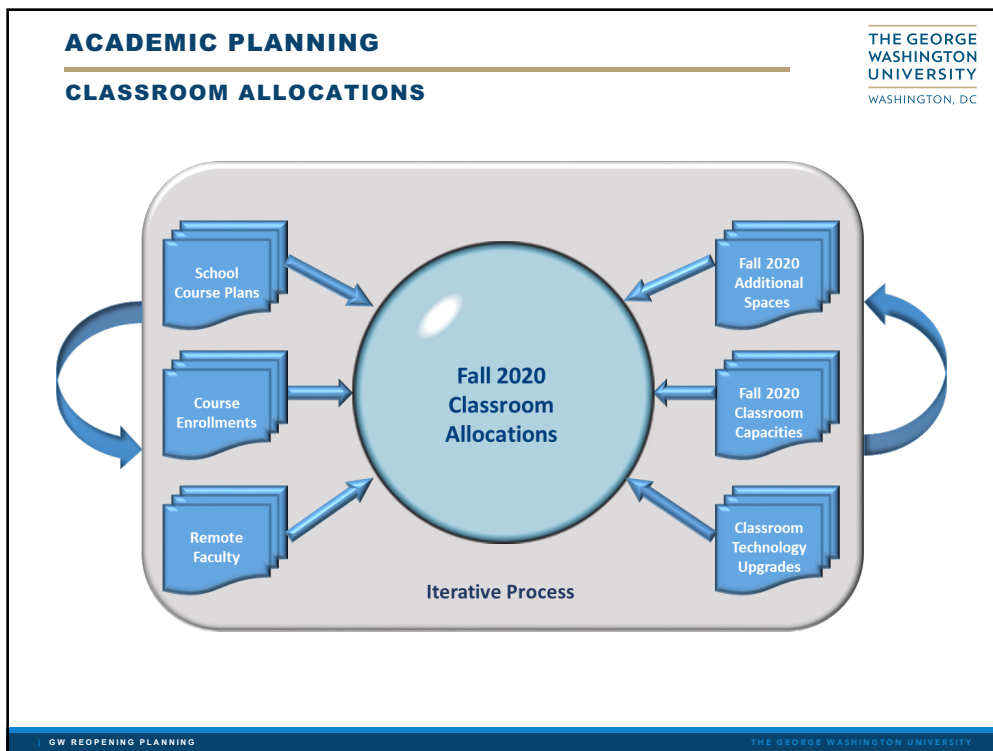
- Universal Capture: Personal allow you to upload lectures recorded from your personal computer or pre-recorded videos.
- Visit the [Universal Capture: Personal - Get Started](#) guide for more information on using the personal capture software.





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**ADDRESSING PUBLIC HEALTH QUESTIONS**


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➤ **Two Faculty Public Health Forums**

- ☐ Thursday, June 18 11:00 AM – 12:00 PM
- ☐ Friday, June 19 3:00-4:00 PM

➤ **Panel**

- ☐ **Lynn Goldman, MD**, *Michael & Lori Milken Dean of Public Health*
- ☐ **Dr. Monica Lypson, SMHS**
- ☐ **Dr. William Borden, SMHS**
- ☐ **Chris Bracey**, *Vice Provost for Faculty Affairs*
- ☐ **Terry Murphy**, *Deputy Provost for Academic Affairs*



➤ **COVID-19 Community Health & Wellbeing Policy**

➤ **GW Community Commitment Document**

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## GW COMMUNITY SURVEYS

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### ➤ Staff Survey – complete

### ➤ Students - Purpose of Survey:

- Student intent to return to campus
- Student intent to return to residence hall
- International student intent to return
- Student intent to take classes remotely



### ➤ Faculty - Purpose of Survey:

- Return to teaching face-to-face
- Remote teaching: What works/doesn't work

## APPENDICES

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### ➤ GW Community Commitment Document Draft

### ➤ COVID-19 Campus Health & Wellbeing Policy Draft

## GW COMMUNITY COMMITMENT DOCUMENT

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### GW Commitment to Health & Wellbeing

As GW returns to an in-person campus experience, every member of our community has a role to play in promoting our shared health and well-being. To that end, as I join GW's in-person community, I commit to take the following steps within my power to protect myself and others from the harmful effects and spread of COVID-19. This is my commitment to:

- 1) **Care for Myself**
  - **Monitor myself for symptoms** of COVID-19 and disclosing them to health professionals as discussed in the COVID-19 Campus Health and Wellbeing Policy and other communications from GW.
  - **Wash my hands** regularly with soap and water or use hand sanitizer or take other measures to promote routine cleanliness if not physically able to wash my hands.
  - **Receive available vaccines** to reduce illness such as a flu vaccine, unless medical professionals advise me against it.
  - **Seek resources** for clarification or support when I need it, including physical and mental health, and any barriers to upholding this commitment.
- 2) **Care for Others**
  - **Maintain appropriate physical distance**, especially in group settings, mindful that many community members have particular vulnerability.
  - **Stay home** if I am ill or learn I have been exposed to COVID-19.
  - **Wear a mask** or face covering whenever possible.
  - **#RaiseHigh and help others** who may be struggling, including kindly reminding others of this commitment when needed.
- 3) **Care for Our Community**
  - **Clean** shared or communal spaces as well as my personal belongings and spaces regularly.
  - **Participate in testing** and contact tracing for community wellness.
  - **Cooperate with directives** and signs from the university and public health officials.
  - **Support the diverse and valuable identities** of the GW community as we seek to eliminate the disproportionate impact of COVID-19, including by intervening or reporting bias incidents ([diversity.gwu.edu](https://diversity.gwu.edu)) when I observe them.



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## COVID-19 CAMPUS HEALTH & WELLBEING POLICY

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- **Purpose** - to reduce the risks associated with operating GW's academic, research and residential activities within the evolving pandemic environment while at the same time respecting individual circumstances and needs
- **Intent** - to protect the health and wellbeing of the GW campus community to the greatest extent possible through the implementation of preventive measures, infection control, and mitigation activities
- **GW Community Responsibilities** -
  - Self-Monitor Symptoms
  - Practice Personal Safety and Health Practices
  - Adhere to Posted Signage and Campus Directives
  - Provide immunization and vaccine records
  - Comply with local jurisdiction protocols and campus status indicator
- **Non-Compliance**
  - Process for reporting
  - May result in removal from campus or possible disciplinary action

\* Policy Draft can be found in the [DC PLAN](#)



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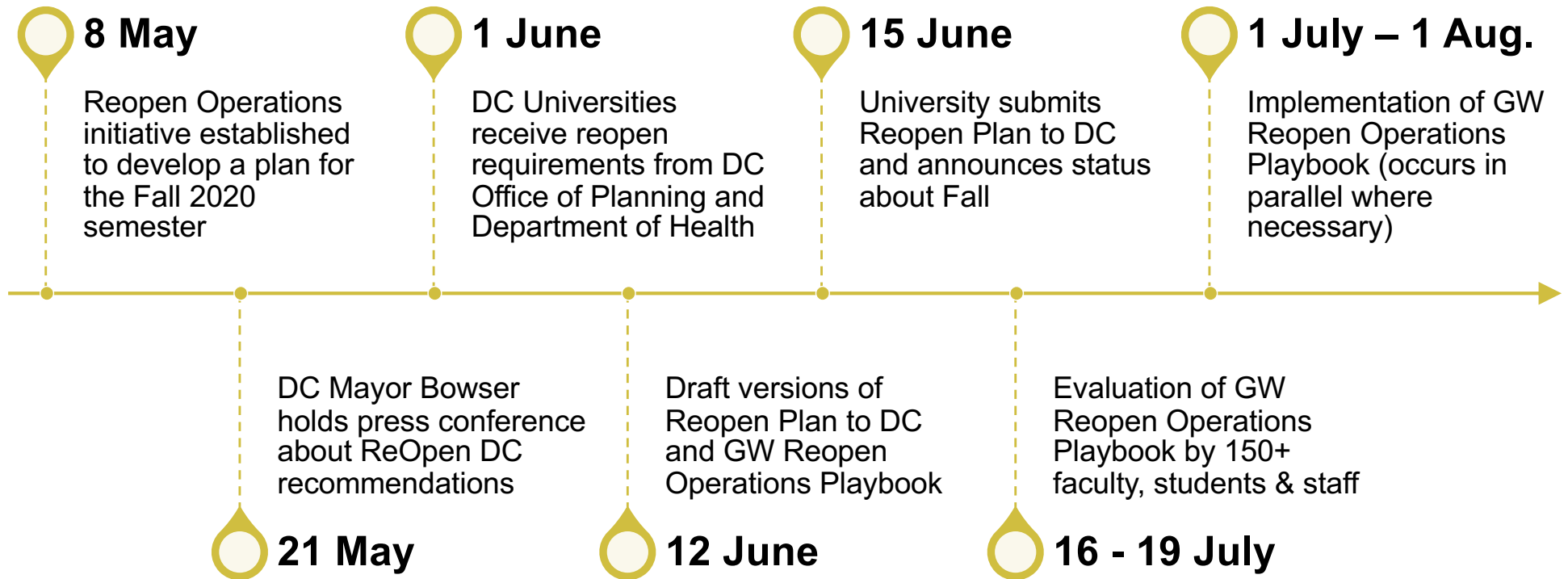
# Faculty Senate

Thursday, June 18, 2020

1:30pm – 3:30pm

*Via WebEx Meetings*

# Reopen Operations Timeline



# DC ReOpen Guidelines for Higher Education

## Prevention

- How will the institution implement the prevention measures/guidelines in the vast array of campus environments?
- What is the institution's process to screen and monitor students, faculty and staff?

## Containment and Mitigation

- What is the institution's process and plan for isolating potential positive cases?
- What is the institution's health services capacity?
- How will the institution make operational changes based a return of significant community transmission?
- How will the institution share data with D.C. Department of Health?

# Prevention Tactics

- Modified Academic Calendar
- Symptom Monitoring and Testing
- Enacting Social Distancing Protocols
  - Rearranging all classrooms
  - Installing branded public health signage
  - Reducing density of residence halls
  - Planning for an extended, coordinated move-in period
  - Limiting gatherings
  - Reducing riders on shuttles
- Accommodations for At-Risk Community Members
- Additional Health and Safety Measures
  - Implementing enhanced cleaning protocols
  - Eliminating buffet-style dining
  - Adding take out & delivery options
  - Ensuring that facilities' ventilation, water and other systems adhere to CDC guidance
  - Requiring masks
  - Increasing our capacity for telemedicine
  - Restricting visitors

# Containment and Mitigation Measures

- Isolation & Quarantine
- Contact “Investigations” in partnership with DC Health Contact Tracing
- Return to Work/Class Process
- Resurgence Strategies

Milken Institute School  
of Public Health

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School of Medicine  
& Health Sciences

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**FY 2021 Mitigation Plan Highlights**

*June 18, 2020*

## Contents

- Revisit Revenue Impact Scenarios
- Context
- Principles
- Mitigation Categories
- Mitigation Process
- Estimated Mitigation Impact

# THE GEORGE WASHINGTON UNIVERSITY

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## FY 2021 Scenario Planning – Modelling Revenue Impact

\$000's	FY19 Actual	FY20 3Q Forecast	FY21 Original Budget	Scenario Impact		
				On-Campus	Blended Hybrid*	Online
<b>REVENUES</b>						
Undergraduate Tuition Revenue	545,997	550,021	552,552	(45,234)	(149,332)	(198,516)
Graduate Tuition Revenue	372,268	378,338	402,206	(10,150)	(20,300)	(40,600)
Online Tuition Revenue	117,599	117,023	110,789			
Non-Degree / Other Tuition Revenue	16,592	15,348	12,784	(639)	(2,557)	(3,835)
Summer Tuition Revenue	38,722	31,622	36,928	(9,600)	(14,400)	(19,200)
Fees (Application, Course, Other)	16,787	16,077	18,641	(500)	(1,403)	(2,763)
Undergraduate Aid	(238,710)	(237,726)	(237,054)	370	52,089	76,442
Graduate Aid	(89,630)	(95,556)	(97,331)			
Net Student Tuition & Fees	779,624	775,146	799,515	(65,753)	(135,903)	(188,472)
Indirect Cost Recoveries	33,091	33,993	35,375	(1,769)	(7,075)	(10,612)
Auxiliary Enterprises	119,330	90,096	113,970	(11,397)	(56,985)	(113,970)
Endowment Support	86,575	88,592	86,200			
Contributions	28,141	40,810	26,648			
Medical Education Agreements	67,123	69,381	70,560			
Investment Income	25,034	16,268	16,000	(7,000)	(7,000)	(7,000)
Other	28,299	34,859	26,824			
<b>Total Revenues</b>	<b>1,167,217</b>	<b>1,149,145</b>	<b>1,175,092</b>	<b>(85,919)</b>	<b>(206,963)</b>	<b>(320,054)</b>

\* Blended Hybrid scenario assumes the campus is closed 50% of the year



## FY 2021 Mitigation Planning

Total anticipated revenue exposure **\$86M - \$320M**

**Relevant Data Point – 70% of operating budget (net of depreciation) is compensation/personnel related**

### Mitigation concepts

- Temporary - Tactical
  - Salary and Hiring freezes; Leadership salary reductions; and furloughs
- Permanent - Strategic
  - Scaling and recalibrations
  - Centralized and shared services
  - Elimination of “nice-to-haves”
- Earmark funds for incremental operating expenses - the new operating normal
  - Testing, contact tracing, and quarantining
  - Cleaning and decontamination
  - Online course design and delivery

## Context

### What this is:

- ❖ Doing the same business differently (and better)
- ❖ Accelerated evolution

### What this isn't:

- ❖ A different business model
- ❖ In other words, this is not a new or even amended business model
- ❖ Revolution

## Principles

- ❖ Sense of urgency
- ❖ Inclusive and participatory process
- ❖ No sacred cows – functions, units, etc.
- ❖ Surgical approach – vertical versus horizontal
- ❖ Distinguish between temporary relief and long-term fiscal impact

## Mitigation Categories

- ❖ Shared Services
- ❖ Scaling, Right-sizing, Restructuring, Recalibrating
- ❖ Other Administrative Compensation and Non-Compensation
- ❖ Teaching and Research (Provost)
- ❖ One-time Expenses

## Process Overview

**Administrative** functional review of each budgetary unit (e.g., DAR, IT, Athletics, school, etc)

- ❖ Determine Core vs Non-core/Nonessential (Administrative)
- ❖ Activity dependent – inventory for furlough as applicable

Identify target areas for sharing/scaling/restructuring

- ❖ Central core functions develop plans to absorb all distributed responsibilities in targeted shared services
- ❖ Reorganize and scale for efficiency and economy

**One-time Expenses – New “Normal”**

<b><u>One-time Expenses</u></b>		<b>Total FY21</b>
Testing/Tracing		<b>(\$8,500,000)</b>
Cleaning		<b>(\$1,000,000)</b>
Quarantining		<b>(\$4,000,000)</b>
Classroom Modifications		<b>(\$3,600,000)</b>
Other		<b>(\$7,000,000)</b>
<b>Total</b>		<b>(\$24,100,000)</b>

**Questions?**

DRAFT



**A RESOLUTION ON DISTINGUISHING SHORT-TERM FISCAL ADJUSTMENTS  
FROM LONG-TERM STRUCTURAL CHANGES (21/6)**

**WHEREAS**, the George Washington University is currently facing multiple and unprecedented challenges brought on by the COVID-19 pandemic;

**WHEREAS**, the schools of the university and its central administration must undertake substantial budget adjustments to mitigate the projected financial impact of the pandemic on university operations;

**WHEREAS**, such budget adjustments may include a combination of temporary measures aimed at mitigating the effects of lost revenue and more permanent changes in the structure of the university, with these combined measures targeting both non-academic and academic realms of operations;

**WHEREAS**, through its Resolution on Budget Austerity Principles (21/4), the Faculty Senate affirmed the role of shared governance in deliberating budget and prioritizing cuts impacting the effective operation of the departments, schools, and the university as a whole;

**WHEREAS**, under the principles of shared governance, the Board of Trustees is charged with the ultimate fiduciary responsibility for the university, and the faculty is charged to safeguard its academic (educational and research) mission and integrity;

**WHEREAS**, the University administration and the Board of Trustees have stated that the schools and faculty should make long-term as well as temporary changes;<sup>1</sup>

**WHEREAS**, the Faculty Senate acknowledges that the long-term well-being of the university may be enhanced by well-targeted permanent changes;

**WHEREAS**, the administration has enacted a diligent choice of measures with small impact on the academic mission which stabilize the university's operations for the next few months and thus allow for a thorough deliberation of more permanent changes which impact the academic mission of the university;

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<sup>1</sup>See remarks by Chair of the Board of Trustees Grace E. Speights to the Senate on May 3, 2020, and her "Statement from the George Washington Board of Trustees," on May 18, 2020, which indicated that permanent measures "could include but are not limited to opportunities to restructure programs and services with the intention of materially improving the operations and financial efficiency beyond minor changes that would normally be implemented in a less severe financial downturn."



**WHEREAS**, proper targeting of such permanent changes requires a process of careful deliberation and regular consultation with the faculty, namely the Faculty Senate and its relevant committees, following the principles of shared governance affirmed repeatedly by the Faculty Senate and accepted by the administration during the 2019-2020 academic year; and

**WHEREAS**, a quantitative assessment of the financial impact of the COVID-19 pandemic via enrollment and teaching models beyond rough estimates will only be possible after a substantial portion of the Fall 2020 semester has been conducted;

**NOW, THEREFORE**

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

1. The University administration be strongly encouraged to rely first on making fiscal adjustments to address the budget gap that, while significant, are also reversible and temporary, and to follow the advice of the Faculty Senate Resolution on Budget Austerity Principles (21/4);
2. Permanent structural changes be distinguished from the short-term fiscal adjustments taken in response to the pandemic;
3. Any proposed permanent structural changes which affect the academic mission or integrity of the university follow a distinct track and timeline of deliberation and consultation with faculty, namely the Faculty Senate and its relevant committees, along with considerations provided by the Dean of each school regarding the unique needs that each school has in supporting its mission;
4. The University administration and faculty collaborate to identify potential long-term changes and present a joint proposal for review by the Board of Trustees by no later than Spring 2021;
5. A period of at least two weeks be allowed before submission of such a proposal to the Board of Trustees for final comments by the Faculty Senate, its relevant committees and the Deans of each school; and
6. As part of the process on consultation the University administration make available the information needed to make an informed analysis of options in a timely manner and with sufficient time for deliberation.

Faculty Senate Executive Committee  
June 4, 2020

Adopted by the Faculty Senate  
June 18, 2020



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

**WHEREAS**, responding to the killings of George Floyd and Breonna Taylor, 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 impacting 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 in response; and

**WHEREAS**, beyond statements of support, the university can enact its commitment to diversity, equity, and inclusion through dedicated resources and measurable outcomes, noting 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 reaffirms its commitment to diversity, equity, and inclusion through enrollment of students and retention of students, faculty, staff, and administration;
- 2) The financial support of the central administration for diversity, equity, and inclusion in all regards, including enrollment, undergraduate financial aid, and Provost support of graduate diversity fellowships, not decline “one iota” below the levels of 2018-19;
- 3) 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;<sup>1</sup>

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<sup>1</sup> “Message from President LeBlanc,” GW Today, February 7, 2018, <https://gwtoday.gwu.edu/message-president-leblanc>.

- 4) The university expand its in-service training resources, including workshops and seminars, to incorporate into undergraduate and graduate instruction pedagogic approaches to address racism;
- 5) 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, including their demand for a "noticeable reduction" in racial profiling;<sup>2</sup>
- 6) When the university restarts its strategic planning process, diversity, equity, and inclusion shall be treated not just as a set of values but as one of the central pillars (alongside undergraduate education, graduate education, research, and faculty) by which the university's progress toward its plan will be assessed;
- 7) The administration commit to making GW an inclusive university for all of its students, faculty, and staff through adequate resource allocation and appropriate programming, including by increasing support for the Office of Diversity, Equity, and Community Engagement.

Professor Sarah Wagner  
Professor Shaista Khilji  
Professor Phil Wirtz  
Professor Jamie Cohen-Cole  
Professor Guillermo Orti  
June 4, 2020

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<sup>2</sup> 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/>.

## Board of Trustees Executive and Finance & Investments Committee members

Grace E. Speights, Chair  
Ellen Zane, Vice Chair  
Ave Tucker, Secretary  
Christine Barth  
Roslyn Brock  
Mark Chichester

Amr ElSawy  
A. Michael Hoffman  
Madeleine Jacobs  
Todd Klein  
George Welde  
Thomas LeBlanc, President

June 4, 2020

Dear Members of the Board of Trustees Executive Committee and Finance Committee, and President LeBlanc,

This letter is prompted by the current and expanding financial difficulties faced by the university and the letter from Board Chair Speights to the George Washington University on May 18, 2020.

In her letter, Chair Speights called for “transformational thinking and best practices” in order to “safeguard the future and continue to promote the excellence of the George Washington University for generations to come.” To that end, Chair Speights asked for a framework that includes changes to operations as well as “permanent measures that have a lasting impact and sustain our course to preeminence in full recognition that the future will look very different from the past.” In looking at permanent measures, Chair Speights asked that they include “materially improving the operations and financial efficiency beyond minor changes that would normally be implemented in a less severe financial downturn.”

Recognizing that to date there have been no substantive proposals for structural changes communicated from the administration to us, the Faculty Senate Executive Committee has developed a range of possible short- and long-term changes, which are contained in the two attached documents.

We want to emphasize that ordinarily, before sending the Board such proposals, we would have engaged in a robust substantive discussion with members of the Senate, committee chairs, and other interested faculty. However, because of the gravity of the situation and the urgent need to begin taking steps to maintain GW's financial health, we decided to convey the attached proposals based solely upon the consent of the members of the Faculty Senate Executive Committee.

We share these with the hope that the items listed can be on the table for discussion as the Board considers the FY21 budget it will adopt for GW in the coming days and weeks.

The enumeration below arises from three principles:

1. The university should protect its core missions of world class research and education. GW's central mission is promoting the expansion and transmission of knowledge. As framed by Chair Speights in her email of May 18, 2020, GW's mission is to “educate and increase knowledge through research and scholarship.” Therefore, cuts in the current situation should begin in areas outside of the core mission. Structural changes should occur first to non-core areas and to areas that are not revenue-generating.

2. It is important to distinguish between what may be a short-term adverse financial situation and longer-term changes in revenue and expenditures.
3. Budget revisions that require structural changes in the university's research and educational activities should not be made on a hasty basis and should not be done without the joint consultations of the trustees, administration, and faculty. Therefore, plans—budgetary or otherwise—for reacting to COVID-19 should be circulated and discussed by trustees, faculty, and administration for at least two weeks prior to finalization.

To this end, we would like to offer to the Board of Trustees and the administration some suggestions for a range of operational improvements, cost savings, and even methods of new revenue generation. Collectively, these changes can secure GW's long-term health and position as a globally recognized center of research and education.

In their letter of March 4, 2020, Grace Speights and Thomas LeBlanc committed to “meaningful communication and consultation with the faculty before making important academic decisions of shared governance.” It is in that spirit of consultation that the following are offered. Members of the faculty would be pleased and prepared to discuss these directly with Board at any time.

Below, please find two documents:

**Attachment I** – A list of possible savings of \$21.5M in one-time savings, and an additional \$33.2M in structural, yearly savings.

**Attachment II** – New possible sources of revenue of \$94M per year.

Sincerely,

Faculty Senate Executive Committee

## Attachment I. Savings

### 1. Direct and deferred compensation.

#### 1.a. Eliminate all university bonuses for both FY20 and FY21.

Rationale: The announced cuts to administrative compensation have a duration only from July 1 2020 to the end of 2020. Announced cuts do not include any cuts to bonuses, deferred, and non-salary compensation in FY 2020 or FY21.

*Estimated savings (one time): \$1.5M.*

#### 1.b. Permanently end university contribution to [457\(f\) plans](#). For executives, key, and highest compensated employees, also terminate all university payments for benefits not regularly available to faculty and staff, including but not limited to retention bonuses, severance packages, supplemental annuities, supplemental differed compensation, gross up payments, additional insurance, tax and legal services, tickets to athletic and cultural events, membership fees, first class air fare, travel expenses for family members, car allowance, and any post-employment benefits or payments not generally available to GWU employees.

Rationale: Equity and Efficiency. Core programs should be protected above maintaining special compensation for the most highly paid. [The 2017 Tax Cut and Jobs Act assesses a 21 percent excise tax on the compensation of nonprofit executives in excess of \\$1 million.](#)

*Estimated structural savings: \$700K/year*

#### 1.c. Reset downward, on a permanent basis, executive and administrative compensation within central administration and colleges. Establish cuts to headcount, to salary base, to deferred compensation, and to bonuses. Ensure that GWU pays zero in excise tax for compensation.

Rationale:

- If there is fat to be cut in compensation, it is not in faculty salaries or staffing levels. Indeed, while GW is almost the most efficient of its peers in this regard,<sup>1</sup> administration has grown in both headcount and per-person compensation.<sup>2</sup>
- At many higher education institutions, the ratio of the President's salary to Full Professor salaries is approximately 5:1. Is it higher or lower at GW and, if higher, what savings would be achieved by setting the GW President's compensation to 5x the national average Full Professor salary?
- What effects would cutting the President's compensation have on the compensation of other administrators at GW, and what collective long-term savings would be achieved?
- There has been some inflation of central administration in both headcount and salaries, whereas it is unclear that recent hiring was done on a competitive basis, given that a number of executives were previously connected with President LeBlanc. Indeed, the university hired an associate provost even after the COVID-19 imposed hiring freeze. Using 2015 as baseline, in real dollars, how are our expenditures now vs then? How much would be saved

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<sup>1</sup> [https://provost.gwu.edu/sites/g/files/zaxdzs626/f/Core%20indicators\\_2019.pdf](https://provost.gwu.edu/sites/g/files/zaxdzs626/f/Core%20indicators_2019.pdf), p.17-18.

<sup>2</sup> According to the 990 forms, in FY2015 the GWU Provost had compensation of [\\$1,050,411 plus \\$159,732](#) in deferred compensation. In the same fiscal year, the Harvard Provost had total compensation of [\\$867,080](#).

if the university started by reducing executive and central payroll, but by using the 2015 costs as a baseline?

*Estimated structural savings: \$1.5M/year*

#### **1.d. Pause merit increases for one year**

Rationale: already announced.

*Estimated savings (one time): \$20M*

## **2. Elimination of Costs outside of Core Mission**

### **2.a. Eliminate competitive athletics**

Rationale:

- Some schools like Notre Dame and University of Miami draw students because of their athletics program. GWU is not like those schools. GWU is like schools such as NYU where the competitive advantage in drawing students is its location, not its athletics. Students who care much about competitive athletics will seek to attend schools in the conferences like Big 10, SEC, or ACC, but not GWU. Additionally, competitive athletics is a money loser, even from the perspective of donations. Further, elimination of competitive athletics would also eliminate the need for the new aquatics and athletics facility proposed in the [new campus master plan](#).
- The effective cost per student of competitive athletics of more than \$1,500/year serves a small portion of the student body and would be better spent on core educational and research mission that address a larger group of the undergraduates.

*Estimated structural savings: \$20M/year*

### **2.b. End expenditures for events outside of GW space**

Rationale: Off-campus space rental (including departmental retreats) and on-campus tents for special events lead to under-utilization of GW facilities. Currently, costs are out of control because of the inefficient structure of GW budget practices. GW units are charged to use GW spaces, effectively encouraging them to seek outside rentals and therefore transfer funds outside the university.

*Estimated structural savings: \$1M/year*

### **2.c. Scale back expenditures on consulting activities**

Rationale: GW purchased services are currently around \$180M/year. According to the Educational Advisory Board (EAB), high-end consultancy engagements have small impact and unclear ROI. The problem of wasted consultancy fees seems to apply especially for general consulting firms (e.g., Disney) which do not have a deep and longer-term knowledge of the higher education sector and therefore seem to provide generic advice.<sup>3</sup> President LeBlanc already informed the Faculty Senate that the Disney Institute contract had reached its conclusion this spring.

*Estimated structural savings: \$9M year.*

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<sup>3</sup> EAB “Efficiency and Effectiveness Initiatives: What Business Leaders Should Know About Higher Education’s Million-Dollar Consulting Engagements”, 2019.

**2.d. Scale back expenditures on campus beautification**

Rationale: Beautification is not necessary for maintenance and should be scaled back or eliminated before any cuts to core activities are considered.

*Estimated structural savings: \$1M/year*

**Sum of potential structural savings: \$33.2M/year**

**Sum of one-time savings** (freeze in merit increases for faculty and staff and elimination of executive bonuses in both FY20 and FY21) = \$20M+\$1.5M =**\$21.5M**

**One-year savings** (structural savings from first year = \$33.2M + one-time savings) = **\$54.7M**



## Attachment II. New Structural Revenues

### 1. Tuition Income

#### 1.a. Increase summer tuition revenue for grad and undergrad, consider requiring undergraduates to spend a summer in DC.

Rationale: The single most important distinguishing factor of a GW education is its DC location. There could be a strategic educational value in having a summer program. Increased emphasis on a summer in-residence program would offer many good curricular and co-curricular opportunities not normally available during term time, especially if undergraduates are taking only one class at a time. One of the lessons from COVID-19 is that there is great demand for summer enrollment. So too might summer enrollments for grad students be increased.

*Expected new yearly revenue: \$10M/year*

#### 1.b. Permanently abandon the plan to cut enrollment.

Rationale: President LeBlanc wisely recognized the emergency posed by COVID-19. Therefore, he announced to faculty in early April 2020 that all efforts to reduce undergraduate enrollment would be on hold and would not be considered again until the university had the chance to relaunch the strategic planning process. Given that Chair Speights now calls for structural changes, one such change would be to permanently abandon the enrollment reduction efforts. According to President LeBlanc, the cut to enrollment will cost about \$64M over 4 years. Taking the reduced revenue as a baseline implies that abandoning the 20% enrollment cut is new revenue.

*Expected new revenue: \$64M/year*

### 2. Efficiency

#### 2.a. Make Development Office and its activities more efficient.

Rationale: President LeBlanc has announced that development activities should be justified based on their ROI. Faculty support this reorientation. However, [GWU fundraising is falling behind its peers](#). According to its 2017 Form 990, GWU spent \$22.6 M and brought in \$68M. This a 30% expense ratio. [The national standard is closer to 15%](#). The university might increase the ROI and effectiveness of the development office and thereby decrease its expense ratio from 30% to 25%.

*Estimated New revenue: \$20M year*

**Sum of new structural revenues: \$94M / year**

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Approved by the Faculty Senate Executive Committee.  
June 4, 2020