GW | Faculty Senate

**MINUTES OF THE REGULAR SENATE MEETING
HELD ON NOVEMBER 13, 2020
<u>VIA WEBEX</u>**

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

Absent: Deans Jeffries and Matthew; Acting Dean Feuer; Professors Eleftherianos and
Vonortas.

<u>CALL TO ORDER</u>

The meeting was called to order at 2:02p.m.

<u>APPROVAL OF THE MINUTES</u>

The minutes of the October 9, 2020, Faculty Senate meeting were approved unanimously without
comment.

<u>RESOLUTION 21/14</u>: To Expand Religious Holiday Accommodations (Professor Jason Zara,
Chair, Educational Policy & Technology Committee)

Professor Cohen-Cole requested the privilege of the floor for Nicole Cennamo, the student
representative on the Educational Policy & Technology (EPT) committee, who presented and
reviewed the attached resolution. Professor Zara added his support for the resolution.

Professor Galston asked what faculty assumptions should be about how these changes will impact
students' ability to either attend class or sit for an exam, noting that not every observance may
require an absence or a restriction on activities or the use of technology. She asked whether the
expanded list might also note how student participation would be affected. Ms. Cennamo responded
that, following approval of the expanded list, the Educational Policy & Technology (EPT)

committee would work with the Office of the Provost to fully develop a listing of the accommodations that would include these indications in a very transparent way.

The resolution was approved by unanimous consent.

UPDATE: Operational/Financial Planning (Thomas J. LeBlanc, President)

The President welcomed the Senate to the November meeting and noted it is hard to believe how quickly the fall term has passed. He expressed his gratitude for everything the faculty continues to do to make sure GW's students receive a high-quality experience this fall. He noted that he is hearing consistent feedback from the students he meets with that their faculty are making extra time for them in office hours and being flexible with issues as they arise. He also thanked the faculty for accommodating the recent Election Day holiday, noting he heard from several members of the GW community expressing their appreciation for this.

He added that the election has kept—and continues to keep—many of GW's faculty busy. Several GW faculty are advising on the Biden-Harris transition, and many are providing expertise and fact-based commentary on recent events in news articles and on television. These types of contributions, to the government and society, are a great public service and one of the most important ways GW contributes to making a positive impact, and this could not be accomplished without the faculty.

The university is focused on delivering a high-quality virtual experience through the remainder of the fall, and spring planning continues in earnest. The President referenced the announcement earlier today about the spring academic calendar and the housing process. Regarding the calendar, classes for most of GW's students will start as planned on January 11, and classes will not be held on Inauguration Day. Also, based on feedback from faculty and students, the university will keep its planned week-long spring break in March and will continue to discourage travel among the on-campus community and require appropriate public health protocols for anyone who does travel. Final exams will take place May 3-11 as previously planned.

Regarding housing, approximately 1,100 additional undergraduate residential students will move onto campus in January (this number is in addition to the approximately 500 students who have been in residence this fall and most of whom will return in the spring). Given the number of applications for on-campus housing received, and because the university was prepared to offer 1,500 additional spaces, a lottery system was not required; GW will be able to accommodate all undergraduate students who applied. Students were notified recently, and it was welcome news to many students and families who wanted the opportunity for a residential experience. The 1,100 additional residential students will move in the last two weekends in January, after the inauguration, to help avoid contributing to a potential super-spreader event around the inauguration when an influx of travelers to the region is expected. Faculty are asked to be flexible in the initial weeks of the spring semester to accommodate those students who are moving onto campus.

Since the Senate last met, university leadership also hosted seven virtual forums, with many members of the leadership answering questions about the spring semester from the faculty, undergraduate students and their families, graduate students, staff, and neighbors. The forums went well, and the COVID-19 website has been updated with the recordings.

The President also noted that university leadership met with D.C. Mayor Bowser recently to provide an overview of GW's spring plans, including its testing and its broad collaboration with the District. Thanks to the extensive planning efforts of GW faculty and staff, Mayor Bowser and her team did not have any concerns about the university's plans for the spring semester. University leadership also highlighted the recent university effort to provide 12,000 free flu vaccines to the community, which the President recognized required collaboration across schools and relied on the efforts of students, faculty, and staff. The Mayor was very appreciative of this effort as well as of the world-class testing and other public health endeavors taking place at GW.

Current campus operations are going well. While some increased activity was observed around the White House this past week, there have not been any disruptions on the Foggy Bottom campus.

The President added that, as is the case with many communities across the country, the university is seeing an increase in positive COVID-19 cases in the D.C. area, and this is reflected in recent updates to the GW testing dashboard. While some positive cases are being observed in the on-campus student cohort, most are occurring within the off-campus student population (approximately 3000 individuals); some members of this population are utilizing GW's testing voluntarily and do not have access to on-campus facilities.

University public health and safety experts continue to closely monitor any changes, and, as winter approaches, leadership is communicating frequently with the community about combating "COVID fatigue'" and remaining compliant with all public health protocols, especially for masking, distancing, handwashing, and limiting gatherings. This includes frequent communications about university expectations with the off-campus community as well.

Among those on campus are GW's student-athletes, who have been training and preparing for their seasons under GW's own safety protocols as well as extensive return-to-training protocols established by the Atlantic 10 Conference. The conference delayed fall sports into the spring; men's and women's basketball are the only sports that will begin competition before January. GW is scheduled to begin basketball competition later this month. The university's priority has been and will continue to be to protect the health and safety of its student-athletes, coaches, staff, and the entire university community. The A-10 President's Council also met this week to discuss restarting spring sports and plans to move forward again with extensive health and safety measures. The President noted that, in comparison to big conference football, a single positive test within a team—whether it be a player, a coach, or anyone else directly involved with the team—will cancel the scheduled competition; the conference is being stringent about this. Students will be tested multiple times per week and prior to competition, and a single positive test will cancel the competition. The President noted that GW will potentially be the first basketball game televised for the entire college season, as GW has a nationally televised game scheduled for November 25, which is the first day of the season, at noon, which is the earliest time slot. He stressed that this is all hopeful, as the competition is all in the context of managing against COVID-19 and within testing protocols.

The President recognized Professor Cindy Liu, Dean Lynn Goldman, and the faculty and staff who have been putting together, under enormous effort and in a very short period of time, GW's on-campus, internal testing capability. This is an outgrowth of Professor Liu's lab and work, and the university is extremely grateful for the time and effort she has put into this work. GW has an emergency use authorization for on-site testing that was written by Professor Liu and her colleagues.

All of GW's testing is being done in-house. This rapid testing is returning results within 24 hours with very few false positives or false negatives.

Finally, the President noted that GW welcomed a prominent visitor on campus offering gratitude to the faculty's efforts late last month. The chief adviser for HHS's COVID-19 vaccine development initiative Operation Warp Speed congratulated GW for exceeding its enrollment and diversity goals for its Moderna vaccine trial. The Moderna vaccine is one of two that appear to be the most promising, and there is a lot of hope that a vaccine may be proven efficient by January 1, 2021. Thanks are owed to faculty in the medical and public health schools for the continued success of the trial and for their efforts in ensuring that, once this vaccine is available, it is among those that are deemed scientifically safe and effective for use. Even under the optimistic scenario of a vaccine by January, the President noted that he did not want to minimize the challenge of distributing such a vaccine; in all likelihood, the availability of a vaccine would not impact GW's plans for the spring semester. He added that the university is now conducting approximately 5000 tests per week and envisions this increasing to 7500 tests per week in the spring term. He expressed his deep thanks to all involved in the virus testing and vaccine development efforts.

Professor Cordes asked whether any consideration is being given to closing the university entirely on Inauguration Day, as has been done in the past. President LeBlanc responded that, due to such a small on-campus population, the university has the appearance of being closed in any case due to continued telework and a very limited student population. However, he noted that he would bring this question back to the leadership for discussion.

Professor Cohen-Cole asked whether travel restrictions for faculty might be altered in the spring in light of athletic travel being permitted. The President responded that, at present, travel restrictions remain in place. The university continues to carefully monitor the status of the virus, and restrictions are subject to change if there are changes in the virus profile. He noted that the athletic competition schedules have been set up to minimize travel distance. Competition travel will be made almost exclusively by chartered bus (he noted the possibility that air travel might be required for one game) and will not include overnight stays due to jurisdictional restrictions. All athletes will be tested multiple times per week in advance of any travel. The President noted that this is not a true "bubble" but that, everywhere they go, teams will be operating under protocols very much like GW's. Depending on jurisdictional requirements, there may be different rules around spectators (GW competitions, in concert with DC regulations, will not permit spectators on site; other locations may permit socially distanced and vastly reduced capacity attendance). The President reiterated that a single positive COVID-19 test would cancel the entire trip.

Professor Griesshammer praised the President for the early decision to go virtual for the spring semester, noting that this gives the faculty more time to plan well for the spring, and particularly to review what worked and didn't in the fall virtual experience. He also appreciated that GW will permit more students to live on campus who want to do so. President LeBlanc responded that he appreciates this comment. He noted that some initial feedback was critical of GW's early decision about the spring term, noting that GW was the first DC university to make the virtual call for spring. He attributed this criticism to pandemic fatigue, and, while he understands this very well, he also received a great deal of input from faculty and others who felt the need to begin planning for the spring term. Many schools have not yet made the call, creating a good deal of uncertainty for students who are going home for Thanksgiving break completing the fall term from home with no

information about whether they are returning to campus in January. Data since the decision was announced has made it obvious that this was the correct call.

REPORT: Fall Census/Enrollment (Jay Goff, Vice Provost of Enrollment and Student Success)

The President welcomed Vice Provost Goff, noting that he has never known a GW outside of the pandemic, having joined the university in August. Referencing the attached slides, Vice Provost Goff reviewed Spring 2021 registrations, Fall Census data, and some initial undergraduate application trends and planning for Fall 2021. In addition, he noted two recent positive developments: first, in the upcoming spring semester, the university will be permitted to use Federal Work Study dollars in a way that will allow departments to hire students at a lower cost; second, in response to student feedback, the university is undertaking an effort to allow students to update their cell numbers and current addresses more easily prior to the spring registration process.

Vice Provost Goff displayed data from the National Student Clearinghouse on early national enrollment trends. Based on reports from 54% of Title IV eligible institutions, the data show a decline of about 16% nationwide overall in first-time, beginning student enrollments. Steeper declines are observed for older students (particularly those aged 21-24), community college enrollments, and male students. Complete national data should be available toward the end of November or December, and Vice Provost Goff indicated he could provide better benchmarks to the Senate in December or January if desired.

Fall Census data is available on the attached slides, and this and further data are also available on GW's enrollment dashboard. Vice Provost Goff noted that this year's entering class is smaller but extremely talented and more diverse across the board. He noted that the sizable apparent increase in undergraduate enrollment at the Milken Institute School of Public Health (GWSPH) is due to the fact that this is the first year in which entering students could apply and be directly admitted to the Bachelor of Public Health program (previously they would be admitted to a "pre" program, then declare their public health major during the sophomore year).

Vice Provost Goff noted that deferrals by last year's first-year students did result in a 4% impact on the first-to-second year retention rate. He noted that, given how graduation statistics are calculated, GW will be able to re-engage these students into the cohort. The university has already started a number of campaigns to reach out to all students who were taking a leave of absence and help them register for spring term courses or to schedule them for summer and fall registration. If these students do return and register at GW, the university is permitted to return them to the cohort, and the university will hopefully avoid seeing a gap in the 4-, 5-, and 6-year graduation rates.

Early national Common App admission application trends for Fall 2021 indicate a 10% decline in total applicants thus far and an approximately 8% decline in early applications. There is also a 16.1% decline in FAFSA submissions by high school seniors over the same point last year. Niche, an online communications group working with first-year and transfer students, released a national survey indicating that 47% of students have not yet started applying to colleges. However, Vice Provost Goff noted, GW is not seeing this level of disengagement (see the 2021 Admission Trends slide).

Finally, Vice Provost Goff reviewed mitigation tactics for Fall 2020 recruitment and 2020-2021 enrollment activities. These are detailed on the attached slides and include a number of best practice

efforts as well as some new experimental work, such as a new and updated virtual campus visit program and a referral program. He added that GW's enrollment planning includes task forces addressing microtrends, a rapid response and innovation team (to respond to short-term issues), and a university-wide strategic enrollment management (SEM) planning & support work group (for longer-term considerations). He particularly recognized David Iselin and his team for their work in the rapid response and innovation team in terms of fast turnaround and response for the micro-trend groups.

Professor Griesshammer noted that GW's enrollment decrease of 25% for first-year undergraduates is steeper than the national average of 11%. Likely, this is because the university had already of lowered its enrollment target by 15% heading into 2020-2021. He asked whether the university will be more aggressive going forward to bring in more students—returning to the higher enrollment targets of 2019—or will instead plan to hold at lower enrollment levels, with the inherent financial issues this brings. Vice Provost Goff responded that he is looking at a number of scenarios to test with the future enrollment planning group, given the uncertainty of the fall 2021 semester. It is not yet clear what the fall learning environment will look like, and he will be digging into the data over next several weeks to investigate what the various scenarios could look like for the fall (fully open in person, open with restrictions, fully virtual, etc.). President LeBlanc added that the university needs to have a better understanding of what the applicant pool looks like this year but that there is no preconceived notion of what the fall enrollment target should be. This is why, he noted, it is critical to look at what is happening with the applicant pool this year, including the early decision pool and other subgroups. The pool is not likely to look like it did before the pandemic, and information about the pool will be very important to making decisions about enrollment targets.

Professor Cordes asked, along these lines, whether there will be a net revenue target as a broad concept around enrollment. Vice Provost Goff responded that his group is doing an across-the-board analysis of different affordability schedules and then comparing this to the applicant pool. This will aid in understanding the potential financial need in this year's applicant pool. President LeBlanc added that admissions is a multivariant optimization problem: focusing on one element (e.g., net tuition revenue) at the expense of others (e.g., student quality) in the abstract doesn't work. Rather, the university needs to know where the tradeoffs will be when the applicant pool is better understood. He noted that every aspect is important as the university makes determinations about its enrollment goals, including but not limited to net tuition revenue, diversity, class size, and the enrollment spread across GW's schools. He noted that he did not want to speak to one variable at this point in the absence of better information about what the university's options will be.

Professor Cohen-Cole asked what the limits are in this exercise, noting that there must be some boundary conditions are that can be drawn around enrollment assumptions. Second, he asked whether students who defer their admission by a year—students who GW knows have the academic profile it is seeking as they have already been admitted—are being added to the next year's enrollment target. Finally, he asked whether, given that the 20/30 plan is on hold, the administration is seeking to have the Board approve having 10,500 undergraduate students on campus for the next several years.

President LeBlanc responded that some limits are preset for the university by the District's headcount and residency requirements. On the lower end of enrollment, there are financial limits in that too small a class would not be fiscally sustainable. He noted that the process over the coming weeks will define this space and provide clarity across multiple dimensions. Provost Blake added

that, for the time being, the pandemic restrictions in place in the District will draw some lines around what GW can do in terms of its on-campus activities. He noted that the future enrollment group is heading into its meetings with a blank canvas. All limits will be considered, and the group will look at the trade-offs involved at a more granular level.

Professor Cohen-Cole asked about the university's goals—in particular, what does GW hope to achieve in enrollments (e.g., 10,500 undergraduates on campus)? President LeBlanc clarified that the 20/30 is now obsolete. It was rendered obsolete by the pandemic, and the university is now starting with a blank canvas with regard to enrollments. As to specific questions about the university's enrollment goals, he noted that this depends on what GW has now, what it would need to add to achieve a specific goal, and what it would need to do to add enough students to meet that specific goal. It might not, he observed, be practical to make that kind of sizable enrollment jump in a single year, given that the pandemic removed a sizable chunk of enrollment at every level; four years of tail are built into that. He was therefore reluctant to name a specific target number now, noting that this is a multi-year process.

Vice Provost Goff responded to Professor Cohen-Cole's second question in the affirmative, noting that the university has created a separate recruitment campaign for deferrals. The university has always had some students defer admission but never at the present levels. He noted that most students who elected to defer admission are taking one to two semesters off and will be counted as additional first-year students in Fall 2021.

Professor Cohen-Cole noted that, in considering the multi-year tail enrollment tail and the number of new student enrollments it would take to fill back enrollment losses due to the pandemic, there have been short-term remediation on the financial side that the university has faced. If enrollment isn't backfilled, then what has been represented as short-term financial remediation may end up being a multi-year issue.

Professor Galston asked whether the university plans to increase its summer offerings to bolster enrollments. Vice Provost Goff responded that he is looking at demand models to gauge what effective increased summer 2021 course offerings might look like. He added that summer courses are another way to engage students who have taken a leave of absence as well as deferred and new students. Finally, he stated, summer planning and schedule building will begin shortly. The schedules are being set up now and should be available soon.

REPORT: Planning for Office of the Provost Initiatives Brian Blake, Provost)

Provost Blake spoke about his philosophy of planning in the Office of the Provost and offered some comments about the academic master plan as it was conceived before being suspended; he then turned to a discussion of next steps coming out of numerous recent discussions.

The Provost noted that he takes seriously his commitment to shared governance and inclusive faculty involvement, particularly to enhance the academic and research missions of the university. This year, he has met with members of the Faculty Senate, Deans, and other university leadership in a series of collaborative planning discussions regarding a number of initiatives within the Provost's Office. These initiatives include technology shared services, sponsored research support, enrollment, career services and advising, and preliminary discussions about an academic master plan. He added

that work over the summer included some pressure to quickly perform some financial mitigation measures, which added urgency to some of the aforementioned efforts. He noted that he listened carefully to feedback shared in these meetings, which helped inform the implementation of several of those initiatives this year. He noted that conversations to this point have suggested different and more effective ways of exercising shared governance, referencing in particular very helpful conversations with Professor Khilji, the Fiscal Planning and Budgeting (FPB) committee, EPT, and the FSEC. He stated that he is looking forward to continuing to work with faculty to evaluate the implemented initiatives and find ways for continual improvement over the coming months. Understanding that there will not always be perfect agreement on the outcome, he noted that he will work to make sure that meetings and deliberations are conducted in a way that ensures everyone feels they have been heard and that comments have been addressed and not simply provided without meaningful feedback.

Regarding the academic master plan, the Provost noted that, with the Board's encouragement, this would be a good inflection point for engaging in a university-wide introspective assessment of its academic programs. This would be a faculty-led effort to engage in a cross-cutting evaluative effort. From many meetings over the past month, he noted that the FSEC has raised a number of concerns, particularly with regard to faculty fatigue and a lack of bandwidth to devote to a planning process, as well as questions regarding the role of faculty in the process (from the very beginning). Other segments of the faculty have also been outspoken with their concerns as well. The Provost stated clearly that this work must be faculty-led and faculty-owned. In light of this feedback, and as noted in his recent message to the GW Faculty (Statement on Academic Master Plan at GW/November 4, 2020), development of an academic master plan is being deferred—or postponed or suspended, depending on what the determination is about what will work best. He added that any plan efforts moving forward are subject to consultation with the FSEC and the faculty with the key intention of not moving forward until there is a shared feeling about the plan.

Provost Blake added that he is extremely sensitive to faculty fatigue and the fatigue that the full university community faces as the pandemic wears on. In response to concerns about faculty involvement with this process, he expressed his commitment to working with faculty members in all areas related to the academic mission, noting that part of the plan from the very beginning was that these planning groups would be faculty-led groups, including those conducting school and college reviews. He guaranteed that any future academic planning groups would be at a minimum 75% faculty and chaired by a faculty member. In addition, he pledged that, in keeping with the *Faculty Code*, all proposals impacting the academic mission of the university will be shared with the Faculty Senate so that it may make recommendations on these proposals, regardless of their origin.

With regard to next steps, the Provost confirmed that he plans to continue to work with the Senate. There is a need for a post-pandemic task force to look at innovations, pedagogy, and modality for developments made in response to and lessons learned from the pandemic. The university must be set up to succeed and prepare well if the current mode of instruction continues. This is good for GW, of course, but the Provost noted that other institutions are already doing this. In this context, the Provost indicated that he would look at existing program reviews and consider their process and structure as part of an overall evaluative process. He welcomed a continued discussion within the Senate on metrics and mission-based goals and priorities for the university as a whole.

The Provost stated that he certainly never expected to spend his first year as Provost at GW in the midst of a pandemic. He noted that he has found this debilitating in the sense that he feels one of

his strengths is managing spaces of people, and the virtual environment has created challenges to doing so. With that said, he added, he accepts his responsibility in this area and pledged to ensure that faculty feel comfortable with how his office is operating. Through all of this year's challenges, he noted GW's faculty have been an invaluable resource and source of support, and he is proud and grateful to have such talented and passionate scholars as partners in working to achieve GW's mission.

Professor Roddis asked how the academic master plan and the university strategic plan interact. With the last strategic planning process paused (and the now-obsolete 20/30 plan being an underlying assumption of that process), she wondered how academic master planning can be conducted without an underlying strategic plan, in particular given the need for school, department, and program missions to interface with a larger university strategic plan. She asked what is going to happen with regard to strategic planning, noting that GW's accrediting body notes the existence of a strategic plan at the university. Provost Blake responded that a strategic plan tends to be overarching for an institution, representing collaboration between a board and a university community. He reiterated that the academic master plan has been suspended; should it be started anew, it could provide valuable content to inform a university-wide strategic planning effort.

President LeBlanc noted that, unfortunately, in the minds of many, the phrase "strategic plan" has become equivalent to the 20/30 plan when, in actuality, faculty committees did a lot of work apart from the 20/30 plan as part of the now-paused strategic plan. He reiterated his earlier point that the context within which university leadership envisioned the 20/30 plan has been blown out of the water by the pandemic. He expressed his belief that a blank slate for strategic planning doesn't mean all the good work done by the strategic planning committees should be thrown out. He noted that a university doesn't move forward unless it knows where it's going; some kind of planning effort is required. Specifically, it is important to identify what individual schools' strategies are and what they are trying to achieve and how this feeds into the larger university goals and context. The Provost has talked about getting some conversations going at the school level, where earlier conversations were taking place more at the university level. He indicated that valuable conversations can also be had at the intersection of the schools. Currently and understandably, there is a great deal of fatigue from the pandemic and the work environment it has created. The university needs to determine how to plan for opportunities emerging from this period.

In addition, the President added, there was also some concern about the STEM piece of the 20/30 plan. He recalled that this target became entangled with the admissions process, but, he noted, this is a weak instrument for this goal as students change majors all the time. A STEM cohort cannot be built by working just through admissions. However, this already happens organically at the school level. One example is the Bachelor of Science degree in the Elliott School (ESIA), which affords ESIA students the opportunity to do a second major in a STEM discipline. This type of degree activity would count toward the 30% STEM goal. Another area for development would be to strengthen the value proposition around engineering, which would lead to more applicants to study engineering at GW; additional opportunities exist for expansion of STEM majors in existing student populations and department offerings.

Professor Griesshammer thanked the Provost for his clarifying words, noting that they were very appreciated after the dire straits of last few weeks, during which time it seemed that the lines of communication were broken. He placed some blame for this on the Board, who, in his perception, seem to think that they are conveying their thoughts and intentions when they speak only to the

President, the Provost, and perhaps a single faculty member. He noted that more communication from the Board would be helpful and would place the President and Provost in a less precarious position as it would make clear the impetus for some initiatives. He noted that there is an elegant example for faculty and the administration working collaboratively and productively for the greater good—a model that President LeBlanc initiated—in the research ecosystem review. This was a careful, deliberative, and ultimately productive process in which decisions were made. The result was that broad consensus about how science is performed, supported, and administered emerged. He urged the administration to follow this model for future such work.

Professor Wilson noted that the Provost saw the academic master plan as a framework. He suggested that there could be a better framework—one that begins with GW's mission statements. Questions to ask include: is the university accomplishing these missions, could it do better, and how? The "how" could include an interest in academic innovations based on GW's virtual experience. He suggested beginning with the mission rather than starting with a conclusion and working backward. Provost Blake responded that, as conversations develop further, they will expose opportunities to develop the right path forward.

Professor Orti thanked the Provost for his recent communications. He directed the Senate's attention to the agenda appendix, also attached to these minutes, that includes the results of a short survey on administration-faculty collaboration. He expressed that he did not want to belabor a point and that he wanted to move ahead with positive interactions. However, he noted that the responses to that survey present a divergent view from what the Provost presented today and hoped that these views would be taken under consideration as further work is planned. The Provost responded that he appreciated the concerns raised in the survey, which indicated that messages the administration thought were clear were in fact not. He accepted responsibility for the fact that the engagements he initiated over the summer were not effective and reiterated his pledge to improve this going forward.

Professor Yezer noted that part of planning is having a fact base and knowing where the institution stands at the present moment. He expressed his hope that the academic dashboard efforts will continue, noting that, currently, datasets are not available that allow the university community to judge what GW is doing now and how effective it is in those efforts (e.g., existing programs, resource costs to achieve goals). When it comes to academic planning, he stated, it is important to recall that GW is one of many universities; ultimately, the question is not what the university wants to do but rather where it has a chance of succeeding. GW needs to consider the broader market and its comparative advantage with regard to the competition. Provost Blake agreed, noting that he would begin any further efforts in a manner that has the most traction and trust, which will serve to improve trust in the data provided. Professor Yezer expressed support for the Provost's efforts to produce an academic dashboard to serve as a fact base for planning. He noted that this work on dashboard measures to be used does not have to reinvent the wheel because dashboards are common at well-run universities. In general, GW tends to ignore the opportunity to look at how other universities are already doing first-rate planning and replicate that. This is something that requires professional academic management, which is something that the faculty reply on the administration to supply.

Professor Perry thanked the Provost for his messages, which are sincere, heartfelt, and welcome. She noted that emotions play an important role in organizations. The pandemic has been very fatiguing, and, simultaneously, GW has gone through a lot of loss via recent financial mitigations. The university needs to recognize this loss as well as the fatigue; the GW community is stepping through

the Kübler-Ross stages of grief as many long-time colleagues and friends have seen their work at GW end during this time. She suggested that the university should tap into this and recognize it as a place of healing to allow the university to move forward, seeing hands outstretched in partnership and an opportunity to rise in the face of adversity. She noted that the community is still trying to determine how many staff have been lost and how these losses can best be overcome without reducing them to "we have to do more with less." She encouraged the university to acknowledge these losses and then to demonstrate and map how centralization processes can improve performance. Provost Blake noted his appreciation for these comments and added that there are some post-mitigation actions planned to do some of this work.

Professor Khilji referenced the Provost's brief mention of a task force for academic innovation and pedagogy and noted that she would be interested in hearing more about his thoughts on this endeavor. Provost Blake responded that he intends for this to be a faculty group led by a faculty chair that will investigate best practices and pedagogy around remote instruction. This group would ask challenging questions and produce recommendations. He noted that the university is in a different place than it was when the interim strategic planning reports were drafted, but these reports should be reviewed in light of this year's changes. He cited the academic calendar as an example—updating the academic calendar used to be essentially a cut-and-paste job. It now involves agonizing, detailed work to determine the best modality given all the circumstances affecting the calendar. The Provost noted he would also like to think about timing of courses, an issue raised by students who are attending virtually across different geographical regions. He also indicated that he would welcome a conversation about degree programs in light of leaves of absence and a disrupted ability to work in a global context. In all of these considerations, he noted, there is a question of what is temporary and what should be done all the time as a new best practice. This will be a multi-year endeavor, he stated, but there are certainly elements that could be incorporated for Fall 2021.

Professor Wirtz thanked Professor Perry for raising an important topic. He noted that it appears the university is emerging from a rough stretch, but, as part of that stretch, the GW community has lost a significant part of its community, including decades-long colleagues, on short notice and in an abrupt fashion. He expressed his concern that, in process of regaining strength, the university doesn't lose sight of those who helped advance it to this point. This includes the approximately 250 colleagues who worked very hard at their jobs and seem to have been told in a thankless way by GW simply to go. Before the university moves on to its next chapter, he noted that he would like to see the university—and the leadership in particular—say "thank you" to those who are being let go and to express its appreciation for their service, hard work, and input. Provost Blake noted his appreciation for Professor Wirtz's comments and expressed his deep feeling for each individual affected by these actions.

Professor Cohen-Cole asked whether the President and Provost might share their views on whether they would encourage and support more direct lines of communication between faculty and the trustees. The Provost responded that, largely, the trustees are involved with governance and defer management and administration to leaders they appoint. He noted that there are effective ways of establishing these lines of communication. He appreciated the spirit of question that there aren't currently effective ways in place at GW for facilitating these connections. He stated that the trustees are extremely engaged but do not want to be perceived as being involved with management. President LeBlanc noted that it is important to understand the trustees' role as a governing body and not a managerial one. However, he noted, it is hard to make any argument against more communication and greater understanding, and he did not intend to make that argument. This is

why the Board hosts a faculty dinner each year, to which the Senate is invited, and he noted that Board members often speak of conversations that happen there. He noted that creating regular mechanisms that that effectively serve not just as communication but as a bypass to management is something most boards would try to avoid. He noted that GW's Board is very much focused on governance; while they have expressed a willingness to and have engaged in some increased communication, it is important to respect the Board's primary role.

Professor Sarkar acknowledged the Provost's recent efforts around communication and shared governance. He noted that it can be difficult to gauge where the faculty stands as a whole, but his impression is that the faculty is puzzled and has a sense of missed opportunities. He applauded the administration for closing a sizable budget gap created by the pandemic. While recognizing this, he insisted on meaningful communication going forward. He asked whether governance decisions are being made by a board that doesn't understand where faculty stands on a variety of issues; this perception creates anxiety among a faculty that deeply cares for the university. If reorganizations and mitigations are framed as a financial issue created by an unprecedented situation, he stated, most people understand that, but there has to be some recognition and understanding that the loss of talented and valued colleagues is painful to the community. He noted his belief that everyone comes to the table with the best of intentions but added his concern that these actions have additional consequences in that they may lead to attrition in talented pools of faculty and staff.

Professor Sarkar expressed his desire to understand what the administration is seeing in the larger picture that the typical faculty on the ground doesn't see. In short, faculty want vision, clarity, and trust: if actions are a matter of financial exigency, this should be stated outright without trying to spin a change as an efficiency move. He further noted that he would also like to see the academic dashboard and for the administration to be transparent about what it takes to run the university's programs. He closed by noting that he looks forward to more communication and close work with the administration. The Provost responded that he looks forward to having these conversations with the Senate. He noted that all metrics include financial as well as reputational, student success, and other considerations. He noted that, at his previous institution, he worked with a dashboard that included 30-40 attributes that allowed individual program to look at very specific measures.

Professor Parsons expanded on Professor Sarkar's comments, noting that leadership is required as much as faculty governance. Faculty governance is clearly important to prevent an overall operation from going off the rails without relevant feedback. However, some kind of leadership vision is also important. He looked back at the last two strategic plans, which were extensively discussed. Both were truncated—one by the pandemic and one by a lack of commitment to the plan. Going back almost 20 years, he recalled a short strategic plan with a simple idea that seemed to work at the time. This plan sought to build on existing strengths and applied funding to identified areas. Following this, however, he noted that a desire to be comprehensively excellent emerged as opposed to focusing on areas of natural strength. In a time when the university has more resources, this idea makes some sense. However, with losses due to the pandemic, it would seem to make sense to pull back from the idea of comprehensive excellence and focus instead on areas of core strength.

Professor Tielsch noted that GW has lost the director of its Institutional Review Board (IRB) and has a very serious staffing situation in this area in terms of keeping this mission-critical function operating. The IRB supports human subjects research, and this staffing situation has major implications for delays to and compliance in research. Provost Blake responded that he approved some hires in this area early this morning. He noted that this has been a high priority issue for him;

he expressed his appreciation Professor Tielsch's comment and stated he would continue to work hard on this critical area.

<u>GENERAL BUSINESS</u>

I.   <u>Nominations for election of new members to Senate standing committees</u>
None.

II.   <u>Reports of the Standing Committees</u>
None.

III.   <u>Report of the Executive Committee: Professor Arthur Wilson, Chair</u>
Professor Wilson referenced the attached FSEC report in his comments.
- The Senate raised no objection to proceeding with a leadership survey as outlined in the attached report.

<u>BRIEF STATEMENTS AND QUESTIONS</u>

Professor Griesshammer raised a concern about the potential of votes at next week's Faculty Assembly. He noted that those faculty attending the meeting should have the opportunity to voice their will via votes. From Professor Wilson's comments, he noted that this is apparently an issue in question, and he expressed his concern that this issue needs to be resolved conclusively before the Assembly—namely, that the faculty in that meeting may choose to have a vote on any agenda item.

Parliamentarian Charnovitz noted that the Faculty Assembly rules in the FOP make no provision for online votes, adding that it would be helpful to make changes in these rules for all future meetings, not just under the circumstances of the pandemic. He stated that he has suggested that it would be possible, in line with what the Law School has done (where rules also do not exist permitting online voting), for the proponents of the petition to request unanimous consent to take a vote on the petition following the full discussion of the petition. If consent is given, unanimous consent can be requested for approval of the petition, and the online technology can then be implemented to take a vote.

Professor Griesshammer responded that he would be very uncomfortable calling this meeting a Faculty Assembly without a provision to permit voting identified at the beginning of the meeting. He expressed his concern that tying this to a unanimous consent request would permit a single faculty member to prevent the democratic process of the meeting from proceeding. If votes cannot be held, the meeting will not be a full Faculty Assembly, as directed to occur annually in the Faculty Organization Plan (FOP).

Professor Orti agreed, noting that faculty should be made aware before the Assembly that there are limits on voting permissibility. He noted that the Assembly was delayed in order to address technical issues around voting. This was communicated to the full faculty. He stated that it should be clear, going into the Assembly, that faculty will be able to vote on whatever is on the agenda that requires

support. If this is not the case, it needs to be announced now in order to correctly set expectations regarding procedures and avoid an uncomfortable situation at the Assembly.

Professor Galston noted that the Senate doesn't have provisions for online voting and asked why, therefore, online voting is permissible in Senate meetings but would require special authorization in the Assembly. Parliamentarian Charnovitz responded that, in March, the onset of the pandemic led to the March Senate meeting being held online with very limited in-person attendance by Senate staff and leadership, and the Senate obtained unanimous consent at the outset of that meeting to proceed with meeting and with votes during the meeting. Earlier that week, he noted, he worked closely with then-FSEC Chair Marotta-Walters to take urgent action. With her leadership, he noted, the FSEC agreed to do a few things: first, an urgent rule was written in the FSEC to allow the Senate to meet online; second, the FSEC took action—by asking the Provost to use his interpretive power under the Faculty Code—to make sure that the schools could adopt rules to meet online (these actions were taken emergently in mid-March to ensure that the institutions of faculty governance could act during the pandemic); third, the FSEC created the role of Vice Chair of the FSEC in the event the FSEC Chair becomes unable to conduct his or her duties.

The Parliamentarian noted that the Assembly (under the existing FOP rules) is not an institution designed to be part of the legislative process (this is the function of the Senate), but the Assembly has ceremonial functions, such as selecting the Faculty Consultative Committee approximately every ten years and approving Senate suggestions for FOP amendments. An amendment to the FOP to alter Assembly rules would begin with the Professional Ethics and Academic Freedom (PEAF) committee, with a resolution from that group moving to the Senate, then to Assembly, and then to the Board. This process can take a year or two, depending on when the work begins. This issue could not be fixed in March of this year, and the Parliamentarian expressed his view that this question should be reviewed for future use. He noted that the question of remote participation in the Faculty Assembly has arisen for years, with Assembly members asking if they might send a proxy, or call in a vote. Because of the way the FOP is written, the Assembly has always said remote voting is not permissible. The Parliamentarian reiterated his view that it would be a good idea to look into the question of online voting in all of these institutions, but, at this time, the November 18 Faculty Assembly meeting has no rules to permit online voting. However, he reiterated his statement that it would be workable to follow the Law School's practice of working through unanimous consent.

Professor Cohen-Cole asked whether, based on past practices and the actions of the Provost in March permitting the schools to interpret their rules to hold online meetings barring an existing rule expressly prohibiting such, the President (as Chair of the Assembly) might follow a similar path to permit online voting at the Assembly vote. He further asked where the FOP states that the Assembly is not involved in legislative processes. Finally, he asked whether the rules for in-person presence could be suspended at the beginning of the meeting to permit the Assembly to proceed as a regular Assembly—with any voting actions—as was promised when the Assembly postponement was announced in September. This could then entail beginning the Assembly with a vote to approve the previous Assembly minutes. Parliamentarian Charnovitz responded that this meeting is a regular Faculty Assembly, but the existing rules in the FOP do not provide for online or remote voting. He stated it would be helpful to think about what type of rules are most desirable, but this needs to be thought through by the Faculty Senate and its committees. Professor Cohen-Cole noted the difference between absentee voting and online voting in this circumstance, with the latter being taken with Assembly members in attendance.

Professor Cohen-Cole asked the President whether he would do as the Provost did in March and interpret the FOP in such a way as to permit votes to happen through the course of next week's meeting. The President responded that, in March, the Provost's action empowered the schools to make their own calls on how their meetings would be conducted. He added that, as has been his practice, he would rely heavily on the Parliamentarian, who is the expert in this area, for advice on how to proceed.

Professor Wagner thanked the Senate staff for making the online meeting and voting system workable. With the postponed Assembly, time to plan, and the technology in place, she noted it is not clear what bars the university in a moment of exceptional and exigent circumstances to make the decision that faculty colleagues are able to make their voices heard via Assembly voting. She asked for a rational explanation that doesn't fall back on procedure, noting that there must be some recourse. The President responded that it is difficult for him to defend all of the procedures in the FOP and then say that one part of the FOP is waived and another is not due to the pandemic. There are nuances of the trade-offs involved, and this is not a simple matter of waiving rules. He noted that the Parliamentarian, a member of the Law School faculty, is extremely well versed in the interpretation of these rules. In addition, he noted, the FSEC Chair has proactively moved on what the Assembly petition requests of the Senate in his comments today, and it is not clear to him what the desired end result is given this action.

Professor Wagner noted it is unclear whether the Assembly can express its opinion on a topic or not. Giving the Assembly the opportunity to vote seems to a fundamental premise of shared governance. Professor Wilson noted that many things are implicit in the FOP rules. He observed that voting during an in-person Assembly with index cards is not expressly permitted, either, but this is the practice for votes during an in-person Assembly.

Parliamentarian Charnovitz noted that it is important to follow the rule of law in faculty governance, in the Faculty Assembly, and in other similar engagements. (He drew the comparison to the U.S. Congress, whose houses have not adopted rules to permit online voting.) He noted that, personally, he thinks this issue should be addressed via a change to the rules, but, in the absence of a rule change, the Assembly needs to follow rules already in existence. In March, he noted, the FSEC and the administration acted expeditiously on the issues they could act on (the Provost in permitting schools to determine their online meeting procedures, and the Senate in permitting online meetings and voting); he noted that he also acted within the available processes in the medical school to permit their assembly to meet and vote online. However, there was nothing he, the FSEC, or administration could do for the Assembly at the same time because the Assembly rules have to be changed in the FOP, and that is a different—and longer—process.

Professor Wilson asked what the President will do to give clarity to this issue beyond deferring to the Parliamentarian. The President responded that the established rules are there for a reason. He added that one of the things he has learned in working with law faculty is that procedures are meaningful in interpreting law; otherwise, there is chaos. The President noted that the question in the petition coming before the Assembly is whether or not to conduct a survey, and this was just discussed in Professor Wilson's FSEC report and settled in the Senate. He asked why the university would want to disturb its procedures under set rules for an end result that has already been determined. The President, committed to an unavoidable 5:00pm meeting, turned the meeting gavel over to Provost Blake.

Professor Marotta-Walters noted that the present situation represents the consequences of "kicking the can down the road" for a long time with regard to the relationship between the Senate and the Assembly. She noted that government by the body of the whole (the Assembly) is not usually done in place of the duly elected representative body (the Senate). She suggested a step back from the stress everyone is feeling on this issue because, as the President has noted, the Senate can still obtain meaningful faculty input on a survey process already secured by the FSEC. A robust discussion can take place at next week's Assembly that doesn't require a vote; that discussion would inform those already in place and working on a survey evaluating university leadership. The ambiguity in the rules needs to be addressed, but, she noted, this isn't the battle the faculty needs to kill itself on in order to win the war.

Professor Griesshammer noted that, in a democratic institution, it is the one recourse that the majority of any meeting has that they can force a vote about the decision of one person. He noted, as a matter of principle, that a Faculty Assembly cannot be held as such without voting capability. If there is no voting permitted and the Assembly cannot voice its opinion by a majority position, he stated, then the meeting should be called a town hall and could still proceed with speeches and a good discussion. He added that if this is the route to be taken, this should be announced prior to the meeting.

Provost Blake turned the meeting gavel over to Professor Wilson, as his presence was required at a Law school student town hall meeting.

Professor Mylonas expressed his agreement with Professor Griesshammer. He noted that it would be disrespectful to those planning to attend the meeting not to tell them ahead of time if it will be a town hall and not a full Assembly. He noted that the Assembly is where the Senate obtains its authority; given this, he noted, it seemed odd that anyone else would decide anything for the Assembly. He added that the only reason he would therefore accept not voting at the Assembly would be a technical problem.

Professor Garris recalled his terms as FSEC Chair and several Assembly issues involving faculty members who were traveling and could not attend the Assembly but wanted to vote on important issues. However, the rules were clear that this is not permitted. There is a defined process for amendments to the FOP. He noted that the President does not have the authority to change the Faculty Assembly rules; this, he stated, would be very problematic for other reasons. The Assembly rules are in place for a reason, and disregarding them intermittently is a slippery slope. He added that he does not understand the ongoing need for the petition, given that the FSEC already has plans to move forward with a leadership survey, a task that is within its purview and expertise.

Professor Parsons suggested that, as the Parliamentarian has announced that there was not going to be the possibility of a vote on any issue, then the faculty should be notified so that they can decide whether they still want to attend. Parliamentarian Charnovitz responded that he has never said there was no possibility of votes at the Assembly. Rather, he noted, he has stated that the rules don't provide for online votes but that he thought that, under the circumstances of the pandemic, proceeding via unanimous consent permitting an online vote would be permissible. He noted that it is a principle of parliamentary law that bylaws cannot be changed by unanimous consent because the rights of those not present are potentially being violated. However, under these circumstances and as he noted when asked to give an opinion on the petition submitted last week, he noted that he could

see allowing an online vote if there is unanimous consent for it. In that circumstance, it would be permitted.

Professor Cohen-Cole noted that the Assembly has a long history of online presence and voting by attendees at the Virginia Science and Technology Campus (VSTC) and an overflow room in the Jack Morton Auditorium. In these cases, there was no change recommended or required in the rules. He clarified that the current question is not about absentee voting and that virtual attendees would be voting virtually while attending the meeting. He added that Robert's Rules allows for overturning a decision of the Chair and that the faculty could do so in this case.

Professor Yezer asked whether a nonbinding "sense of the meeting" vote might be taken on a proposition and whether, if unanimous consent can't be obtained to vote, this might be a possibility. Parliamentarian Charnovitz noted that such straw votes are improper under Robert's Rules, and they should not be taken in the Senate or the Assembly. He noted that, in his email last week on the petition, he noted that the petition was admissible and that he would recommend the President place the petition on the agenda; the President did so. The Parliamentarian added that, in that message, he noted there would be an opportunity for a full discussion of the petition. Following that discussion, faculty opinion would be on the record, and a request for unanimous consent could then be made to hold a vote. Professors Cordes requested clarification on the process.

Professor Wagner expressed that a clear message is needed about what has been decided today so that faculty can be given clear expectations. Professor Wilson noted that no one is asking for anyone to change the rules as there is no rule to change; rather, there is a request for a sensible interpretation of the rules given the circumstances of the pandemic. He expressed his sense that the President is the one who can choose to make this interpretation.

Professor Mylonas suggested that a short note be written by the Parliamentarian to be sent to the faculty indicating how this matter will proceed and making it clear who made this decision. Professor Wilson noted that any message would need to make it clear whether voting can take place or not. Professor Griesshammer added the issue is whether this is an Assembly or a town hall; his interpretation and that of many others is that it is not an Assembly if there is no opportunity to vote.

Professor Cohen-Cole asked whether the Assembly can move to suspend the rules at the beginning of the meeting. The Parliamentarian responded that, while the rules protecting absent people could not be suspended, one could request unanimous consent at the beginning of the Assembly to consider a rule of order for the current meeting that would permit online voting. He cautioned that such a motion would need to be expressed very narrowly in order to increase the chance of obtaining unanimous consent.

Professor Wagner recommended that the facts of online Assembly voting be communicated to the faculty as soon as possible, along with a reminder that the deadline for Assembly registration is midnight tonight. Professor Wilson stated that he would compose a message to be sent to the full faculty to this effect immediately following adjournment of this meeting.

ADJOURNMENT

The meeting was adjourned at 5:21pm.

A RESOLUTION TO EXPAND RELIGIOUS HOLIDAY ACCOMMODATIONS (21/14)

WHEREAS, GW's current policy limiting the timeframe for requesting faith-based accommodations to the first week of the semester is unnecessarily restrictive; and

WHEREAS, the Muslim holiday of Ramadan will coincide with the Spring final examination period for the next two years, thus posing a challenge to the academic performance of students who observe the holiday and whose faith requires them to fast throughout the entirety of the examination period; and

WHEREAS, in comparison to its market basket range, GW's Religious Holiday Calendar has the smallest number of distinct faiths represented (six) and has the third-smallest number of holidays included (thirty-two); and

WHEREAS, it is the responsibility of GW as a preeminent institution of higher education and global scholarship to provide students from all cultural backgrounds with an equitable academic experience;

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

1) That the Faculty Senate hereby recommend the following changes be made to the University Religious Holiday Policy, effective immediately:

Religious Holiday Policy
1. Students must notify faculty ~~during the first week of the semester~~ as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls in the first three weeks of class, the student must inform the faculty within the first week of the semester that they are enrolled in the course.
2. To the greatest extent possible, faculty must continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. Faculty who intend to observe a religious holiday must arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.
4. Prior to each semester, the administration must circulate to faculty a schedule of religious holidays most frequently observed by GW students.

5. Student members of all religious groups are entitled to the same courtesies and accommodations.
6. The administration must convey this policy to students by including it in the Schedule of Classes and other places deemed appropriate.

2) That the Faculty Senate hereby recommend the following change be made to the University Final Examination Conflict Policy, effective immediately:

Final Examination Conflict Policy
1. There must be written regulation affirming the University policy to have one final examination rescheduled if a student has three or more final examinations scheduled on the same day.
2. To the greatest extent possible and without interfering with the integrity of the exam, students who are observing a religious holiday during the final examination period shall be allowed to have any examination rescheduled that conflicts with their day(s) of religious observance. In the case that a student is observing a religious holiday that coincides with the entirety of the examination period, the student shall be allowed to reschedule necessary examinations to alternative days/times to eliminate the need to take more than one final examination in a given day.
3. The rescheduling must take place at least three weeks prior to the last day of classes and, whenever possible, the make-up examination be rescheduled during the examination period.
4. The rescheduling must be achieved in consultation with the instructors involved and, whenever possible, the student selects which examination to reschedule.

3) That the Faculty Senate hereby recommend the Office of the Provost updates the GW Religious Holiday Calendar to include the complete list of religious observances proposed by the Student Association and the GW Interfaith Council (Appendix C), effective immediately.

Educational Policy & Technology Committee
October 5, 2020

Adopted by the Faculty Senate
November 13, 2020

Appendix A (from the Office of the Registrar)

Religious Holidays

The Faculty Senate has set guidelines pertaining to the observation of religious holidays. These have become university policy and are as follows:

1. that students notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
2. that faculty continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. that faculty who intend to observe a religious holiday arrange at the beginning of the semester to re-schedule missed classes or to make other provisions for their course-related activities.
4. that, prior to each semester, the administration circulate to faculty a schedule of religious holidays most frequently observed by GW students
5. that student members of other religious groups are also entitled to the same courtesies and accommodations.
6. that the administration conveys this policy to students by including it in the Schedule of Classes and other places deemed appropriate.

Appendix B (from the Office of the Registrar)

Final Examination Conflicts

The administration has accepted a resolution of the Faculty Senate regarding final examination conflicts. The Senate recommended:

1. that there be written regulation affirming the University policy to have one final examination rescheduled if a student has three or more final examinations scheduled on the same day.
2. that the rescheduling take place at least three weeks prior to the last day of classes and that, whenever possible, the make-up examination be rescheduled during the examination period.
3. that the rescheduling be achieved in consultation with the instructors involved and that, whenever possible, the student selects which examination to reschedule.

Appendix C (from the Student Association)

Recommended 2020-2021 Religious Holiday Calendar:

Holiday	Date	Week Day	Faith
Eid al-Adha	July 30th - August 3rd	Thursday - Monday	Islamic
Krishna Janmashtami	August 11th	Tuesday	Hindu
Assumption of the Blessed Mother (Holy Day of Obligation)	August 15th	Saturday	Catholic

Paryushana	August 16th - August 23rd	Sunday - Sunday	Jain
Al-Hijra (Islamic New Year)	August 19th - August 20th	Wednesday - Thursday	Islamic
Onam	August 22nd - September 2nd	Saturday - Wednesday	Hindu
Ganesh Chaturthi	August 22nd	Saturday	Hindu
Ashura	August 28th - August 29th	Friday - Saturday	Islamic
Rosh Hashanah	September 18th - September 20th	Friday - Sunday	Jewish
Meskal	September 28th	Monday	Ethiopian Orthodox Christian
Navratri	October 17th - October 26th	Saturday - Monday	Hindu
Yom Kippur	September 27th - September 28th	Sunday - Monday	Jewish
Sukkot	October 2nd - October 9th	Friday - Friday	Jewish
Shmini Atzeret	October 9th - October 11th	Friday - Sunday	Jewish
Simchat Torah	October 10th - October 11th	Saturday - Sunday	Jewish
Installation of Scriptures of Guru Granth Sahib	October 16th	Friday	Sikh
Birth of B'ab	October 18th	Sunday	Baha'i
Birth of Baha'u'llah	October 19th	Monday	Baha'i
Dussehra (Dasara)	October 25th	Sunday	Hindu
Mawlid-an-Nabi	October 28th - October 29th	Wednesday - Thursday	Islamic
All Saint's Day (Catholic Holy Day of Obligation)	November 1st	Sunday	Catholic/ Christian

Deepavali (Diwali)	November 14th	Saturday	Hindu
Bandi Chhor Diwas	November 14th	Saturday	Sikh
Jain New Year	November 15th	Sunday	Jain
Day of the Covenant	November 24th - November 25th	Tuesday - Wednesday	Baha'i
Guru Nanak's Birthday	November 30th	Monday	Sikh
Immaculate Conception (Holy Day of Obligation)	December 8th	Tuesday	Catholic
Hanukkah/ Chanukah	December 10th - December 18th	Thursday - Friday	Jewish
The Nativity of Our Lord (Holy Day of Obligation) / Christmas	December 25th	Friday	Christian/ Catholic
Epiphany	January 6th	Wednesday	Christian
Feast of the Nativity (Russian Orthodox Christmas)	January 7th	Thursday	Eastern Orthodox Christian
Pongal/Sankranti	January 14th	Thursday	Hindu
Guru Gobind Singh's Birthday	January 20th	Wednesday	Sikh
Bodhi Day	January 21st	Thursday	Buddhist
Timkat	January 19th	Tuesday	Ethiopian Orthodox Christian
Chinese, Korean and Vietnamese New Year	February 12th	Friday	N/A
Ash Wednesday	February 17th	Wednesday	Christian/ Catholic
Purim	February 25th - February 26th	Thursday - Friday	Jewish
Maha Shivaratri	March 11th	Thursday	Hindu
Nineteen-Day Fast	March 1st - March 19th	Monday - Friday	Baha'i
Nowruz (Persian New Year)	March 21st - March 22nd	Sunday - Monday	N/A

Pesach (Passover) - first two days	March 27th - March 28th	Saturday - Sunday	Jewish
Palm Sunday	March 28th	Sunday	Christian/ Catholic
Holika Dahan	March 28th	Sunday	Hindu
Holika Dahan - Holi	March 29th	Monday	Hindu
Holy Thursday	April 1st	Thursday	Christian/Catholic
Good Friday	April 2nd	Friday	Christian/ Catholic
Pesach (passover) - last two days	April 3rd - April 4th	Saturday - Sunday	Jewish
Easter (Western)	April 4th	Sunday	Christian/ Catholic
Ramadan	April 12th - May 11th	Monday - Tuesday	Islamic
Ugadi	April 13th	Tuesday	Hindu
Vaisakhi	April 14th	Wednesday	Sikh
Ram Navami	April 21st	Wednesday	Hindu
Hanuman Jayanti	April 26th - April 27th	Monday - Tuesday	Hindu
Good Friday (Orthodox)	April 30th	Friday	Orthodox Christian
Easter (Orthodox)	May 2nd	Sunday	Orthodox Christian
Eid al-Fitr	May 13th	Thursday	Islamic
Shavuot	May 16th - May 18th	Sunday - Tuesday	Jewish
Birth of Buddha (Wesak)	May 19th	Wednesday	Buddhist

Yellow = New Holiday
Gray = Existing Holiday

Enrollment Update

November 13, 2020

Enrollment Update

SPRING 2021:   Registration schedule

FALL 2020:   Census confirmation

FALL 2021:   Initial undergraduate application trends and planning

Updates:

- New opportunity to provide Federal Work Study positions at a lower cost to the departments
- New effort to update cell phone numbers and current addresses during Spring registration process

Spring 2021 Registration

Nov. 2:   Law School registration start

Nov 12:   Graduate registration start

Nov. 13:   UGs with early registration privilege start

Nov. 16-20:   Undergraduates in priority order SR - FR

Nov. 23:   Open registration and open waitlists start

NOTE: Banner registration now opens at 9:00 am EST to better accommodate students in various time zones
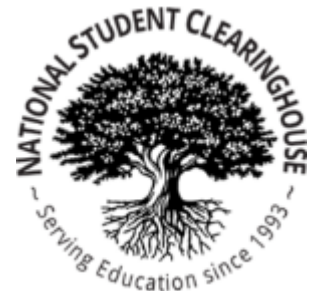
Fall 2020
Early National Enrollment Trends

Early Reporting: 09-24-2020
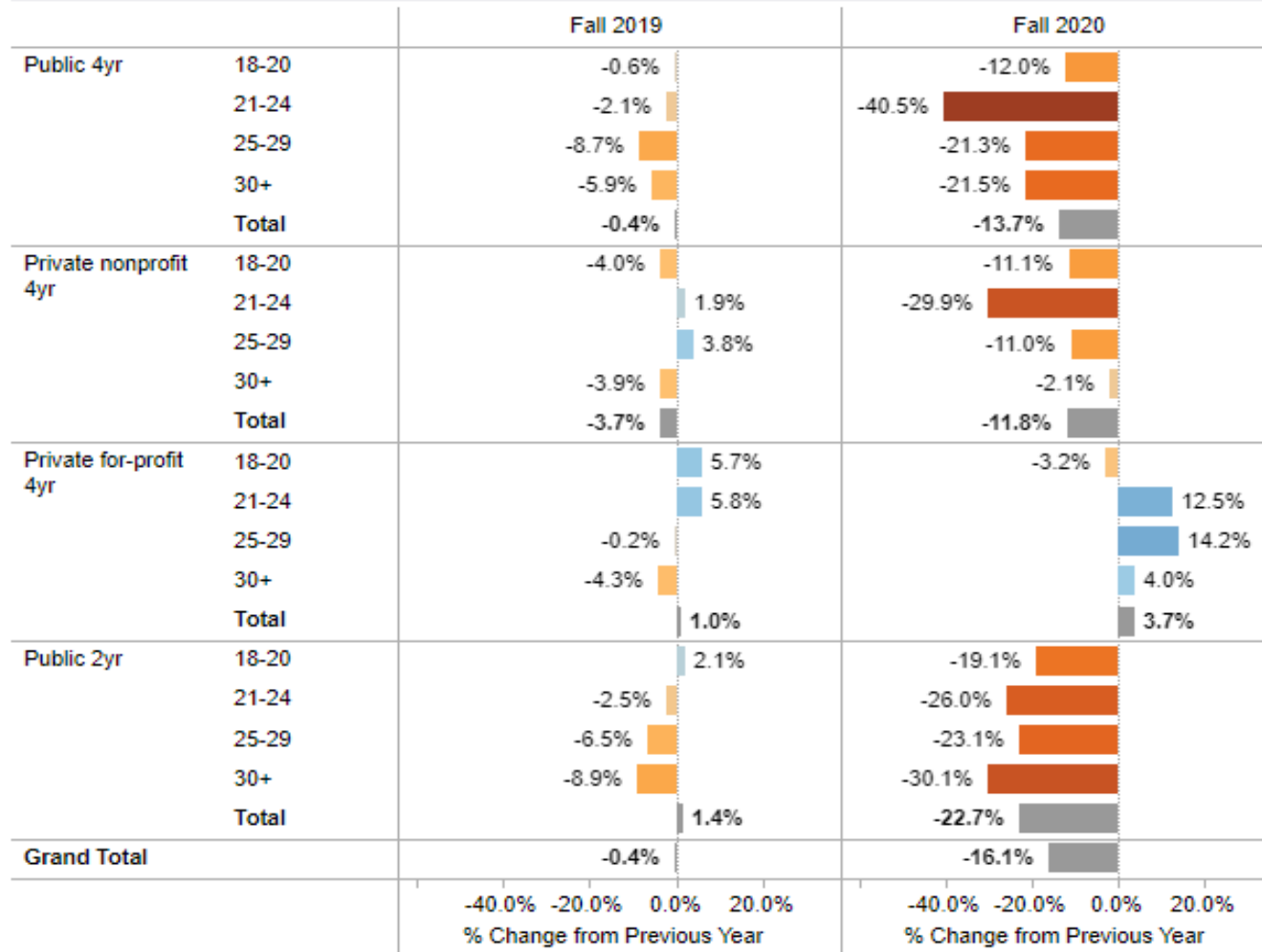
Source: National Student Clearinghouse

54% of Title IV eligible institutions reporting

Approximately 9.2 M students enrolled at reporting institutions

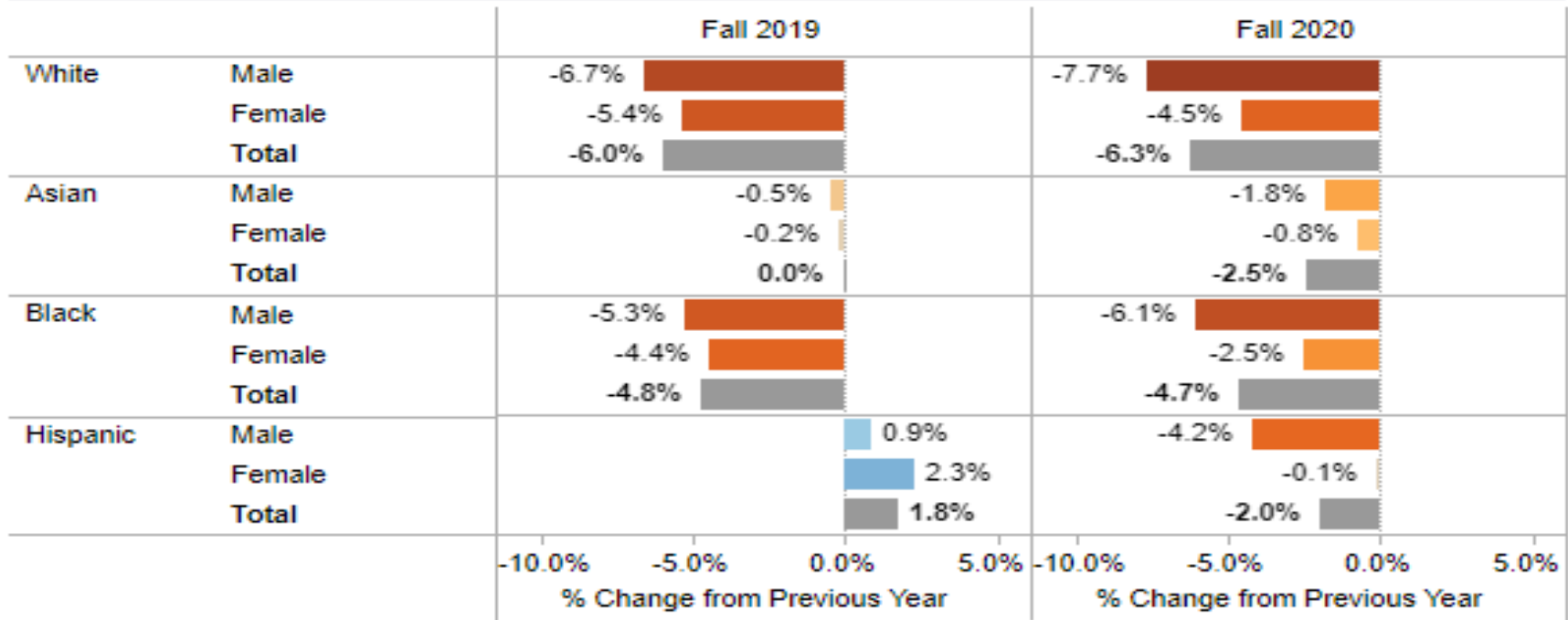# National First-time, Beginning Student Enrollment Changes

Figure 4. First-time Beginning Student Enrollment Changes by Sector and Age

		Fall 2019	Fall 2020
Public 4yr	18-20	-0.6%	-12.0%
	21-24	-2.1%	-40.5%
	25-29	-8.7%	-21.3%
	30+	-5.9%	-21.5%
	Total	-0.4%	-13.7%
Private nonprofit 4yr	18-20	-4.0%	-11.1%
	21-24	1.9%	-29.9%
	25-29	3.8%	-11.0%
	30+	-3.9%	-2.1%
	Total	-3.7%	-11.8%
Private for-profit 4yr	18-20	5.7%	-3.2%
	21-24	5.8%	12.5%
	25-29	-0.2%	14.2%
	30+	-4.3%	4.0%
	Total	1.0%	3.7%
Public 2yr	18-20	2.1%	-19.1%
	21-24	-2.5%	-26.0%
	25-29	-6.5%	-23.1%
	30+	-8.9%	-30.1%
	Total	1.4%	-22.7%
Grand Total		-0.4%	-16.1%

% Change from Previous Year

NOTE: 54% of Title IV schools reporting
SOURCE: National Student Clearinghouse:
https://nscresearchcenter.org/stay-informed/

National Change in Undergraduate Student Enrollments by Race/Ethnicity and Gender

Figure 9. Undergraduate Enrollment Changes by Race/Ethnicity and Gender

		Fall 2019	Fall 2020
White	Male	-6.7%	-7.7%
	Female	-5.4%	-4.5%
	Total	-6.0%	-6.3%
Asian	Male	-0.5%	-1.8%
	Female	-0.2%	-0.8%
	Total	0.0%	-2.5%
Black	Male	-5.3%	-6.1%
	Female	-4.4%	-2.5%
	Total	-4.8%	-4.7%
Hispanic	Male	0.9%	-4.2%
	Female	2.3%	-0.1%
	Total	1.8%	-2.0%

% Change from Previous Year

NOTE: 54% of Title IV schools reporting
SOURCE: National Student Clearinghouse:
https://nscresearchcenter.org/stay-informed/

Complete National Data should be available later in the fall semester

NATIONAL STUDENT CLEARINGHOUSE
~ Serving Education since 1993 ~

Fall 2020 Census

Total Enrollment as of 10-10-2020

Fall 2020 – Census Overview

Fall 2020 Census: October 10, 2020

- **Overall enrollment down 2.9% (-797 students)**
  - 7.7% decrease in total Undergraduate Enrollment from 2019 (-927)
  - 0.2% decrease in total Graduate Enrollment from 2019 (-28)
  - Increase in non-degree students (+158)
- **860 Fewer international students**
  - -260 UG, -494 GRAD, -106 NON-DEGREE
- **Increased domestic deferrals and leave of absence requests**
  - Over 450 additional admission deferrals and current student LOAs
- **New Student Class is smaller but very talented and diverse**

- **Growth in Law, Public Health, Business, and Health Sciences**

NOTE: There are 288 additional part-time UG and graduate students compared to Fall 2019
SOURCE: GW IRP, Fall 2020 Census

HEADCOUNT ENROLLMENT
COMPARISON OF 2019 AND 2020 ENROLLMENT

STUDENT CATEGORY	Fall 2019 CENSUS Headcount	Fall 2020 CENSUS Headcount	Diff. #	Diff. %
Total Undergraduate	12,031	11,104	-927	-7.7%
Total Graduate & Professional	15,205	15,177	-28	-0.2%
Total Non-Degree	578	736	158	27.3%
Total Enrollment	**27,814**	**27,017**	**-797**	**-2.9%**

NOTE: If students are enrolled in two majors in separate schools, they are only counted once in their primary school

SOURCE: GW IRP, Fall 2020 Census

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GRADUATE HEADCOUNT

	Graduate and Professional	2019 Fall Census Headcount	2020 Fall Census Headcount	Diff. #	Diff. %
Graduate	College of Professional Studies	803	781	-22	-2.7%
	Columbian Coll of Arts & Sci	2,596	2,427	-169	-6.5%
	Elliott Schl of Intl Affairs	860	828	-32	-3.7%
	Grad Sch of Education and Human Develop	1,316	1,341	25	1.9%
	Law School	237	217	-20	-8.4%
	Milken Inst Sch of Public Health	2,049	2,238	189	9.2%
	School of Business	1,596	1,649	53	3.3%
	School of Engineering & App Science	2,013	1,800	-213	-10.6%
	School of Med & Health Science	865	879	14	1.6%
	School of Nursing	591	556	-35	-5.9%
	TOTAL GRADUATE	**12,926**	**12,716**	**-210**	**-1.6%**
Professional	Law School	1,559	1,734	175	11.2%
	TOTAL LAW (JD)	**1,559**	**1,734**	**175**	**11.2%**
	School of Med & Health Sciences	720	727	7	1.0%
	TOTAL MED (MD)	**720**	**727**	**7**	**1.0%**
	TOTAL PROFESSIONAL (JD & MD)	**2,279**	**2,461**	**182**	**8.0%**
	TOTAL GRADUATE & PROFESSIONAL	**15,205**	**15,177**	**-28**	**-0.2%**

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UNDERGRADUATE HEADCOUNT

Undergraduate	2019 Fall Census Headcount	2020 Fall Census Headcount	Diff. #	Diff. %
Columbian Coll of Arts & Sciences	5,345	4,835	-510	-9.5%
Elliott Schl of International Affairs	2,166	2,043	-123	-5.7%
Milken Inst Sch of Public Health	451	556	105	23.3%
School of Business	1,751	1,617	-134	-7.7%
School of Engineering & App Sciences	952	876	-76	-8.0%
RESIDENTIAL UG TOTAL	**10,665**	**9,927**	**-738**	**-6.9%**
Coll of Professional Studies	239	205	-34	-14.2%
School of Medicine & Health Sciences	655	484	-171	-26.1%
School of Nursing	472	488	16	3.4%
NON-RES & DISTANCE UG TOTAL	**1,366**	**1,177**	**-189**	**-13.8%**
TOTAL UNDERGRADUATE	**12,031**	**11,104**	**-927**	**-7.7%**

SOURCE: GW IRP, Fall 2020 Census

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NEW TRADITIONAL UNDERGRADUATES
FIRST YEAR & TRANSFERS

New Undergraduate Students in the 5 Residential Colleges	Fall 2019 Census	Fall 2020 Pre-COVID Model	Fall 2020 Census
First-Year Freshmen	2,619	2,250	1,978
Transfer UG	120	300	296
Total New Res. Undergraduates	**2,739**	**2,550**	**2,274**

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ENROLLED FIRST YEAR DEMOGRAPHIC DATA

Academic Profile	Fall 2019	Fall 2020
MEAN HS GPA	3.66	3.67
MEAN SAT COMPOSITE	1364	1354
MEAN ACT COMPOSITE	31	31
MEAN ACRK	4.46	4.52

Demographics	Fall 2019	Fall 2020
MALE	38%	35%
FEMALE	62%	65%
UNDERREP. MINORITY*	20%	23%
STATES REPRESENTED	48	48
COUNTRIES REPRSNTD'	64	44
STEM MAJORS	25%	25%
INTERNATIONAL	14%	8%
FIRST GENERATION	13%	13%
TEST OPTIONAL	28%	30%
PELL RECIPIENTS	14%	16%

*URM student populations include students identifying themselves as Black/African American, Hispanic/Latinx; Native American/American Indian; Pacific Islander/Native Hawaiian, and students identifying with two or more races if one of the races is among the previous populations noted.

First-Year and Transfer Students by Race/Ethnicity
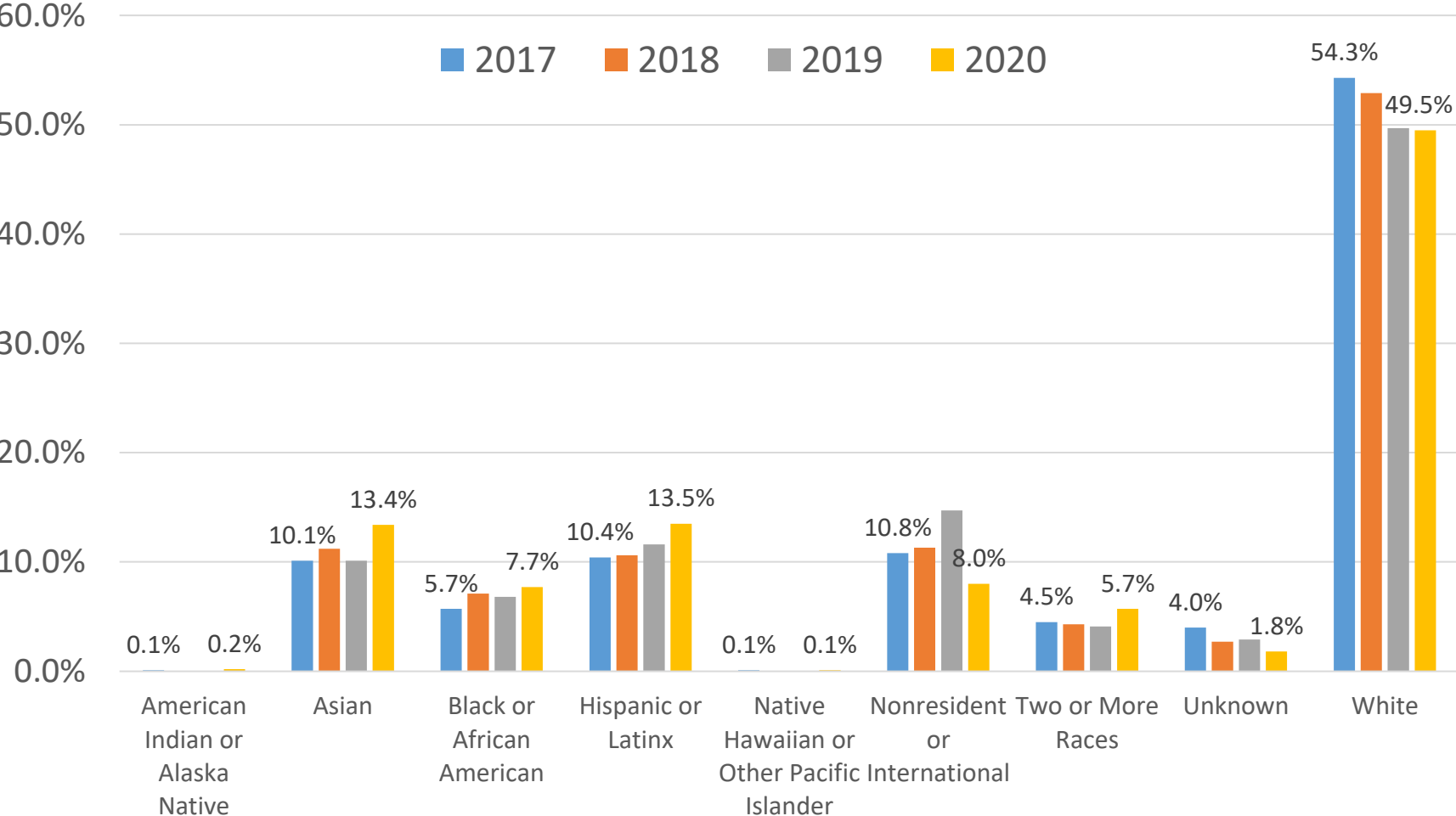
TOTAL UG ADMISSION DEFERRALS AND LEAVE OF ABSENCE REQUESTS BY CLASS YEAR

- First-Years: 308
- Sophomores: 142
- Juniors: 110
- Seniors: 55
- Seniors +: 13
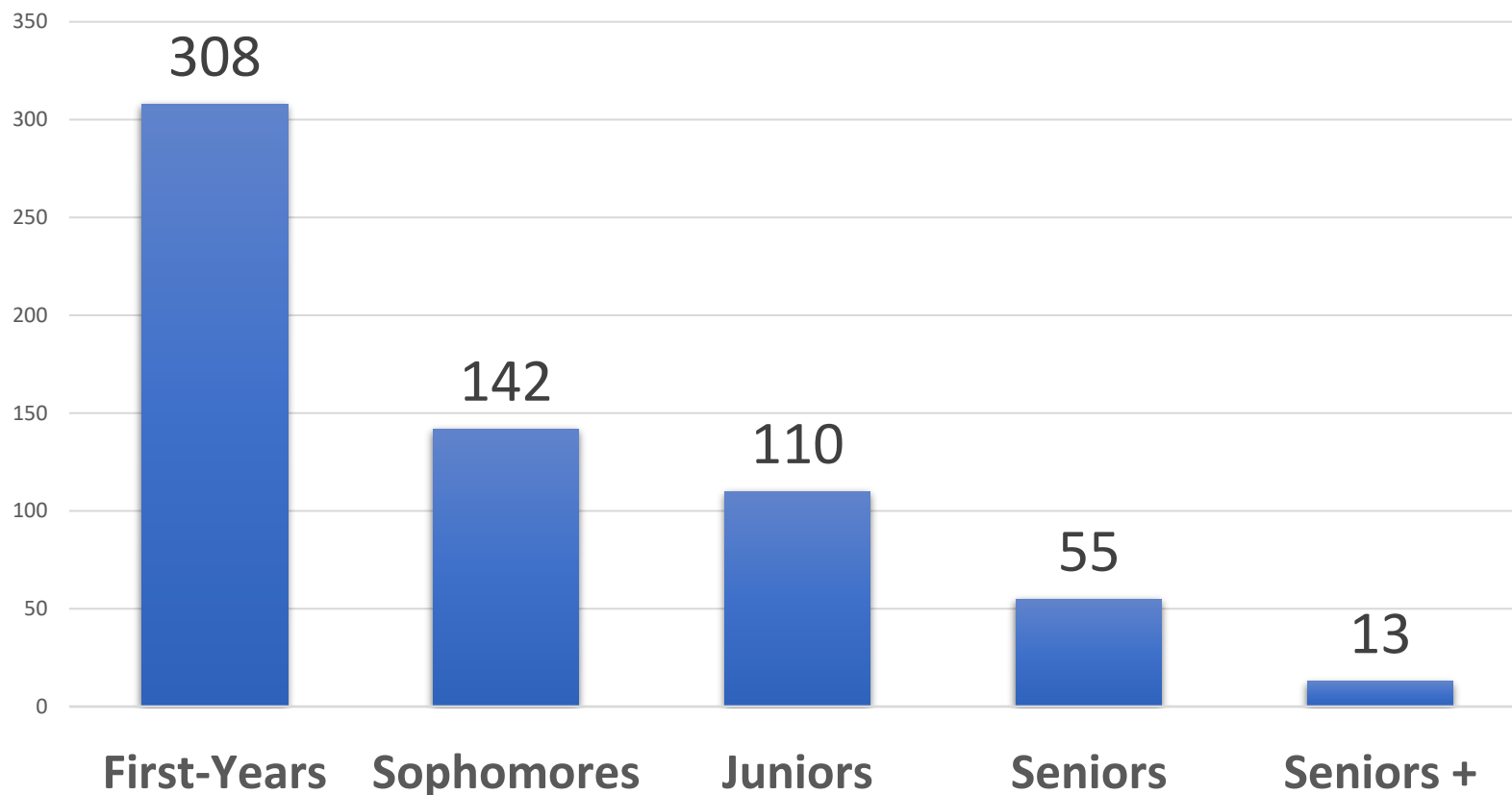
NOTE: Total LOA counts increased by 7 between second week of classes and the October 10, 2020 Census

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FIRST-TO-SECOND YEAR RETENTION BY ENTRY YEAR
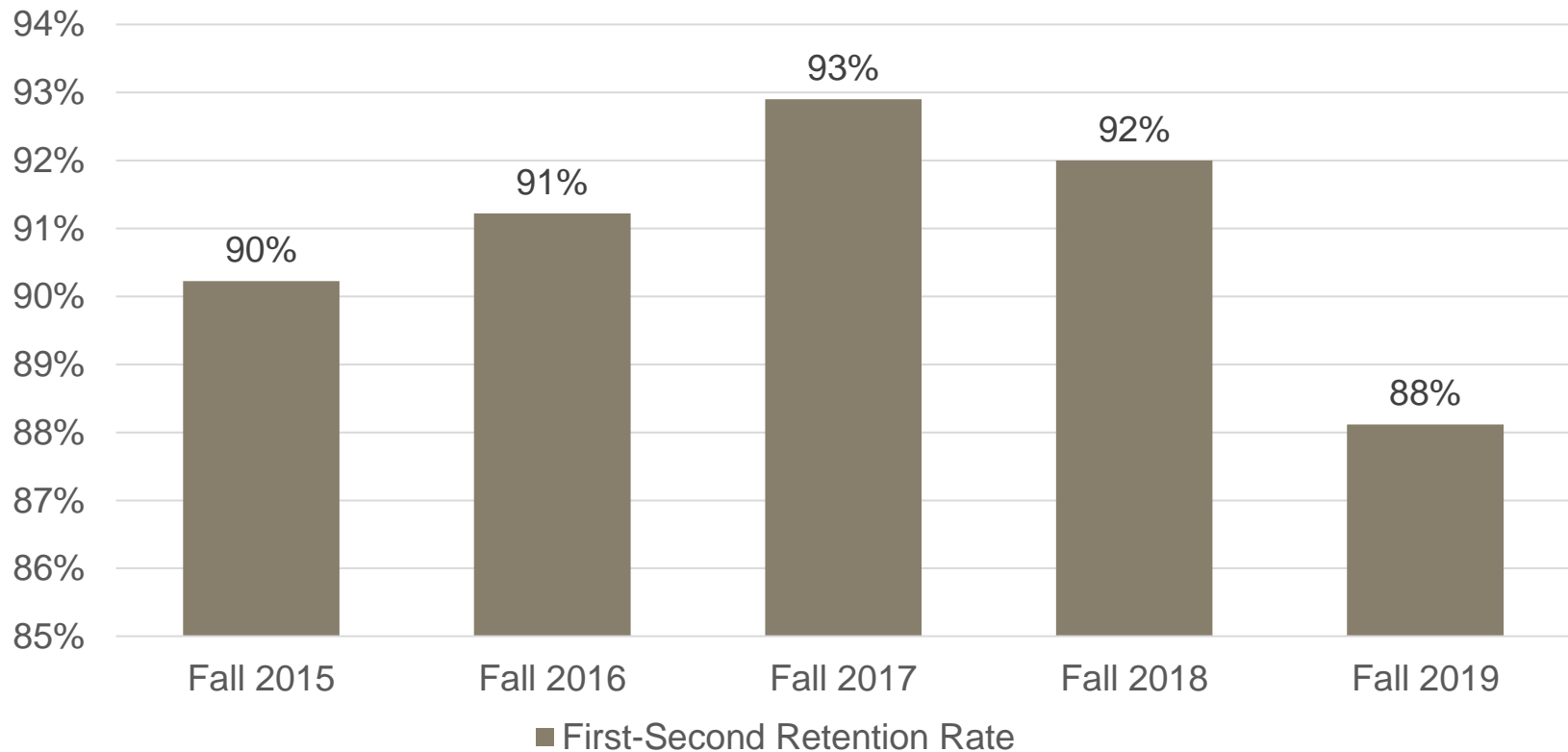
NOTE: Fall 2019 cohort retention or return rate for Fall 2020 at census is 87.7%.

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Fall 2021:
Early Admission Trends

Recent College Admission and Financial Aid News

THE WALL STREET JOURNAL.

U.S. | EDUCATION

College-Admissions Season Was Already Stressful. Pandemic Made It Chaotic.

Number of applications so far slides 8%, with tally of applicants down even more, causing uncertainty for schools

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Analysis Pandemic

DeBaun: Drop in FAFSA Completion Is a Slow-Motion Train Wreck for College Enrollment & Students' Futures. It's Not Too Late to Stop It

By **BILL DEBAUN** | *November 10, 2020*

The Free Application for Federal Student Aid is required for need-based tuition aid for colleges.

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Waiting for the Seniors to Apply

Forty-seven percent of all students, and 56 percent of low-income students, have not started applying to colleges yet, says survey of high school seniors.

By Scott Jaschik

// November 9, 2020

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Applications Tank in State That Requires SAT or ACT

Florida, which has resisted calls to go test optional, sees major decline in applicants.

By Scott Jaschik

// November 9, 2020

2021 Admission Trends

Undergraduate:

- Spring 2021 applications
    - Increased commitments from Fall 2020 deferred admits
    - New FY and Transfer applications slightly down
- Fall 2021 applications consistent with national trends
    - Slower early application submission levels in September & October
    - November application rates rising across most populations
    - Increases in regional student applications
    - Some international population declines: China

Graduate:

- Spring 2021 applications
    - Overall early applications up slightly
- Fall 2021 applications
    - Early applications vary by program
    - Desire from students to know Fall campus access and learning environment

FALL 2020 RECRUITMENT MITIGATION TACTICS

	PANDEMIC IMPACT / ISSUE	MITIGATION TACTIC

NEW STUDENTS AND RECRUITMENT	• No Campus Tour or Visits
	
	• No College / Recruitment Fairs & School Visits
	
	• No National and International Recruitment Travel
	
	• Limited or disrupted access to standardized tests (SAT, ACT, AP, GRE, MCAT, LSAT testing, etc.)
	
	• Pass/Fail grading on HS and College Transcripts
		• **Virtual recruitment events** – information sessions, visits, and open houses
		  • On-demand and live virtual GW information sessions (general, school-based, and Mount Vernon Campus specific)
		  • Online Referral Campaign "
		  • College Guidance Counselor Outreach
		• **Targeted Prospect Outreach and Lead Generation**
		  • EAB outreach and engagement campaigns
		  • Enhanced online outreach and engagement with community college students
		• **Connecting with Current Students**
		  • Tour guide led podcast series
		  • Tour guide YouTube exploration of campus
		  • Live chat with current students
		• **Repurposing Data and Communication Systems**
		  • CRM micro-trend project with Target X
		  • CMD call support, Online Scheduler
		• **Application Review**
		  • Consider increased application flexibility and holistic review processes

AY2020-21 ENROLLMENT MITIGATION TACTICS

	PANDEMIC IMPACT / ISSUE	MITIGATION TACTIC
CURRENT STUDENTS	• Larger Defer and LOA groups • More Part-time students • Desire for more online options to reduce exposure • No in-person Employer Recruiting e.g., career fairs, interviews, panels, etc. • Extremely limited in-person campus and federal work study positions • Extremely limited in-person internships • No Study Abroad programs • Academic success & connection in a virtual environment • New family financial struggles	• Increased virtual career development, work-study and experiential learning opportunities 　• Expanded Virtual Employer Recruiting – virtual career fairs, interviews, panels 　• Expanded virtual campus and federal work study positions 　• Expanded virtual internships including new virtual micro-internships 　• Expanded virtual career coaching, on-line resources and professional development workshops • Engage all Leave of Absence, Admission Defer & Eligible to Return Withdrawal Students 　• Centralized Communication & Outreach Plan 　• Supportive exit/readmission/survey 　• Monitoring transcript requests • Target Outreach for Attrition-Risk Populations 　• Part-Time – Under-enrolled outreach 　• Returning Student Spring registration outreach campaign 　• Waitlist admits –monitoring & intervention 　• Graduation eligibility outreach 　• Monitor transfer credit requests • Enhanced Coaching and Student Assessments 　• Virtual support services – coaching, mentoring, success seminars/study halls, tutor referrals 　• Solicit expanded faculty feedback for students of academic concern 　• 1st & 2nd year Temperature Survey & interventions 　• Survey on Fall Experience • More Adaptable Financial Aid & Payment Options 　• Financial Holds for Outstanding Balances 　• Financial Aid Outreach - SAP Denials , Incomplete Documents 　• Emergency Grants (internal & external)

ENROLLMENT PLANNING

SHORT TERM

1. **Micro-trend Taskforces** – Regularly convene small tactical groups to better monitor and identify time-critical issues, recommend enrollment related mitigation strategies, and expand university community awareness.
   a. Recruitment, Retention, Research & Enrollment Support Services
   b. Add regular huddle sessions for the existing monitoring groups, i.e., Career Services Council, Graduate Enrollment Management, etc.
2. **Rapid Response and Innovation Team**
   a. Connect GW – Broad and Personalized Communications

LONGER TERM

1. **University-Wide Strategic Enrollment Management (SEM) Planning and Support**
   a. Reflect on and refresh enrollment plans with new market data
   b. Future Enrollment Working Group
   c. College/School SEM Plans to update and coordinate GW SEM vision

Appendix

Fall 2020 Census:
FTE Enrollment

FULL-TIME EQUIVALENCY (FTE) ENROLLMENT
COMPARISON OF 2019 AND 2020 ENROLLMENT

STUDENT CATEGORY	Fall 2019 CENSUS FTE	Fall 2020 CENSUS FTE	Diff. #	Diff. %
Total Undergraduate	11,459	10,589	-870	-7.6%
Total Graduate	11,675	11,560	-115	-1.0%
Total Non-Degree	241	150	-91	-37.8%
Total Enrollment	**23,375**	**22,299**	**-1,076**	**-4.6%**

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FULL-TIME EQUIVALENT (FTE) ENROLLMENTS
FALL 2019 – FALL 2020 COMPARISON

STUDENT CATEGORY	Fall 2019 Census FTE	Fall 2020 Census FTE	Diff. #	Diff. %
Residential Undergraduate	10,523	9,690	-833	-7.92%
Non-Res & Distance Undergraduates	936	899	-37	-3.95%
Graduate	9,428	9,128	-300	-3.18%
Professional (Law & Med)	2,247	2,432	185	8.23%
Non-Degree	241	150	-91	-37.76%
Total Enrollment	**23,375**	**22,299**	**-1,076**	**-4.60%**

- *NOTE: Unofficial enrollment counts from October 10 2020 census*
- *SOURCE: GWU Institutional Research and Planning*
- *Residential UG: students enrolled in the 5 residential Foggy Bottom campus schools*
- *Non-Res and Distance UG: students enrolled in CPS, Nursing, and Medicine and Health Sciences*

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Foggy Bottom Campus:
FY Enrollment by College/School 2014-2020

FY and Transfer Enrollment by College/School

First-Year Fresh	Fall	SEAS	CCAS	ESIA	GWSB	GWSPH	Total
	2014	225	1283	543	341	24	2416
	2015	244	1361	592	357	24	2578
	2016	249	1328	543	378	27	2525
	2017	224	1410	557	375	44	2610
	2018	244	1584	570	395	52	2845
	2019	254	1315	540	388	122	2619
	2020	183	1041	419	240	95	1978

Transfer	Fall	SEAS	CCAS	ESIA	GWSB	GWSPH	Total
	2014	8	150	63	73	6	300
	2015	10	122	51	62	5	250
	2016	28	156	74	56	5	319
	2017	17	152	66	69	4	308
	2018	14	74	27	38	4	157
	2019	7	54	31	23	5	120
	2020	15	135	59	73	14	296

New Undergraduates by Race/Ethnicity

Diversity:
First-Year and Transfer Students by Race/Ethnicity: Fall 2017 - Fall 2020

Race/Ethnicity	Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	#	%	#	%	#	%	#	%
American Indian or Alaska Native	4	0.1%	1	0.0%	1	0.0%	4	0.2%
Asian	296	10.1%	337	11.2%	276	10.1%	305	13.4%
Black or African American	165	5.7%	212	7.1%	186	6.8%	175	7.7%
Hispanic	303	10.4%	317	10.6%	319	11.6%	308	13.5%
Native Hawaiian/Pacific Islander	2	0.1%	0	0.0%	1	0.0%	3	0.1%
Nonresident alien	315	10.8%	338	11.3%	402	14.7%	183	8.0%
Two or More Races	132	4.5%	129	4.3%	113	4.1%	130	5.7%
Unknown	117	4.0%	80	2.7%	80	2.9%	41	1.8%
White	1584	54.3%	1588	52.9%	1361	49.7%	1125	49.5%

Faculty Senate Executive Committee (FSEC) Survey (Nov 1 – 4, 2020)
Responses – Summary

The FSEC contacted faculty who have been involved in planning discussions concerning four major initiatives recently led by the Provost, to ask a set of questions about the consultation and decision-making process. The summary below is an attempt to highlight the major conclusions; a spreadsheet with the raw data (complete answers) is available here.

> The Faculty Code of the George Washington University states: "*The faculty cannot perform an effective and responsible role in university decision-making without the cooperation of the administrative officers of the university. This cooperation includes the provision of such information as is necessary to the development of sound, well-informed recommendations. Faculty bodies charged with responsibilities for particular policy and planning areas are entitled, to the extent feasible, to be informed sufficiently in advance of important decisions within their areas of competence to be able to provide their advice or recommendations to the appropriate university officials.*" [Faculty Code IX.B]
>
> Keeping the above in view, please answer the following questions concerning the Information Technology/Academic Technologies (AT/IT) reorganization, the Sponsored Research Complex reorganization, the Academic Masterplan, and Enrollment. If you have not been involved in a particular area, please enter "n/a" for that response.

Academic Technologies/IT centralization

1. **Did you have a chance to offer suggestions to the Provost? On what dates? Did Provost actions take place before or after consultation?**
   Seven respondents had a chance to offer suggestions at meetings starting in July. Provost actions (implementation of IT reform) took place after consultation.

2. **Did the Provost's actions make use of existing and valid data relevant to your committee?**
   No data were presented by the Provost to any of the committees.

3. **Were your suggestions incorporated into actions taken by the Provost?**
   None of the suggestions offered were heeded, except that classroom technology remains with LAI. In all other cases, requests or suggestions were ignored.

4. **Did actions taken by the Provost conflict with what had been communicated to your committee?**
   No. The Provost was pretty straight forward that he wanted to do this, and he did.

5. **Evaluate actions taken by the Provost. How do they materially affect the reputation of GW, its operational effectiveness, the experience of the students, or the ability of faculty to do their research and to teach?**
   The general perception is that IT services have been degraded during the transition and the results are very negative, or at least that it has become measurably more difficult for faculty to get IT support. The actions by the Provost also have undermined morale in the LAI team.

1. **Did you have a chance to offer suggestions to the Provost? On what dates? Did Provost actions take place before or after consultation?**
Few respondents had a chance to offer suggestions at meetings starting in June or July. Provost took actions (creating a new "pod system") after consultation took place.

2. **Did the Provost's actions make use of existing and valid data relevant to your committee?**
No data were presented by the Provost to any of the committees to support his plan.

3. **Were your suggestions incorporated into actions taken by the Provost?**
No. Suggestions to keep SRAs at the school level, based on 10 years of experience, the research ecosystem review, and prior failures of centralization were ignored.

4. **Did actions taken by the Provost conflict with what had been communicated to your committee?**
Yes. The provost promised that significant actions would not take place without consultation, but implemented his plan in conflict with what he had promised and contrary to what he had been advised.

5. **Evaluate actions taken by the Provost. How do they materially affect the reputation of GW, its operational effectiveness, the experience of the students, or the ability of faculty to do their research and to teach?**
Operational effectiveness may be compromised, depending on School, or it may be too early to tell. GW lost valuable personnel in the transition.

1. **Did you have a chance to offer suggestions to the Provost? On what dates? Did Provost actions take place before or after consultation?**
Seven respondents had a chance to offer suggestions. Early meetings happened in June. Provost actions to implement the plan never happened.

2. **Did the Provost's actions make use of existing and valid data relevant to your committee?**
No data were presented, but the Provost seemed to have collected some information on departments, mainly on return on investment to be used to rank departments and programs. But none of this has been shared broadly, beyond preliminary evaluations seen by some respondents

3. **Were your suggestions incorporated into actions taken by the Provost?**
No. Suggestions made by respondents that the masterplan evaluate research, use the available strategic planning documents, use valid metrics, and others were entirely ignored.

4. **Did actions taken by the Provost conflict with what had been communicated to your committee?**
This was unclear at the time of the survey, since the Provost did not actually implement his plan. Communication of intentions of the plan was poor.

5. **Evaluate actions taken by the Provost. How do they materially affect the reputation of GW, its operational effectiveness, the experience of the students, or the ability of faculty to do their research and to teach?**
Mostly secret consultation and poor communication created confusion among faculty, few were sufficiently informed.

1. **Did you have a chance to offer suggestions to the Provost? On what dates? Did Provost actions take place before or after consultation?**
    Five respondents had a chance to offer suggestions on enrollment. This was an ongoing discussion since the beginning of the pandemic and before (under 20/30)

2. **Did the Provost's actions make use of existing and valid data relevant to your committee?**
    Yes, comparative data from previous years, actual enrollment numbers, and several targets for enrollment were presented at various times.

3. **Were your suggestions incorporated into actions taken by the Provost?**
    No. Suggestions made by respondents were not incorporated, except in one case (but the respondent did not specify what suggestion)

4. **Did actions taken by the Provost conflict with what had been communicated to your committee?**
    Some confusion seems evident here. Some respondents believe there was no conflict, whereas others believe that promises made to abandon efforts to decrease enrollment were not done (or not put into place).

5. **Evaluate actions taken by the Provost. How do they materially affect the reputation of GW, its operational effectiveness, the experience of the students, or the ability of faculty to do their research and to teach?**
    Loss of revenue and necessary austerity measures had to be adopted due to lower enrollment.

Report of the Faculty Senate Executive Committee (FSEC)
November 13, 2020
Arthur Wilson, Chair

Executive Committee Survey

The Faculty Senate Executive Committee (FSEC) sent a survey to 37 faculty members (FSEC members, Senate standing committee chairs and co-chairs, and faculty participating in shared services task forces and committees) to obtain their assessments of faculty input into and participation in these efforts. Eleven faculty responded, and a summary document of those responses was provided with the agenda for this meeting and is attached to this report.

Following plans announced earlier, a subgroup of FSEC and Faculty Senators has been working on a survey instrument to survey faculty perspectives on the campus climate and leadership. There is also a petition before the Faculty Assembly calling for something similar. There are some procedural issues that need to be addressed to get a clear vote in the Faculty Assembly on that petition. We have also tried to secure endorsement and support from trustees, but without success. We have tried hard to develop a working relationship with the trustees and continue to work on this. Shared governance demands it. Excessive hierarchy makes it harder. Rather than a disappointment, I hope this can become the foundation of a more fruitful and productive relationship between faculty and trustees, characterized by robust communication at multiple levels and venues. The trustees have agreed to invite faculty to have a role in their evaluation of the administration in the spring. Still, the best available evidence suggests that the faculty very much wants such a survey, sooner rather than later. If we are unable to overcome the procedural issues involved to get a clear vote at the Faculty Assembly, I would assume that the faculty still wants us to proceed. I suspect the Faculty Senate would agree. Perhaps we can have a straw vote on that here. If we are agreed, we should proceed.

Faculty Assembly

The Faculty Assembly will meet virtually on Wednesday, November 18, at 4pm. The meeting agenda was posted on the Senate website and announced via blast email to faculty on Friday, November 6, and the meeting will be held virtually in WebEx Events 3000. All participants, regardless of their voting eligibility status, are required to register by midnight tonight (November 13). Voting-eligible registrants will receive a further communication regarding registering for TurningPoint, which will be the technology in use for voting at the Assembly.

Executive Committee Actions

The FSEC met on October 23 and 30 and November 6. The October 30 meeting was the regularly scheduled FSEC meeting at which the November Senate agenda was established. The additional special meetings were convened with Provost Blake on an academic master plan and with Vice Provost Goff on early admissions trends.

Personnel Actions

There are three grievances at the university, all in mediation. One is from the Law School, and the other two are in the School of Medicine and Health Sciences.

Calendar

The next scheduled meeting of the Faculty Senate Executive Committee is November 20, 2020; this is a week earlier than the usual schedule due to the Thanksgiving holiday the following week. All agenda items to be considered by the FSEC for the December 11 Faculty Senate agenda should be submitted to Liz as soon as possible and not later than November 17. Standing committee chairs should email their interim committee reports to Liz and Jenna by December 1.