



# Faculty Senate

## MINUTES OF THE REGULAR SENATE MEETING HELD ON MARCH 12, 2021 VIA WEBEX

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

Absent: Deans Ayres, Feuer, and Henry; Professors Eleftherianos, Gutman, Subiaul, Vonortas, and Yezer.

### CALL TO ORDER

The meeting was called to order at 2:06p.m.

### APPROVAL OF THE MINUTES

The minutes of the February 12, 2021, Faculty Senate meeting were approved unanimously without comment.

The President noted that it is hard to believe that, at almost exactly this time last year, the university community was preparing for spring break and what was potentially just a temporary shift to virtual teaching, learning, and working. Of course, it has not been so temporary. He recognized that this has been a very difficult year for the GW community, but, as he wrote in a message earlier today, through the challenges it has been truly inspiring to see how members of this community have responded—especially those on the front lines, including GW’s medical, nursing, public health, safety experts, and on-campus employees. He extended his deep thanks to them for how much they have done, and continue to do, to keep everyone healthy and safe.

He also recognized GW’s faculty and staff, who—whether on campus or at home—transitioned at a moment’s notice to a new reality and have ensured the university is able to fulfill its mission. The faculty especially have contributed some of the most high-impact research and expertise seen during this pandemic, whether by running a vaccine clinical trial site or sharing their expertise in the news or with the GW community. The President also recognized GW’s students, who have shown incredible resilience in adapting to new ways of learning and have extended support to one another in finding ways to connect and build community online.

The President noted that there are still challenges ahead. However, there are many reasons to be optimistic—whether in vaccines, transmission rates, or GW’s public health capabilities on campus. Given these and other positive developments, as shared by email earlier today, there is optimism about fall. As the university plans to be in person to the fullest extent possible, the President also emphasized that he understands that flexibility needs to be incorporated wherever possible to meet the varying in-person or remote needs of GW’s faculty, students, and staff. University leadership is hearing this feedback from many members of the GW community, and this will continue to be a priority in planning.

As the university moves forward in this planning and sees more light at the end of the tunnel, leadership is taking some positive steps forward, including approving faculty hires recommended by the Resource Allocation Committee (RAC) and other normal institutional processes. The Provost will share more information about progress in his report later in the meeting. The university also expects to share updates soon about reversing some of the other temporary measures that were implemented in response to the pandemic. As always, safety, care, and a commitment to GW’s academic mission will guide all decisions moving forward.

The President apologized that he would need to depart today’s meeting early for another commitment and offered his Chair Remarks at this point.

He noted that he has been meeting regularly with students during office hours and small group meetings, and he is consistently hearing positive feedback on virtual learning and appreciation for the faculty and the many ways they are supporting students. He reported some feedback from students indicating that some faculty seem to be attempting to overcompensate for the lack of in-person contact by doing more work themselves and by assigning additional work, creating challenges for students balancing full course loads in a virtual environment.

The President added that he has had many opportunities to meet with faculty recently, both individually and in small groups, and he is looking forward to another round of school and college faculty meetings throughout the spring.

This week, the university hosted a virtual reception for the newest cohort of Stephen Joel Trachtenberg scholars, who received full scholarships to attend GW. The President noted that the annual SJT reveal day is always one of his favorite days of the year. The traditional surprise reveals were a little different this year—they were held mostly on Zoom—but university leadership did get to meet all of the students for the first time in a virtual reception and officially welcome them to GW.

Earlier this week, the President also appreciated attending an event honoring Columbian College of Arts & Sciences (CCAS) Ph.D. students for their induction into the Edward Bouchet Graduate Honor Society. Edward Bouchet was the first African-American person to earn a Ph.D. in the American higher education system, and this honor society exists at many universities; GW was one of the earliest universities to establish a chapter of this honor society. It was great to hear more about how these talented leaders are contributing to their fields and their commitment to diversity and inclusion.

Finally, the President commended GW faculty and others in the community for continuing to lead several critical vaccine efforts—whether in research, engagement, or offering expertise in other

ways. Just in the past few weeks, it was announced that GW will be a site for a Sanofi COVID vaccine clinical trial; students, staff, and faculty from public health, medicine, and nursing volunteered at a high-capacity D.C. vaccination site; and GW hosted a university community event with faculty and leadership experts to answer questions about vaccine availability, distribution, and safety. Thanks to many in our community, GW is certainly playing a leading role in helping to end the pandemic.

Professor Abramowicz expressed his thanks to the President for his empathetic words about the numerous challenges the faculty have faced over the past year. He recognized that there have been tensions and challenges this year between the faculty and the administration but noted his appreciation for the President's time and his consistently empathetic and supportive communications.

RESOLUTION 21/15: To Approve Changes to the Code of Academic Integrity (Jason Zara and Sarah Wagner, Co-Chairs, Educational Policy & Technology, and Christy Anthony, Director, Office of Student Rights & Responsibilities)

Professor Wagner introduced Ms. Anthony, who has shepherded this process through a long and careful revision process. Ms. Anthony began by noting that she is representing the Educational Policy & Technology (EPT) subcommittee tasked with this work (Professors Mary Jean Schumann, Lisa Schwartz, Dan Ullman, Sarah Wagner, Ms. Candice Johnson, Ms. Deane Highby, and herself), who have put forth a tremendous effort over the past year conducting a lot of deliberative analysis of what GW seeks from this document as well as peer and best practices to arrive at the currently proposed updates to the Code of Academic Integrity. Before reviewing the changes to the code, she noted that the Code is a document with the potential to shape how the university frames and acculturates its students to academic integrity at GW. She then reviewed the attached slides, which summarize the proposed changes to the Code.

Professor Johnson asked whether, under this Code, there is an obligation on the part of students to report cheating when they see it. He also asked whether, during the orientation for new students, there is a detailed description of the Code of Academic Integrity. Ms. Anthony responded that, while the revised Code contains language on a shared communal responsibility, it does not make students failing to report incidents of academic dishonesty subject to a violation on those grounds. Typically, that circumstance is in line with a school adopting a full honor code that includes other elements such as unproctored exams; this would be a significant cultural shift. She added that new students do receive a required orientation to the Code's content as well as information on steps they can take to reduce their own risk for engaging in behavior that runs afoul of the Code.

In response to a question about which university bodies have reviewed and/or provided input into these revisions, Ms. Anthony noted that EPT, the Council of Deans, and the Council of Associate Deans were consulted during the EPT subcommittee's work. The Faculty Senate Executive Committee (FSEC) also reviewed the revisions prior to placing this resolution on today's agenda. This week, the Student Association Senate approved their parallel legislation recommending that these changes be adopted.

Another question asked whether "failure" as a sanction means that the student receives a grade of "F." Ms. Anthony responded that a typical sanction for a first-time violation is "failure of the assignment," a natural consequence of which could be failure of the course. There is nothing in the

Code that would prevent that from being a possible outcome. She added that, for a second or an elevated first violation, “failure of the course” is a typical sanction and comes with a transcript notation (whereas “failure of the assignment” does not).

A short discussion ensued around the reasons for the blanket exclusion of the MD program in the School of Medicine & Health Sciences (SMHS) and the Law School from the Code. Ms. Anthony noted that, in higher education, it is not unusual for professional schools to adopt their own honor codes and policies around academic dishonesty that are related to the particular professional nature of the program’s preparation. Some universities do incorporate stricter honor codes that include requirements that students report observed incidents of academic dishonesty, engage in unproctored exams, and other elements; this has not been a path that GW has chosen for its code. Professors Johnson and Zeman noted that the SMHS considers academic dishonesty a very serious matter and has a detailed and stringent honor code in place, including a requirement that students report observed instances of academic dishonesty. Similarly, Vice Provost Bracey noted that the Law School has its own separate and rigorous policy on academic dishonesty and, like SMHS, takes this issue very seriously. Lawyers are subject to a professional code of ethics as practitioners and judges. He added that the Law School reports to its faculty annually on the number and nature of academic dishonesty violations at the school, noting that it is not uncommon for a student to be expelled as a result of a violation.

Professors Agnew and Mylonas relayed concerns from a colleague that the academic integrity process and procedure can feel daunting or futile from the faculty perspective, leading to a reluctance to pursue cases. This faculty colleague anecdotally expressed concerns that hearing panels don’t necessarily return decisions that are in keeping with the Code and that the current Code revision might make this more challenging by removing the ability of parties beyond the accused to be able to appeal a sanction, either in support of or against the accused, in response to a sanction applied by agreement or hearing. The faculty member was also concerned that there is no longer a reporting requirement in the Code. Additionally, he noted his anecdotal concern that some demographics of students are more likely to take an agreement-based sanction over a hearing, potentially leaving them subject to more adverse effects as a result. An additional concern was raised by this colleague around the interpretation of the term “intention” and whether this is needed for a finding of academic dishonesty.

Ms. Anthony responded that, while there is no reporting requirement for students in the revised Code, this is already not in the current version of the Code. Both versions of the Code make it clear that faculty are expected to report violations of the Code centrally (so that a case of single student cheating in multiple disciplines is clear at a central level). Regarding the removal of the appeal rights of faculty, she noted that hearing panel decisions are currently reviewed by the Provost, who has the ability to alter the sanction before it is implemented (in the revised Code, this responsibility moves to the deans). She added that all proposed sanctions—whether coming via an agreement or a hearing panel—are also done in consultation with the Office of Student Rights & Responsibilities in order to help educate those proposing the sanction on what a typical sanction is across the institution. She noted that the EPT shared the aforementioned concern about agreements, in particular whether they should be permitted for all cases (for example, a student being allowed to agree to their own suspension from the university independent of a hearing). The committee deemed this inappropriate and wanted an external body (Student Rights & Responsibilities and academic integrity panels) beyond the faculty member or student to weigh in on a proposed sanction, particularly for removal sanctions. Thus, the proposed changes require a hearing for any removal sanction.

Further, Ms. Anthony noted that there have been no substantive changes to how academic integrity is defined in the Code. The proposed changes would not impact that definition one way or the other. She noted that the revised Code does now specifically address “contract cheating” (paying someone else to do work in place of the student). She added that intentionality is often part of the consideration of a case. While not something that must be conclusively demonstrated, it is a factor to be considered. She reiterated that the Code is a document that communicates a culture. One thing the subcommittee wanted to do through these revisions is to lower the burden on faculty for reporting (e.g., by providing other avenues for reporting, simplifying forms, and allowing agreements to be made so that faculty don’t have to go through a full hearing process with each case).

Professor Johnson asked whether the decision-making panel makes use of an attorney so that student rights and university responsibilities are equitably met. Ms. Anthony responded that there are not typically attorneys on hearing panels (although nothing prohibits it) as the guiding principles are in the Code and not in the law. She noted that panels include two each of faculty and students as well as a nonvoting student president. A case manager from Student Rights & Responsibilities consults with the Office of the General Counsel as appropriate; this has been an effective process. Typically, offices responsible for these procedures tend to advise against requiring that attorneys be present, which tends to elevate concerns for all involved. Rather, they try to focus students on university-specific processes and remain focused on their role within the university community.

Professor Wilson asked whether the Provost—and, under the revised Code, the deans—is likely in a reviewing role to increase a sanction if they feel a hearing panel has “gone rogue.” Ms. Anthony responded that the hearing panel provides a rationale along with its ruling and sanction; her experience is that, overwhelmingly, the panel’s findings and sanctions are affirmed because of the extensive training provided to panelists for this work. She noted that she does not have clear research or findings that this subsequent level of review results in changes to sanctions. Provost Blake noted that, in his year of experience as a reviewer, he has not changed any sanctions; he has asked pointed questions in cases he felt merited more clarification or explanation.

The resolution was adopted by a unanimous vote.

## GENERAL BUSINESS

- I. Nominations for election of new members to Senate standing committees  
Professor Marotta-Walters nominated Professor Eric Grynawski (CCAS) to the Physical Facilities committee. Professor Zeman also self-nominated to serve on the Fiscal Planning & Budgeting Committee to replace Professor Rao, who has left the university. Both nominations were accepted by unanimous consent.
  
- II. Reports of the Standing Committees  
An update from the Educational Policy & Technology committee following their meeting today is attached to these minutes.

Appointments, Salary, & Promotion Policies (Murli Gupta, Chair):

- Benefits Advisory Committee: Health care cost numbers for 2020 look pretty good. The current plan for next year is for health care costs to increase by 3%. This is also the expected rate of merit increases for the next year.
- Merit Raises: As announced, merit raises will return to a July-June (fiscal year) cycle as it was about 12-15 years ago. The start date is expected to be July 1, 2021. This also means that faculty must complete their annual reports by mid-April. It is noted that medical school and nursing faculty are on fiscal year appointments and have been on this July-June cycle for some time.
- Equity and Diversity in Appointments, Retentions, and Promotions: In response to Resolution 21/7, adopted by the Senate on July 17, 2020, ASPP has established a subcommittee on Diversity, Equity, and Inclusion (DEI) which is very ably co-chaired by Sarah Wagner and Shaista Khilji. The subcommittee has met various DEI leaders in the schools who have been very helpful to the understanding of these issues at GW. The subcommittee has issued a report which was shared with the Provost. A mutually beneficial meeting was then held with the Provost, who asked that the committee help him with the DEI plans and particularly with the planned diversity audit, for which an outside firm will be hired.
  - The committee has been seeking baseline data from the administration and contacted the Provost and Vice Provost for Faculty Affairs for information on what has happened over the past five years. Information was requested on hiring, retaining, and promoting faculty from historically minority groups; specifically, data was requested data from the past five years on the demographics of:
    - faculty hires;
    - faculty departures;
    - promotion from assistant to associate professor;
    - promotion from associate to full professor; and
    - contractual versus tenure accruing/tenured facultyYesterday, Vice Provost Bracey provided five-year faculty data on the last item and expects that the rest of the information will be available within the next two weeks.
  - The committee also requested information on exit interviews and information gleaned about faculty members' reasons for leaving GW. They learned that there is no institution-wide policy at GW regarding exit interviews for departing faculty; those interviews happen in ad hoc and informal ways or not at all.
  - The Provost will obtain DEI plans from various institutions, as examples of best practices in these areas, to help the committee understand what is happening elsewhere. The committee expects to continue working with him on defining the needs of the university and finding ways to become more diverse and more inclusive.
  - When the committee has received this information, it may be able to make a recommendation and, eventually, a resolution to the Faculty Senate may be drafted. First, however, the committee needs all the

information it has requested in order to understand the current status and what needs to be done.

- Professor Wirtz noted that he received an email from the Provost just before today's meeting that included five-year trend numbers of tenure and tenure-track faculty. He requested and received confirmation from the Provost and Vice Provost Bracey that these data may be shared via the Senate record; they are attached to these minutes. He then noted that, in the context of Professor Gupta's ASPP update, there appears to be a significant and sustained reduction (46) in regular, active-status tenure-track faculty over the past five years that has been offset and compensated for by an almost equal number of non-tenure-track and specialized teaching faculty. He asked whether his reading of the numbers is correct and whether this reflects a long-term trend.
  - Provost Blake responded that the university has not hired on the tenure track in great numbers over the past couple years (with hires essentially frozen since those approved before June 2019) and that he would have expected to hire 30-40 tenure-track faculty but for the pandemic. He also noted a reduction in adjunct faculty numbers, resulting in part from the smaller class entering this past fall but also current efforts to assess where it makes sense to employ full-time, non-tenure-track faculty in place of adjuncts. Professor Wirtz noted his concern that the trend in the tenure-track decline and the near-exact parallel increase in non-tenure-track and specialized faculty would seem to suggest that tenured and tenure-track faculty are now on a fairly steady decline path and added that the Senate should have a role in determining whether this is in the best interest of the university and how best to move forward with a long-term plan. The Provost reiterated that the most significant reductions took place over the past two years and that there is no deliberate effort to reduce the tenure-track population; he suggested that the Senate should work with the Vice Provost of Faculty Affairs to look at this issue further. Professor Wirtz suggested referring this matter to ASPP, creating a formal mechanism for the Senate to weigh in on this issue. The Provost and Professor Wilson agreed with this recommendation; Professor Wilson also asked the Provost to speak to the FSEC at its next meeting about efforts to correct this trend, as this issue goes to the heart of what makes GW special—namely, its faculty.
- With regard to the adjustment of the merit cycle to a fiscal calendar, Professor Griesshammer noted that April is already a very busy time for faculty and that a 30-day turnaround for faculty annual reports will be extremely challenging. He noted faculty concerns about achievements arriving in the gap between the annual report deadline (19 April) and end of the academic year (1 June). Additionally, the new schedule would leave chairs and deans just a month to review all faculty annual reports and make merit decisions (and this relies on the unlikely assumption that all faculty submit reports on time). Finally, he asked whether any consideration has been given to the fact that many faculty receive third-party summer salaries and that this will need to be adjusted and separated into two parts given that merit increases would take effect during the summer.

- Professor Gupta responded that faculty are capable of returning their annual reports, but he acknowledged that clarity was still needed on the reporting period to be covered by the reports. He noted, though, that it would be challenging for chairs and deans to evaluate this amount of material in a short amount of time and during a busy time of year.
- The Provost added that university leadership does want to acknowledge the hard work done by faculty and provide extra months of merit by bringing the cycle forward six months this year. He concurred that a transition of this sort does result in a shortened review period on the first cycle (albeit with the best intentions in mind); subsequent years would permit longer planning horizons. He noted that his previous institution did work with split summer salaries, so this is possible—funding agencies follow salary rates as they change.
- Professor Griesshammer appreciated the Provost’s intention to acknowledge faculty work and asked whether this cycle adjustment is this a one-time event this year with a return to the previous cycle planned for next year. The Provost responded that he would prefer to make this a permanent change, with the understanding that the process will need to start earlier in future years. He also noted that it may be time to have a conversation about Lyterati and its continued use.
- Vice Provost Bracey added that the shift moves the non-health sciences schools onto the same merit cycle as the health sciences schools. He acknowledged that it is a tight schedule but noted that responding within 30 days is doable; the schedule and cadence of the merit cycle would be identical, just placed at a different point during the year.
- Professor Cohen-Cole asked whether, if the retirements of tenured faculty this year are greater than 15, the Provost might consider approving more than 15 tenured/tenure-track hires next year. He also asked whether the President has concerns about the declining ratio of tenure-track faculty at the university over the previous five years. Finally, he asked whether the funding for merit increases come from school budgets and will be allocated by the schools.
  - Provost Blake responded that the 15 searches he approved in January were fast-track, high-need approvals to hire quickly for Fall 2021 starts and that, on a normal approval cycle, he would expect to see higher numbers of approved searches (closer to 40).
  - In response to the merit question, the Provost noted that the budget is rebuilt each year, and the university is currently working on setting a balanced budget for the coming year. Vice Provost Bracey confirmed that, from the merit pools, the department chairs have a piece to allocate, and the deans have an additional layer beyond that (for schools with departments). Professor Gupta wondered if the question was more about what percentage would be allocated to departments and to deans for their respective allocations (for



example, historically, from a 3% merit pool, 2% would be allocated by chairs and 1% by deans). The Provost responded that the merit allocation has not yet been determined. He noted that, when the merit pool is set, a determination would then need to be made about how it would be allocated. He suggested that this conversation might be revisited at the April meeting in the hopes that more concrete information would be available at that time.

- Professor Tielsch noted that an issue with merit increases in the past has been that, once a pool is set, schools are expected to use a portion of the pool for equity adjustments and promotion raises, leaving less than the 3% pool to distribute for merit increases. He encouraged the removal of equity adjustments and promotion raises from this process. At present, the process creates inequities among schools and departments, who have varying levels of equity and promotion needs each year and are therefore not able to use the full merit pool for merit increases in an equitable manner. The Provost noted that it may make sense to pull out equity and promotion increases from the full bucket available for merit first and then determine the merit percentage available to the schools.
- Professor Johnson asked whether the Provost had any notion of when retirement matching funds might be reinstated. The Provost responded that he did not have information on this to report today but that he would like to see mitigation measures made whole at the beginning of FY22.
- Professor Perry noted the lack of continuity and stability inherent in a year-to-year budget construction process; she recognized the ongoing issues related to the pandemic but noted that it is essential to get to a point of greater predictability for the schools. She asked about the current status of open vs. closed schools and whether any changes are in mind for how schools are organized under this arrangement. Provost Blake responded that the budget model hasn't changed and that the university is moving forward with the model as is, while understanding that the budget model as constructed in previous years was premised on a larger undergraduate population and on nearly-full residence halls. With these conditions at very different levels currently, equations put into place for the budget model can be deficient in some areas; as a result, the university is trying to think about a new rubric for the budget model during this period of time. However, there are a lot of moving parts—while moving forward with the existing budget model, the university is trying to make allowances for some of the revenue deficits. He noted that the enrollment target set by the Future Enrollment Planning Task Force (FEPTF) is healthy and will provide the opportunity to look toward some normalcy. Professor Perry asked whether there are any plans for the open/closed school budget model to change next year. Provost Blake responded that there are currently no plans for this, noting that the university will have to be a little more prescriptive this year as it is not yet clear where deficits will need to be assigned; the university may need to ask for more from closed schools in the coming year as the university emerges from the pandemic.

Physical Facilities (Sylvia Marotta-Walters, Chair):

- Thurston Hall: The project is on time and on budget, and the university expects it will be completed in the summer of 2022 and available for residence in Fall 2022. Three aspects of the project have taken place over the last few months: the rebuilding of the structure, the utility work, and the streetscape. Most of these will be completed by late spring, and the committee will meet in April to ensure these changes can be discussed. The committee was also provided with information about the size and quality of the residence rooms and bathrooms as well as the use of light in the building. She noted that the entire building will be LEED Gold certified, noting that a cistern was added to the building with 20,000 gallons of water available for usage. Most of the rooms will be doubles, and the building will make efficient use of space through “private-public” bathrooms (building private spaces into public spaces).
- Campus Planning for COVID with Emphasis on Fall: Having additional students on campus this spring has provided lessons—for example, most student meal spaces are designed to be grab-and-go, but tables and chairs remaining in these spaces has resulted in students congregating in these spaces rather than bringing food outside or to their rooms. This necessitated a change in signage and in the communication of instructions. Fall planning is well underway from a public health perspective, including looking at issues around how to handle students who are vaccinated vs. those who are not and the use of quarantine spaces. Reserve housing for quarantining COVID-positive individuals ultimately proved unnecessary—a positive from both safety and financial perspectives. Professor Marotta-Walters noted that some demand characteristics will be different in fall; for example, with more students having already rented apartments in the District, there may be more requests for exemptions from housing in the fall. GW’s residence goal is not to turn anyone away who wants on-campus housing; this should be doable with Thurston back online in Fall 2022.
- Mitchell Hall: A group is forming now to consider renovations to Mitchell Hall; Professor Marotta-Walters will represent the Senate on this committee.
- Professor Wagner asked whether smaller, brownstone buildings such as the one housing her department is part of the ventilation inventory conducted on campus. Professor Marotta-Walters responded that campus HVAC issues were discussed thoroughly in the fall. An assessment of GW’s buildings resulted in a 3-tier system, with high (in complete CDC and engineering standards compliance), mid, and low components. She noted that all three levels are considered acceptable, but some spaces are better than others. The goal is to bring as many spaces classified as “low” into the “mid” status as possible.
- Professor Cordes noted that Fiscal Planning & Budgeting plans to invite Professor Marotta-Walters and colleagues from the Physical Facilities committee to a joint session in April that will focus on Mitchell Hall and the campus master plan. Professor Marotta-Walters noted that the last joint meeting of these two committees was very helpful.

- III. Report of the Executive Committee: Professor Arthur Wilson, Chair  
Professor Wilson reviewed the attached FSEC report. He highlighted that the annual call for volunteers for Senate committee service remains open through the end of March on the [Senate website](#).

Professor Griesshammer asked to what extent the faculty survey results have been shared with the Board of Trustees. Professor Wilson responded that the quantitative and redacted qualitative results have been shared with the Board.

IV. Provost's Remarks

- The Provost reiterated the President's earlier thanks to the faculty for their incredibly hard work over the past year.
- As the President mentioned, one of the ways the university is moving forward in its fall planning is by making progress in faculty hiring. In January, 15 tenure-track faculty searches were reopened, and the Provost is currently in conversation with the deans regarding approving faculty hiring requests for this coming fiscal year. He is working toward a full recruitment season this coming year and anticipates approving 40-50 searches for the coming season to partially offset the hiatus taken over the past year.
- The Provost thanked Jen Mitchell in his office for helping to coordinate a large number of conversations with students to get their input on Commencement options. He noted that it was clear from these conversations that students very much wanted the National Mall Commencement experience. Based on these conversations, yesterday, university leadership [announced](#) its plans for Commencement this year to the community. The message led with the information the community most wanted to know—plans for an in-person Commencement. When it is safe to do so, the Classes of 2021 and 2020 each will enjoy their own celebration on the National Mall. It is not yet known what that looks like, but these graduating classes deserve a special celebration after their senior years, or the conclusion of their graduate studies, were disrupted. GW also plans to hold a virtual university-wide celebration in order to confer degrees for the Class of 2021 as well as virtual school and college celebrations. University leadership is in conversation with planning teams from January's inauguration to discuss options for a meaningful virtual event. A "celebration box" containing GW-branded items that will help graduates celebrate at home with their families. Other virtual and in-person elements are being explored. The university will continue to plan for its virtual celebrations in May over the coming months while considering when and how both classes can be recognized on the Mall in an "Only at GW" way.
- During the last Faculty Senate meeting, the Provost received a number of questions that required some consideration and research. He thanked the group for their questions and interest in these important topics. He noted that he provided a report of responses ahead of this meeting, and he thanked the members of the Provost's Office who assisted with providing the responses. A quick summary:
  - i. Professor Wirtz asked for five-year trends in four faculty categories: tenured/tenure track, regular faculty who are not tenure track, special

- service faculty, and adjunct faculty. The data provided were discussed earlier in today's meeting.<sup>1</sup>
- ii. Professor Griesshammer asked for numbers and percentage of STEM students at GW. There are two charts in the report the Faculty Senate received.<sup>2</sup>
  - iii. Professor Cohen-Cole asked for this year's data regarding GW's faculty and staff numbers as compared to other schools. This information is being compiled and will be sent when completed.
  - iv. Professor Griesshammer asked a series of questions regarding the Post-COVID Academic Innovation Task Force (PCAITF). The Provost sent him the requested information directly.<sup>3</sup>
  - v. Professor Cohen-Cole asked for a university-wide comparison of salary inequities by gender and underrepresented minorities, not just by school. Vice Provost Bracey has provided some of the information and is working with the Office of Institutional Research to obtain additional information.
  - vi. In an email, Professor Gupta requested clarification of the timeline on requests for data around diversity, which Professor Wagner expanded on in the February meeting. Vice Provost Bracey is working with the Office of Institutional Research to gather the requested data and will share it with ASPP.
- At last month's Faculty Senate meeting, the Provost announced the beginning of an internal search for a Vice Provost for Graduate Studies. At the time, he was in the process of receiving nominations for the search committee. However, the FSEC has recommended that this search be postponed or canceled entirely. The Provost noted that he initially created this search in response to what he thought was a recommendation that came from faculty and students in last year's strategic planning discussions. He is sensitive to the concerns expressed by FSEC around this position and has put the planning for this role on hiatus until further feedback is obtained from FSEC and the Faculty Senate.
  - The Provost noted that FEPTF has been an invaluable asset to him and for GW's admissions and enrollment activities, particularly during the recent unprecedented times. The task force developed a very robust and healthy set of targets; the university is working hard toward achieving these targets despite an applicant pool that is not as friendly as initially thought. Jay Goff has been a transparent and patient leader and guide during this process, and his leadership in the university's enrollment efforts will continue to be essential to GW's success. With the task force's unanimous set of recommendations public and very well-received, it is time to consider ways in which this enrollment work might evolve and be integrated more closely within the committees and operations of the Faculty Senate, as suggested by Faculty Senator Phil Wirtz and others from FSEC. The committee is now on hiatus and will renew its work within the context of EPT.

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<sup>1</sup> The Provost's response to Professor Wirtz's inquiry is included as an appendix to the minutes.

<sup>2</sup> The Provost's response to Professor Griesshammer's inquiry is included as an appendix to the minutes.

<sup>3</sup> The Provost's responses to Professor Griesshammer's questions are included as an appendix to the minutes.

- Earlier this week, a joint message from Jay Goff and Brandon Hill, President of the Student Association, went out to students announcing the formation of the [Financial Aid Student Advisory Council](#). This council is a partnership between Student Success, the Office for Student Financial Assistance (OSFA), and the Student Association. Students on the council will review and provide recommendations on financial aid policies and processes and will identify tools and best practices to assist students in navigating the complexity of the financial aid process. The council also will assist OSFA in communicating financial aid policies and services to the university community. It will consist of 10 to 20 undergraduate and graduate students representing all residential and non-residential schools, not including GW Law or SMHS. Council meetings will start in the fall of 2021. Three days after announcing the council, 91 students self-nominated, and 5 others were nominated by someone else. This is another way GW is working to enhance the student experience and student involvement at the university.

### BRIEF STATEMENTS AND QUESTIONS

Professor Wilson asked about the current activities of the PCAITF. Professor Zara responded that all task force information and updates are on the [website](#). Since the last Senate meeting, the task force has divided into four constituency working groups (undergraduate students; graduate and professional students; faculty; and staff and academic support personnel). These working groups are now working to hold focus groups and engage in outreach to their respective constituencies. The goal is to gather as many ideas as possible. In addition, a new, short survey will go up on website shortly, asking for input on what worked well and what didn't during the past year as well as on ideas for what could be done better. Input is welcome from the entire university community.

Thinking ahead to students returning to campus in the fall, Professor Costello asked how the DC government and GW will approach students who were not able to be vaccinated prior to returning to campus. Provost Blake deferred this question to Dean Goldman, who will have more information about the logistical planning in this area.

Professor Moersen asked whether the university is planning on awarding any honorary degrees at Commencement this year. He noted that the Honors & Academic Convocations committee, which he chairs, will need time to review any candidates and provide feedback to the administration before final decisions are made. The Provost responded that he was not aware of any candidates at this point and indicated that he would look into this.

Professor Wagner reiterated a question from a previous meeting, asking when there might be guidance on international research travel for faculty and graduate students this fall. She noted that deadlines for summer research activities are quickly approaching. Provost Blake responded that conversations on this issue are ongoing. He noted that budget plans include travel and that a determination in this area needs to be made.

Professor Griesshammer noted that Amazon has just announced its design for HQ2, slated to open in four years' time. He recalled that GW formed a task force (announced in October 2019) on fostering closer ties with Amazon around recruiting and educating its workforce but noted he has

not been able to locate any information about this work on the GW website. He noted that George Mason University and Virginia Tech have both announced plans and established footprints near HQ2, and he asked where GW's efforts in this area stand. Provost Blake noted that conversations begun prior to the pandemic lost traction during the pandemic. Dr. Bedeau added that the update timeframe for this work is slated for September of this year, and she indicated she would look into current efforts in this area and report back.

Professor Galston asked the Provost to elaborate on his earlier comment that the applicant pool isn't as friendly as initially thought, noting that the Senate had been under the impression that this year's applicant pool was robust. The Provost regretted this characterization, noting that the application numbers are substantial. He noted that the challenge comes in meeting the FEPTF targets (around increasing Pell-eligible student numbers, diversity numbers, and the amount of financial need met). He expressed that the most challenging piece is the fact that, traditionally, the university uses the past year's data as models to determine who to accept; this is far more difficult this year given that the data from Fall 2019 or Fall 2020 (or a hybrid of them) do not represent typical application years. Professor Wilson suggested that it might be helpful to look at admissions models from the years immediately following the recession in 2008 and 2009.

Professor Cordes noted that the schools and units are being asked to go back and redo their proposed budgets for FY22; in aggregate, there is a \$50 million target for reductions of requested expense items. When building their budgets, units were instructed to leave the compensation side alone and work solely on their expense budget requests. The resulting budget that was built for FY22—including these requests—was apparently \$50 million more than the administration is comfortable with enacting. Schools and units are now in the process of reducing their requested expense budgets. Professor Cordes noted that this will undoubtedly come up at the next Fiscal Planning & Budgeting meeting, and he asked the Provost what he could say about this. The Provost responded that Professor Cordes characterized this well. He noted that, when discussing the FY22 budget, he did not know what the schools and units across the university would request. He added that this is the typical back and forth of the budget development season, working to achieve balance between estimated revenues and defined expenses. The Provost emphasized that this requested reduction does not represent a cut in the budget but rather increased selectivity in the expense requests requested beyond the baseline level; those new requests were much higher than \$50 million.

A discussion followed on the nature of the \$50 million and the budget construction process for FY22. Comments included speculation on the university's desire to build a strong budget contingency fund and to increase its margin. A question was raised as to whether any of the unrestricted university assets made available by the Board during last year's budget mitigation efforts were actually used and, if so, how. A suggestion was made that the university can mitigate these financial issues by seeking additional enrollments in the fall beyond what is currently planned. Additionally, the need for transparency and clear communication as well as Senate involvement in the budgeting process was noted. While not interested in micromanaging the process, some suggested that elements arising from the PCAITF work that will require funding may be clear areas of priority and may merit stronger faculty input. There was also a sense that the guidance given to the schools and units on budget development may not have been adequate given the \$50 million delta between what the university was prepared to fund and what was requested. The point was made that these issues are typically worked out much earlier in the budget development cycle and that it is not normal to be addressing these issues at this point; the Provost noted that the FY21 budget was not completed until December given all the uncertainty around the spring semester,

resulting in a necessarily late start to FY22 budget development. It was noted that, practically speaking, many expense requests for FY22 could be perceived as “new” given how many expenses were simply not incurred in FY21 due to the pandemic. Professor Cordes confirmed that Fiscal Planning & Budgeting will continue to look closely at these issues, including revenue sharing and the open/closed school model.

On behalf of the FSEC, Professor Wilson moved to adjourn to an executive session including Senate faculty members as well as the Senate standing committee co-chairs who are not elected Senate faculty members and Professor Joel Kuipers; the motion does not require a second as it is made on behalf of the FSEC. Professor Roddis asked for clarification on the content of the executive session. Professor Wilson responded that the Senate would discuss how to proceed with the recent faculty survey results. Professor Lewis noted that she and her MFA colleagues were not able to open the survey results shared with the faculty. The motion passed by majority vote.

#### ADJOURNMENT

The meeting was adjourned to executive session at 5:01pm. The executive session adjourned at 6:52pm.

THE GEORGE  
WASHINGTON  
UNIVERSITY

WASHINGTON, DC

# Proposed Code of Academic Integrity Changes for Fall 2021

Christy Anthony  
Faculty Senate  
03/12/2021







**Clarifies case application.**



**Positions instructor as witness.**



**Files & records, maintenance and release.**



**Decision-making levels & timing.**



**Restorative and educational approaches.**



**Council & panel composition.**






**Appeals.**



**Future changes.**







## Clarifies case application.

- **Code was silent on this matter.**  • **Cheating on admissions may be addressed through the Code.**
- **Code was silent on this matter.**  • **Cheating may be addressed even if not enrolled in course in question.**
- **Code was silent on this matter.**  • **Student may withdraw while case pending, still receive notation.**







## Positions the instructor as a witness.

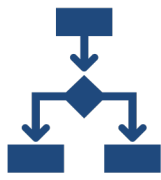
- **Instructor of record is sole determiner of case process.**  • **Student can appeal faculty non-pursuit.**
- **Instructor must propose sanction.**  • **Dept. chair or similar can propose sanction.**
- **Instructor may have an advisor.**  • **Only responding student may have an advisor.**
- **Instructor has appeal rights.**  • **Only responding student has appeal rights.**



## Files & records, maintenance and release.

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>• <b>Failure of course = 2 year transcript notation</b></li></ul> |   | <ul style="list-style-type: none"><li>• <b>Failure of course = notation until graduation</b></li></ul> |
| <ul style="list-style-type: none"><li>• <b>Suspension = 3 year notation min.</b></li></ul>              |   | <ul style="list-style-type: none"><li>• <b>Suspension = 7 years</b></li></ul>                          |
| <ul style="list-style-type: none"><li>• <b>Expulsion = 3 year notation min.</b></li></ul>               |   | <ul style="list-style-type: none"><li>• <b>Expulsion = permanent</b></li></ul>                         |
| <ul style="list-style-type: none"><li>• <b>"Permanent record"</b></li></ul>                             |  | <ul style="list-style-type: none"><li>• <b>Graduation or notation removal*</b></li></ul>               |

\*Would apply retroactively.



## Decision-making levels & timing.

- **Agreements for 1<sup>st</sup> cases only.**



- **Agreements for non-removal cases.**

- **Provost reviews in-violation panel findings.**



- **Dean reviews in-violation panel findings.**




- **President reviews appeals.**



- **Provost reviews appeals.**






## Restorative and educational approaches.

- **Brief mention of educational sanctions.**  • **Greater emphasis on educational sanctions.**
- **Agreements for first time violations only.**  • **Agreements for all non-suspension/expulsion.**
- **Notes that repeated sanctions increase sanctioning.**  • **Specifies multiple factors in sanctioning, including significance of assignment.**
  - **Pro-active education will be a focus of the launch.**







## Council & panel composition.

- Detailed quota from each school in pool. 
- Prohibits students with a conduct record from serving on a panel. 
- Prohibits service by elected members of Faculty Senate 
- Required representation from each school.
- Expectation of diverse representation.
- Representation from the home school of the course.
- Students w/ resolved record may serve.
- Prohibits service by elected members of the Executive Committee.



## Appeals.

- “evidence of bias”  • “material deviation from procedures”
- “new evidence”  • “new and relevant info. not available at the time”
- 3 days for intent, + 5 days to submit  • 5 days to submit, opportunity to respond
- Reviewed by Pres. or designee  • Review by Provost or designee





## Future changes.

- All “amendments”



- “substantial changes”

THE GEORGE  
WASHINGTON  
UNIVERSITY

WASHINGTON, DC

# Questions & Discussion

Christy Anthony  
[canthony@gwu.edu](mailto:canthony@gwu.edu)





**A RESOLUTION TO APPROVE CHANGES TO THE CODE OF ACADEMIC INTEGRITY  
(21/15)**

**WHEREAS,** GW’s Code of Academic Integrity (hereafter “the Code) was last revised in 2016;  
and

**WHEREAS,** the Code indicates a review should occur at least every five years; and

**WHEREAS,** the Code should promote academic integrity and education on the same topic;

**WHEREAS,** the Code should offer pathways to resolve low-level academic integrity violations  
through mutual agreement;

**WHEREAS,** the Code should position faculty and instructors as witnesses on behalf of the  
community’s values, rather than individual complainants;

**WHEREAS,** the Code should take a restorative and educational approach for most initial and  
low-level academic integrity violations;

**WHEREAS,** panelists for academic integrity hearings should represent the academic and  
demographic diversity of the University community;

**WHEREAS,** the academic integrity process should be streamlined where reasonable to promote  
regular reporting of alleged violations and prompt case resolution;

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

That the Faculty Senate hereby recommends the proposed changes to the Code of Academic Integrity  
(summarized below and detailed in Appendix “Redline of Proposed Changes”) be implemented effective  
July 1, 2021.

- a. Positioning the instructor of record more like a witness bringing forth information and less  
like an active complainant:
  - i. Providing a pathway for case consideration when students report violations and the  
instructor of record declines to pursue the case.
  - ii. Allowing the department chair (or equivalent) to recommend a sanction for an  
Academic Integrity Agreement if the instructor of record declines to do so.
  - iii. Providing that only the responding student(s) has a right to an advisor and that this  
right is not extended to the instructor of record.
  - iv. Instructors of record may not appeal.
- b. Allowing for Academic Integrity Agreements in all cases not resulting in suspension or  
expulsion.

- c. Clarifying that a student not enrolled in the course in question (e.g., a TA or students who previously took the class) may be charged with facilitation of academic integrity violations, so long as those people are still students.
- d. Clarifying that students who are (post-admission and matriculation) found to have engaged in academic integrity violations on their application for admission may be held accountable under the Code of Academic Integrity.
- e. Specifying that a student may withdraw from the course in question while allegations are pending and that, in such an event, a transcript notation may still occur.
- f. Panelists shall be recruited and selected toward a goal of academic and demographic representation of the University community.
- g. Students who have resolved prior violations may serve on panels following review by the Director of Student Rights & Responsibilities.
- h. Allowing for a reduced panel if the responding student and instructor of record agree to that, with the presiding officer then having voting rights.
- i. Specifying possible consideration in sanctioning decisions, including the significance of the assignment(s) in question.
- j. Permitting the presiding officer of the panel a tie-breaking vote as regards sanctions.
- k. Sanctions resulting from a hearing will be reviewed by the dean (or designee) of the school hosting the course, rather than the Provost.
- l. Records within Student Rights & Responsibilities will no longer be permanent by default. Instead, they will only be retained as active records until graduation or until any applicable transcript notations are removed whichever is longer. Following that, they may be retained in an administrative archive only, and such files are not subject to general third-party releases, even with authorization from the relevant student. This change will apply retroactively.
- m. Transcript notations shall be implemented as follows:
  - i. Failure of assignment (typical for a first-time violation) will result in no transcript notation.
  - ii. Failure of course will result in a transcript notation until graduation and successful petition for removal.
  - iii. Suspension will result in a transcript notation until seven years from the date of the incident and successful petition for removal.
  - iv. Expulsion will result in a permanent transcript notation.
- n. Appeals shall be revised as follows:
  - i. Students will have five business days from the date of decision to appeal.
  - ii. Appeals may be based on “a material deviation from the procedures that affected the outcome” and/or “new and relevant information that was unavailable at the time of the proceeding, with reasonable diligence and effort, that could materially affect the outcome.”
  - iii. Appeals will be reviewed by the Provost (or designee).
- o. Minor (non-substantive) changes to language and phrasing.
- p. Minor changes to typical timeline to promote clarity and efficiency.

Educational Policy & Technology Committee  
February 19, 2021

Adopted by the Faculty Senate  
March 12, 2021

## Appendix 1: A Summary of Proposed Changes to the Code of Academic Integrity (Code)

### Timeline:

- 2016: The Code was last updated.
- 2019: Student Rights & Responsibilities (SRR) conducted benchmarking and effective practices research.
- January 2020: The Faculty Senate's EPT Committee provided a subcommittee to review the Code of Academic Integrity. Membership included: Candice Johnson (MSPH), Mary Jean Schumann (SON), Lisa Schwartz (SMHS), Daniel Ullman (CCAS), Sarah Wagner (CCAS), with Christy Anthony (SRR) and Deane Highby (SRR) serving as staff.
- November 2020-January 2021: The EPT subcommittee provided an initial draft of proposed changes to the Faculty Senate EPT Committee and the Student Association Faculty Senate for initial review. Copies were also provided to the Council of Academic Deans, the Council of Associate Deans, the Office of General Counsel, the Provost, and the Vice President for Student Affairs. Feedback was incorporated.
- February 2021: The Subcommittee provided the final draft for review and a vote by the Faculty Senate and the Student Association Senate in March 2021. The Office of General Counsel, the Provost and the Vice President for Student Affairs also received the final draft.
- March 2021: Following vote by the Faculty Senate and the Student Association Senate, the Provost and President will receive the approved changes for confirmation and submission to the Board of Trustees.
- May 2021: Anticipated vote on the changes by the Board of Trustees. Followed by comprehensive rollout planned for students, faculty, and staff.
- July 1, 2021: Anticipated implementation date.

### Key Proposed Changes (full detail in provided redline)

- Clarifies the following may be addressed through the Code: (a) a student engages in an academic integrity violation on their admissions application, and such a violation is reported after their admission and (b) a student who commits academic integrity violation through a course in which they are not actively enrolled (e.g., a teaching assistant who provides an exam in advance).
- Provides students who allege violations with a pathway for those allegations to be considered if the instructor of record declines to do so.
- Allows for Academic Integrity Agreements in all cases not resulting in suspension or expulsion.
- Allows for a reduced panel if the responding student and instructor of record agree, with the presiding officer then having voting rights.
- Specify that if a student withdraws from the course in question while a case is pending, they may still receive a transcript notation.
- Positions the instructor of record as a witness, rather than an individual complainant through the following measures: (a) Identifies this role as "instructor of record" rather than "complainant" and (b) Provides the rights to an advisor and of appeal only to the responding student(s).
- Specifies possible consideration in sanctioning decisions, including the significance of the assignment(s) in question.
- Encourages educational sanctions and provides accountability through a course registration hold.
- Revises timeline for transcript notation duration.
- Removes the provision that all academic integrity records are permanent by default. Expulsion for academic integrity violations would remain a permanent record.
- Adjusts decision-review levels: Deans will now review in violation finding from hearings (rather than the Provost) and the Provost will now review appeals (rather than the President).
- Revises appeal grounds for "procedural error" and greater specificity regarding "new evidence."
- Changes to panelist selection, including towards academic and demographic representation.
- Minor changes to "typical" timeline, with a goal of more expedient resolutions where reasonable.
- Other minor changes to clarify procedure or language.

## Appendix 2—Redline of Proposed Changes

### Code of Academic Integrity

#### Preamble

We, the Students, Faculty, Librarians, ~~Staff~~, and Administration of the George Washington University, believing academic ~~integrity~~ to be central to the mission of the University, commit ourselves to ~~promoting high standards for the integrity of academic work~~. Commitment to academic ~~integrity~~ upholds ~~educational equity, development, and dissemination of meaningful knowledge, and~~ mutual respect that our community values and nurtures. The George Washington University Code of Academic Integrity ~~is established to further this commitment~~.

#### Article I: The Authority of the Code of Academic Integrity

**Section 1: ~~Application of the Code of Academic Integrity~~** The Code of Academic Integrity (“Code”) shall ~~apply to students enrolled in all colleges and~~ schools within the University, ~~except the following schools and programs:~~

- ~~The Law School and~~
- ~~The Medical Doctor Program in the School of Medicine and Health Sciences.~~

#### **Section 2: ~~Precedence of the Code of Academic Integrity~~**

~~This Code takes precedence over all other academic integrity policies of the George Washington University (except as referenced in Section I). This Code applies to reports of academic integrity violations that are received by the University on or after the effective date of this Code, regardless of when the alleged violation occurred. Where the date of the reported violation precedes the effective date of this Code, the definitions of academic integrity violations in existence at the time of the alleged incident will be used, except where use of such definition would be contrary to law. The remainder of this Code, however, including the procedures, will be used to resolve all reports of academic integrity violations subject to this Code made on or after the effective date of the Code, regardless of when the alleged incident occurred.~~

#### **Section 3: Interpretation**

Conflicts or questions about ~~this Code~~ (including its interaction with other policies of the University) should be forwarded to the Office of the Provost and Executive Vice President for Academic Affairs (“Provost”). The Provost or a designee shall be the final interpreter of ~~this Code~~.

This Code and any changes to it will be interpreted to comply with ~~applicable~~ legal requirements.

#### Article II: Basic Considerations

Students are responsible for the honesty and integrity of their own academic work, ~~which may also include their applications for admission, in~~ addition to any group or collaborative academic work attributed to them ~~that~~ is submitted for academic evaluation or credit in an academic course, ~~program, or credential~~. Behavior not addressed by this ~~Code~~ may be

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the School of Engineering and Applied Science;¶  
the School of Nursing;¶  
all programs in the School of Medicine and Health Sciences, except the Medical Doctor of Medicine program.

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Section 1: Definition of Academic Integrity Violations

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(a) Academic integrity violations are cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

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(b) Attempts to commit acts prohibited by this Code constitute a violation of this Code and may be sanctioned to the same extent as completed violations, even if such attempts are unsuccessful or incomplete.

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(c) Common examples of academic integrity violations include, but are not limited to, the following, whether they occur in-person or remotely:

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1) Cheating - intentionally or knowingly using or attempting to use unauthorized materials, information, or study aids in any academic exercise; engaging in unauthorized collaboration in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work (including contract or paid cheating); submitting the same or substantially the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules relating to academic integrity of a course or program.

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2) Fabrication - intentionally or knowingly, without authorization, falsifying or inventing any data, information, or citation in an academic exercise; giving false or misleading information regarding an academic matter.

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3) Plagiarism - intentionally or knowingly representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; or failure to attribute any of the following: quotations, paraphrases, or borrowed information. Contract or paid cheating may be included here.

4) Falsification and forgery of University academic documents - intentionally or knowingly making a false statement, concealing material information, or forging a University official's signature on any University academic document or record; making false statements to or concealing material information from a University employee that results in the creation of a false academic record or document. Such academic documents or records may include transcripts, registration/add-drop forms, requests for advanced standing, requests to register for undergraduate or graduate-level courses, etc. (Falsification or forgery of non-academic University documents, such as financial aid forms, may be considered a violation of the Code of Student Conduct and/or other relevant university policies.)

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5) Facilitating academic integrity violations - intentionally or knowingly helping or attempting to help another to commit a violation of academic integrity. This may

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include circumstances in which the facilitator is not enrolled in the course, but is an enrolled student.

- 6) *Sanction Violation* - violating the terms of any disciplinary sanction imposed in accordance with this Code,

### Section 2: Reporting violations

It is the communal responsibility of members of the George Washington University to respond to suspected academic integrity violations by:

- 1) consulting the individual(s) thought to be involved and encouraging them to report it themselves, and/or

2) reporting it to the instructor of record for the course, and/or,

3) reporting it to the Office of Student Rights & Responsibilities. Reporting oneself after committing academic integrity violations is strongly encouraged and may be considered a mitigating factor in determining sanctions.

### Section 3: Assignments and Examinations

(a) The instructor of record for a given course is solely responsible for establishing academic assignments and methods of examination in that course.

(b) Instructors of record are encouraged to provide clear explanations of their expectations regarding the completion of assignments and examinations, including permissible collaboration. This includes detailed examples about what collaboration is and is not permitted and what resources may and may not be used.

(c) Instructors of record are encouraged to choose assignments and methods of examination believed to promote academic integrity. Examples of these include opportunities to display critical thinking around a unique set of issues, creative assessments developed by students, careful proctoring of examinations, and the regular creation of fresh exams and assignments. Nothing in this Code is intended to eliminate or prohibit the use of collaborative projects or unproctored examinations or other assessments. When assigning collaborative projects or using unproctored examinations, the instructor of record should explicitly state the expectations of performance for all participants.

(d) Instructors of record are encouraged to provide opportunities for students to affirm their commitment to academic integrity in various settings, including examinations and other assignments. The following statement may be used for this purpose: "I, (student's name), affirm that I have completed this assignment/examination in accordance with the Code of Academic Integrity."

### Article III: The University Integrity and Conduct Council

#### Section 1: Mission of the University Integrity and Conduct Council

(a) The University Integrity and Conduct Council (UICC) will be responsible for promoting academic integrity and for administering all procedures in this Code.

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(b) Administrative and logistical support for the UICC shall be provided by the Office of Student Rights & Responsibilities, within the Division for Student Affairs. The Office shall be the repository for records pertaining to this Code and the UICC.

**Section 2: Composition of the UICC and Academic Integrity Panels (AIPs)**

(a) The UICC shall include student and faculty members from each of the schools whose students are subject to this Code. The terms of all members shall be one academic year. Members may be renewed for additional terms. The process for identifying and selecting candidates to serve on the UICC shall be determined by the Office of Student Rights & Responsibilities, pursuant to Article III, Section 3, below. Recruitment should yield broad and diverse representation of the University community.

(b) The Academic Integrity Panels (AIP), which are selected from members of the UICC, shall adjudicate cases referred to a hearing under this Code. The Director of the Office of Student Rights & Responsibilities or a designee (the "Director") will select and convene AIPs as needed. An AIP shall be comprised of three student members (one of whom serves as presiding officer) and two faculty members. At least one member should be from the school or college of the course in which the violation was reported. If UICC members from the school or college of the course are unavailable to adjudicate a case, the Director may appoint other UICC members as substitutes.

(c) The presiding officer for an individual case shall be a student member of the AIP and shall be selected by the Director prior to the start of a hearing. The presiding officer may participate but will have no vote in the deliberations or recommending a sanction at the hearing, except in the circumstances outlined below. Following the hearing, the presiding officer will write a report on the hearing.

(d) In the event a full AIP cannot be convened in a timely manner, a case may be heard by an Ad-Hoc AIP, consisting of at least one student and one faculty member, so long as both the instructor of record and the respondent agree. In such an event, a student will serve as the presiding officer and all students (including the presiding officer) and faculty members will have the ability to vote to resolve the case.

(e) Any case that arises before or during a summer, academic, or holiday break period may be heard during that same break period providing that members of the UICC are available. Otherwise, the case will be adjudicated during the following academic term.

(f) All members of the UICC shall participate in training organized by the Director.

**Section 3: Selection and Removal of UICC Members**

(a) Annually and typically by July 1 preceding a new academic year, the Office of Student Rights & Responsibilities will handle the nomination, application, and selection processes of the UICC members who will serve in the next academic year. The Office of Student Rights & Responsibilities may confer with the following entities in the nomination and selection process:

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1) the Chair of the Faculty Senate Committee on Educational Policy and Technology;

2) GW's academic deans of schools or colleges subject to this Code;

3) the President of the Student Association and student associations of the schools and colleges subject to the Code or a designee; and

4) other offices and student leaders at the University to promote diverse membership that represents the academic and demographic identities of the University communities.

(b) The following criteria shall be used in the selection of the student members:

1) They must be students registered for at least three credit hours in a degree-granting program of a school or college subject to this Code;

2) They must have made satisfactory academic progress and be in good academic standing;

3) Students with a pending case or incomplete sanctions may not be selected for the UICC. Students with resolved cases and who have completed all sanctions may be selected at the discretion of the Director of Student Rights and Responsibilities or designee;

4) They may not hold any executive position, either elected or appointed, in the Student Association.

(c) The following criteria shall be used in the selection of the faculty members:

1) They must be full-time faculty members in a school or college subject to this Code;

2) They may not be elected members of the Executive Committee of the Faculty Senate.

(d) Current members of the UICC who are alleged to have committed any violation of this Code, the Code of Student Conduct, or any other university policy, shall be suspended from participation during the pendency of any investigation or proceeding into the alleged violation. Members found in violation of this Code or the Code of Student Conduct shall be disqualified from any further participation in the UICC until all sanctions are completed and with the approval of the Director. Faculty members serving as an instructor of record or witness in a pending case under this Code shall not participate on an AIP until that case is resolved.

(e) The UICC, by a two-thirds vote of the membership, or the Director may remove a member for non-participation. The Office of Student Rights & Responsibilities may define additional expectations of participation for the UICC membership.

(f) Vacancies, as they occur, shall be filled by the Director.

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**Section 4: Case Procedures**

(a) All attendant procedures and records of the UICC and its AIPs, from the initial allegation to the final resolution, shall be confidential, to the extent allowed by applicable law and university policy.

(b) In any circumstance where the matter is referred to the department chair or other comparable official, that person may assume the role of instructor of record for purposes of the academic integrity case process.

(c) Allegations involving violations of this Code may be initiated by instructors of record, students, librarians, or administrators. Anyone with awareness of a violation may report it to the instructor of record or the Office of Student Rights & Responsibilities. Any allegations should be made as expeditiously as is reasonably possible (normally within ten business days except in the summer or during academic breaks and holidays) from the discovery of the alleged violation. Allegations may be initiated as follows:

- 1) A student may initiate an allegation of academic integrity violations against another student, by referring the case to the instructor of record and/or to the Office of Student Rights & Responsibilities. If the case is brought directly to the Office of Student Rights & Responsibilities for action, then the Director shall promptly notify the instructor of record. If the instructor of record will not or is unable to address the case, the matter will be referred to the department chair or other comparable official.
- 2) When an instructor of record reports an allegation or is made aware of a violation that the instructor of record determines to be substantive, the instructor of record shall contact the Office of Student Rights & Responsibilities in order to discover whether the student has ever been found in violation of this Code.
- 3) However reported, the instructor of record will present the student with specific allegations and may propose a sanction. The instructor of record may consult with the Office of Student Rights & Responsibilities on sanctioning considerations. Sanctions will be determined in accordance with the relevant sections of this Code.

If the instructor of record declines to propose a sanction, the matter will be referred to the department chair or other comparable official for proposed sanctions.

- 4) In the event a student withdraws or drops the relevant course while a case is pending, the case may still proceed under this Code.
- 5) Cases may be resolved by one of the following:
  - a) Academic Integrity Agreements, in which both the respondent and the instructor of record agree to the finding of violation for all allegations and sanctions, in accordance with [insert relevant numbered sections of this Code]. The written agreement will be provided to the Office of Student Rights & Responsibilities to advise regarding sanctioning consistency, with the final determination being the mutual agreement of the instructor of record and respondent, evidenced by each person's signature.

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b) AIPs shall resolve cases in which the respondent does not accept responsibility for the alleged violations or does not accept the proposed sanction. In such cases, the AIP will review the case in accordance with the procedural guidelines outlined below.

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6) All actions, on any level, shall be recorded with the Office of Student Rights & Responsibilities. Instructors of record must notify and submit the appropriate documentation about any violation of this Code to the Office of Student Rights & Responsibilities for proper retention of records.

(c) The following procedures shall guide AIP Hearings.

1) Respondents and instructors of record shall be given notice of the hearing date and the specific allegations at least five calendar days in advance and shall be accorded reasonable access to the case file, which will be retained in the Office of Student Rights & Responsibilities. The appropriate academic dean, department chair, and the Vice President of Student Affairs and Dean of Students, or any designees shall also receive notification of the pending allegations at least five calendar days before the hearing.

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2) Any party may challenge an AIP member on the grounds of personal bias. In such cases, AIP members may be disqualified from the hearing at the determination of the Director.

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¶ Second or subsequent offenses shall go directly to the Academic Integrity Council, for action by a Hearing Panel.¶

¶ If a faculty member is made aware of a violation which the faculty member determines not to be substantive, the faculty member shall notify the complaining student promptly.¶

¶ All charges initiated by members of the administration or librarians shall go directly to the Academic Integrity Council, for action by a Hearing Panel.¶

3) Hearings will be closed to the public, without exception. Prospective witnesses, other than the instructor of record and respondent, shall be excluded from the hearing except while providing their statements. All parties and witnesses shall be excluded from AIP deliberations.

4) The respondent may be accompanied by an advisor. The role of the advisor shall be limited to consultation with the respondent they are advising. Under no circumstances are advisors permitted to address the AIP, speak on behalf of their advisee, or question other participants. At the discretion of the presiding officer, violations of this limitation will result in the advisor being removed from the hearing. The University retains the right to have legal counsel present at any hearing.

5) Hearings will occur in the absence of respondents who fail to appear after proper notice. If respondent(s) fail to appear, the instructor of record will still be required to present a case.

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6) The presiding officer shall exercise control over the proceedings to achieve orderly and timely completion of the hearing. Any person, including the instructor of record and respondent, who disrupts a hearing may be excluded by the presiding officer. The presiding officer shall direct the hearing through the following stages: statements from both the instructor of record and respondent, questioning of witnesses by both the instructor of record and respondent, the questioning of the instructor of record,

respondent, and any witnesses by panel members, and concluding statements by the instructor of record and respondent.

- 7) Hearings shall be conducted in accordance with the investigatory model of administrative hearings, in which the AIP assumes responsibility for eliciting relevant evidence. The purpose of the hearing is to establish the facts. The standard of proof for making a finding of in violation will be the preponderance of evidence standard (i.e., based on the evidence presented, it is more likely than not that a violation occurred). Where the AIP vote outcome is tied, the preponderance of evidence standard has not been met and the AIP's decision is that the respondent will be found not in violation.
- 8) Formal rules of evidence shall not be applicable in proceedings conducted pursuant to this Code. The presiding officer shall have the discretion to admit all matters into evidence that reasonable persons would accept as relevant.
- 9) Hearings will be recorded. These recordings will be retained as part of the record.
- 10) The Office of Student Rights & Responsibilities or the presiding officer may request the attendance of witnesses upon request by any AIP member or of either party. Only witnesses who can provide direct knowledge about the given case shall be called. Requests must be approved by the Director. University students and employees are expected to comply with such requests. Instructors of record and respondents shall be accorded an opportunity to question those witnesses who participate for either party at the hearing. Failure of witnesses to appear will not invalidate the proceedings.
- 11) Witnesses shall be asked to affirm that their statement is truthful. Any student, faculty, or staff member who knowingly provides false information during this process will be referred to Student Rights & Responsibilities, Human Resources, and/or the Office of the Provost as appropriate for review and appropriate disposition.

In lieu of oral statements, authenticated written statements or other forms of participation may be accepted at the discretion of the Director.

- 12) AIP's deliberation following the hearing shall occur in two stages: the determination regarding responsibility and if applicable, recommendation of sanctions. To find a respondent in violation of the Code, a majority of the voting AIP members must agree. If the AIP finds a respondent in violation, they shall also make a sanctioning recommendation. A sanction other than expulsion can be recommended by the affirmative vote of three-quarters of the voting AIP members. In the event of a tie regarding sanctions other than expulsion, the presiding officer casts the deciding vote. A sanction of expulsion can be recommended only by an affirmative vote of all voting AIP members.

- 13) Reports of the AIP shall include a determination of the responsibility of the respondent. If the respondent is found in violation, then the report will also include a

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recommendation of sanctions. Sanctions will be recommended and determined in accordance with the relevant sections of this Code. If an AIP determines that a respondent is in violation of the Code, the report shall be forwarded to the dean of the school in which the academic integrity violation occurred or a designee without a conflict of interest in the case, as determined by the dean. If in the judgement of the dean or designee the sanction recommended by the AIP is a significant deviation from the sanctions imposed in closely similar cases, the dean or designee may revise the sanction before notifying the respondent of the determination and sanction. The dean or designee may not modify or revise the AIP's determination of responsibility. The instructor of record and department chair of the course shall receive a copy of the determination and sanction.

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Deleted: This report shall be forwarded to the Provost and Executive Vice President for Academic Affairs dean of the school in which the academic integrity violation occurred or designee (with no other conflict with the specific case), who will review the report of the Hearing Panel AIP in regards to sanction recommendations only (i.e. not finding of fact). If in the judgment of the Provost and Executive Vice President for Academic Affairs relevant dean or designee the sanction recommended by the AIP Panel is significantly at variance with sanctions imposed in closely similar cases, the Provost and Executive Vice President for Academic Affairs relevant dean or designee may revise the sanction before notifying the respondent of the Hearing Panel's AIP's decision of responsibility and the decision as to sanction.

- 14) These proceedings should be concluded as expeditiously as possible. The AIPs should strive to have proceedings concluded within four weeks of the report of the violation. However, failure to do so shall not constitute improper procedure under the Code.

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#### Section 5: Sanctions

a) In each case, the following factors may be considered in determining an appropriate sanction:

- 1) the nature of the violation and the incident itself;
- 2) the significance of the assignment(s) in question to the academic course or program;
- 3) the impact or implications of the conduct on the University community and its learning environments;
- 4) prior misconduct by the respondent, including the respondent's relevant prior academic integrity or behavioral misconduct history or lack thereof, both at the University and elsewhere;
- 5) maintenance of an environment conducive to the integrity of learning and knowledge;
- 6) protection of the University community;
- 7) necessary outcomes in order to eliminate the prohibited conduct, prevent its recurrence, and remedy its effects on members of the University community; and,
- 8) any mitigating, aggravating, or compelling circumstances in order to reach a just and appropriate resolution in each case, including the respondent's demonstration of the understanding and impact of the violation.

b) Possible sanctions include, but are not limited to, the following:

- 1) educational sanctions intended to improve the respondent's understanding and implementation of academic integrity. This may be assigned in combination with any

other sanction. If the respondent fails to complete these sanctions, a registration hold may be placed on their student account.

2) reduction in academic credit for the assignment or course.

3) failure of assignment (generally recommended for first violation).

4) failure of course, including a transcript notation until graduation and successful petition for removal (generally recommended for second violations or egregious first violations).

5) suspension from the University for a specified period of time, including a transcript notation until seven years from the date of the incident and successful petition for removal. Suspension may include requirements the student will need to complete in order to return or upon return.

6) expulsion (permanent removal from the University), including a permanent transcript notation.

c) Sanction recommendations of suspension or expulsion, as a result of academic integrity violations, may be determined only by an AIP.

d) Transcript notations for failure of course or suspensions may be removed upon expiration of the dates set forth above and only after successful petition of the respondent to the Provost or designee.

e) Records shall be maintained and released by the Office of Student Rights & Responsibilities in accordance with University policy and applicable law.

f) Following graduation or removal of transcript notation, whichever is later, the respondent's record will be transferred to an administrative archive status and therefore become internal and administrative (i.e. non-conduct) records. Such files are not part of general third-party releases, even with authorization from the respondent. Such records may be released to third-parties upon specific request of the respondent or as required by law. g) Respondents found in violation of this Code may also be removed from or determined to be ineligible for certain University programs or activities, in accordance with the policies, rules, or eligibility criteria of that program or activity.

h) No outcomes shall prohibit any program, department, college, or school of the University from retaining records of violations and reporting violations as required by their professional standards; the University may retain, for appropriate administrative purposes, records of all proceedings regarding violations of this Code.

i) Sanctions assigned to a respondent found in violation of this Code may also have subsequent ramifications upon their academic standing in an academic course or academic

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Deleted: The recommended minimum sanction in first offense cases shall be failure of the assignment in question. The recommended minimum sanction in repeat violation cases shall be failure of the course. For more serious offenses sanction may be suspension from the University for a specified minimum time or expulsion from the University. Other sanctions may include, but are not limited to, the reduction of academic credit for the assignment or course in question, and/or educational sanctions may be appropriate for particular cases.

Sanction recommendations of suspension or expulsion, as a result of academic dishonesty, may only be determined by a Hearing Panel.

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program in accordance with the faculty member's syllabus, or in the academic college, school, or department regulations and bylaws.

**Section 6: Appeals**

(a) After a decision has been confirmed by the relevant dean or designee, the respondent may file a written petition of appeal with the Office of Student Rights & Responsibilities within five (5) business days of the outcome.

(b) Appeals of the decision of the AIP or of the sanction imposed by the relevant dean or designee may be based only on the following grounds:

- 1) There was a material deviation from the procedures of this Code that affected the outcome.
- 2) There is new and relevant information that was unavailable at the time of the proceeding, with reasonable diligence and effort, that could materially affect the outcome.

(d) Appeals will be reviewed by the Provost or a designee. The Provost or a designee will then make a decision on the appeal, based on the appeal petition and the reports of the AIP and the relevant dean or designee. The appeal decision of the Provost will typically be rendered and provided to the instructor of record and the respondent within 10 business days of the appeal materials being received by the Provost.

(e) The decision of the Provost or designee in connection with the appeal shall be final and conclusive and no further appeals will be permitted. The dean of the respondent's home school at the University shall also receive final notice of the case outcome.

**Article IV: Changes and Reports Regarding the Code of Academic Integrity**

**Section 1: Changes to the Code of Academic Integrity**

(a) Substantial changes to this Code shall be referred to or initiated by the Provost or designee. Changes may also be initiated by either the Faculty Senate or the Student Association. Substantial changes must be approved by a majority vote of both the Faculty Senate and the Student Association.

(b) The Vice President for Student Affairs and Dean of Students shall coordinate with the Joint Committee of Faculty and Students through the Provost to conduct a review of the Code of Academic Integrity at least once every five years.

(c) Substantial changes will then be forwarded to the President of the University for confirmation and submission to the Board of Trustees.

**Section 2: Reports and Reviews**

The Vice President for Student Affairs and Dean of Students or designee shall make an annual report on the work of the JICC to the Academic Affairs Committee of the Board of Trustees, Joint Committee of Faculty and Students, the Faculty Senate Educational Policy and Technology Committee, the Student Association Senate Academic Affairs Committee, and the Council of Deans.

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- Hearings will occur in the absence of respondents who fail to appear after proper notice. In this instance, complainants will still be required to present a case.
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**Deleted:** <#>The Academic Integrity Council may, from time to time, make reports and recommendations to the Faculty Senate, the Student Association Senate or the Joint Committee of Faculty and Students about the state of the Code of Academic Integrity.

**Deleted:** <#>The Office of the Dean of Student Affairs shall coordinate with the Joint Committee of Faculty and Students to conduct a review of the Code of Academic Integrity after its first year of operation, and then at least once every five years after that.

**Deleted:** Article V: Implementation

**Section 1: Mission of the Implementation Team**  
The mission of the Implementation Team will be to plan for effective implementation of the Code of Academic Integrity and to ensure that appropriate, adequate, and timely preparation is completed prior to the date of implementation.

The types of preparation essential to effective implementation include, but are not limited to the following:

publication and distribution of the Code itself;

preparation of documents that relate the Code to practical student and faculty experience and that provide both groups with strategies for avoiding academic dishonesty;

inclusion of the Code of Academic Integrity in the recruitment of prospective students and faculty;

planning for student, faculty, and graduate teaching assistant orientation, guidance and training;

working out practical details of implementation not explicitly covered in the Code, such as the organization of the Academic Integrity Council, the process for identifying candidates for the Academic Integrity Council, and the development of an application for Academic Integrity Council members;

prepare a fuller listing of potential sanctions and guidelines about the offenses for which they might be appropriate;

planning ways to maintain a high level of visibility for the Code;

developing ways to educate faculty and students about the importance of academic integrity and its impact on the University.

**Section 2: Composition of the Implementation Team**

The Implementation Team will be convened by the Provost and Associate Vice President for Academic Affairs or designee, upon adoption of the Code of Academic Integrity.

The Implementation Team will be comprised of the following members:

the Faculty Co-Chair of the Joint Committee of Faculty and Students; ... [20]

**Deleted:** by the Board of Trustees - May 12, 1995

1 **Appendix 3—Clean Version**

2

3 **Code of Academic Integrity**

4

5 **Preamble**

6 We, the Students, Faculty, Librarians, Staff, and Administration of the George Washington  
7 University, believing academic integrity to be central to the mission of the University, commit  
8 ourselves to promoting high standards for the integrity of academic work. Commitment to academic  
9 integrity upholds educational equity, development, and dissemination of meaningful knowledge, and  
10 mutual respect that our community values and nurtures. The George Washington University Code of  
11 Academic Integrity is established to further this commitment.

12

13 **Article I: The Authority of the Code of Academic Integrity**

14

15 **Section 1: Application of the Code of Academic Integrity**

16 The Code of Academic Integrity (“Code”) shall apply to students enrolled in all colleges and  
17 schools within the University, except the following schools and programs:

- 18
- 19 1) The Law School and
  - 20 2) The Medical Doctor Program in the School of Medicine and Health Sciences.
- 21

22 **Section 2: Precedence of the Code of Academic Integrity**

23 This Code takes precedent over all other academic integrity policies of the George Washington  
24 University (except as referenced in Section I). This Code applies to reports of academic integrity  
25 violations that are received by the University on or after the effective date of this Code, regardless of  
26 when the alleged violation occurred. Where the date of the reported violation precedes the effective  
27 date of this Code, the definitions of academic integrity violations in existence at the time of the alleged  
28 incident will be used, except where use of such definition would be contrary to law. The remainder of  
29 this Code, however, including the procedures, will be used to resolve all reports of academic integrity  
30 violations subject to this Code made on or after the effective date of the Code, regardless of when the  
31 alleged incident occurred.

32

33 **Section 3: Interpretation**

34 Conflicts or questions about this Code (including its interaction with other policies of the University)  
35 should be forwarded to the Office of the Provost and Executive Vice President for Academic Affairs  
36 (“Provost”). The Provost or a designee shall be the final interpreter of this Code.

37

38 This Code and any changes to it will be interpreted to comply with applicable legal requirements.

39

40 **Article II: Basic Considerations**

41

42 Students are responsible for the honesty and integrity of their own academic work, which may  
43 also include their applications for admission, in addition to any group or collaborative academic  
44 work attributed to them that is submitted for academic evaluation or credit in an academic  
45 course, program, or credential. Behavior not addressed by this Code may be addressed by  
46 another policy at the University.

47

48 **Section 1: Definition of Academic Integrity Violations**

49 (a) Academic integrity violations are cheating of any kind, including misrepresenting one's own  
50 work, taking credit for the work of others without crediting them and without appropriate

51 authorization, and the fabrication of information.

52  
53 (b) Attempts to commit acts prohibited by this Code constitute a violation of this Code and may be  
54 sanctioned to the same extent as completed violations, even if such attempts are unsuccessful or  
55 incomplete.

56  
57 (c) Common examples of academic integrity violations include, but are not limited to, the  
58 following, whether they occur in-person or remotely:

- 59  
60 1) *Cheating* - intentionally or knowingly using or attempting to use unauthorized materials,  
61 information, or study aids in any academic exercise; engaging in unauthorized collaboration  
62 in any academic exercise; copying from another student's examination; submitting work for  
63 an in-class examination that has been prepared in advance; representing material prepared by  
64 another as one's own work (including contract or paid cheating); submitting the same or  
65 substantially the same work in more than one course without prior permission of both  
66 instructors; violating rules governing administration of examinations; violating any rules  
67 relating to academic integrity of a course or program.
- 68  
69 2) *Fabrication* – intentionally or knowingly, without authorization, falsifying or inventing any  
70 data, information, or citation in an academic exercise; giving false or misleading information  
71 regarding an academic matter.
- 72  
73 3) *Plagiarism* - intentionally or knowingly representing the words, ideas, or sequence of ideas  
74 of another as one's own in any academic exercise; or failure to attribute any of the  
75 following: quotations, paraphrases, or borrowed information. Contract or paid cheating may  
76 be included here.
- 77  
78 4) *Falsification and forgery of University academic documents* - intentionally or knowingly  
79 making a false statement, concealing material information, or forging a University official's  
80 signature on any University academic document or record; making false statements to or  
81 concealing material information from a University employee that results in the creation of a  
82 false academic record or document. Such academic documents or records may include  
83 transcripts, registration/add-drop forms, requests for advanced standing, requests to register  
84 for undergraduate or graduate-level courses, etc. (Falsification or forgery of non-academic  
85 University documents, such as financial aid forms, may be considered a violation of the  
86 Code of Student Conduct and/or other relevant university policies.)
- 87  
88 5) *Facilitating academic integrity violations* - intentionally or knowingly helping or attempting  
89 to help another to commit a violation of academic integrity. This may include circumstances  
90 in which the facilitator is not enrolled in the course, but is an enrolled student.
- 91  
92 6) *Sanction Violation* - violating the terms of any disciplinary sanction imposed in accordance  
93 with this Code.

## 94 **Section 2: Reporting violations**

95 It is the communal responsibility of members of the George Washington University to respond to  
96 suspected academic integrity violations by:

- 97  
98  
99 1) consulting the individual(s) thought to be involved and encouraging them to report it themselves,  
00 and/or

02 2) reporting it to the instructor of record for the course, and/or

03  
04 3) reporting it to the Office of Student Rights & Responsibilities. Reporting oneself after committing  
05 academic integrity violations is strongly encouraged and may be considered a mitigating factor in  
06 determining sanctions.

07  
08 **Section 3: Assignments and Examinations**

09 (a) The instructor of record for a given course is solely responsible for establishing academic  
10 assignments and methods of examination in that course.

11  
12 (b) Instructors of record are encouraged to provide clear explanations of their expectations  
13 regarding the completion of assignments and examinations, including permissible collaboration.  
14 This includes detailed examples about what collaboration is and is not permitted and what resources  
15 may and may not be used.

16  
17 (c) Instructors of record are encouraged to choose assignments and methods of examination believed  
18 to promote academic integrity. Examples of these include opportunities to display critical thinking  
19 around a unique set of issues, creative assessments developed by students, careful proctoring of  
20 examinations, and the regular creation of fresh exams and assignments. Nothing in this Code is  
21 intended to eliminate or prohibit the use of collaborative projects or unproctored examinations or other  
22 assessments. When assigning collaborative projects or using unproctored examinations, the  
23 instructor of record should explicitly state the expectations of performance for all participants.

24  
25 (d) Instructors of record are encouraged to provide opportunities for students to affirm their  
26 commitment to academic integrity in various settings, including examinations and other  
27 assignments. The following statement may be used for this purpose: "I, (student's name), affirm that  
28 I have completed this assignment/examination in accordance with the Code of Academic Integrity."  
29

30 **Article III: The University Integrity and Conduct Council**

31  
32 **Section 1: Mission of the University Integrity and Conduct Council**

33 (a) The University Integrity and Conduct Council (UICC) will be responsible for promoting  
34 academic integrity and for administering all procedures in this Code.

35  
36 (b) Administrative and logistical support for the UICC shall be provided by the Office of Student  
37 Rights & Responsibilities, within the Division for Student Affairs. The Office shall be the repository  
38 for records pertaining to this Code and the UICC.

39  
40 **Section 2: Composition of the UICC and Academic Integrity Panels (AIPs)**

41 (a) The UICC shall include student and faculty members from each of the schools whose students  
42 are subject to this Code. The terms of all members shall be one academic year. Members may be  
43 renewed for additional terms. The process for identifying and selecting candidates to serve on the  
44 UICC shall be determined by the Office of Student Rights & Responsibilities, pursuant to Article III,  
45 Section 3, below. Recruitment should yield broad and diverse representation of the University  
46 community.

47  
48 (b) The Academic Integrity Panels (AIP), which are selected from members of the UICC, shall  
49 adjudicate cases referred to a hearing under this Code. The Director of the Office of Student Rights &  
50 Responsibilities or a designee (the "Director") will select and convene AIPs as needed. An AIP shall  
51 be comprised of three student members (one of whom serves as presiding officer) and two faculty  
52 members. At least one member should be from the school or college of the course in which the

53 violation was reported. If UICC members from the school or college of the course are unavailable to  
54 adjudicate a case, the Director may appoint other UICC members as substitutes.

55  
56 (c) The presiding officer for an individual case shall be a student member of the AIP and shall be  
57 selected by the Director prior to the start of a hearing. The presiding officer may participate but will  
58 have no vote in the deliberations or recommending a sanction at the hearing, except in the  
59 circumstances outlined below. Following the hearing, the presiding officer will write a report on the  
60 hearing.

61  
62 (d) In the event a full AIP cannot be convened in a timely manner, a case may be heard by an Ad-  
63 Hoc AIP, consisting of at least one student and one faculty member, so long as both the instructor of  
64 record and the respondent agree. In such an event, a student will serve as the presiding officer and all  
65 students (including the presiding officer) and faculty members will have the ability to vote to resolve  
66 the case.

67  
68 (e) Any case that arises before or during a summer, academic, or holiday break period may be  
69 heard during that same break period providing that members of the UICC are available.  
70 Otherwise, the case will be adjudicated during the following academic term.

71  
72 (f) All members of the UICC shall participate in training organized by the Director.

### 73 **Section 3: Selection and Removal of UICC Members**

74  
75 (a) Annually and typically by July 1 preceding a new academic year, the Office of Student Rights &  
76 Responsibilities will handle the nomination, application, and selection processes of the UICC  
77 members who will serve in the next academic year. The Office of Student Rights & Responsibilities  
78 may confer with the following entities in the nomination and selection process:

- 79 1) the Chair of the Faculty Senate Committee on Educational Policy and Technology;
- 80 2) GW's academic deans of schools or colleges subject to this Code;
- 81 3) the President of the Student Association and student associations of the schools and colleges  
82 subject to the Code or a designee; and
- 83 4) other offices and student leaders at the University to promote diverse membership that  
84 represents the academic and demographic identities of the University communities.

85  
86  
87  
88  
89  
90 (b) The following criteria shall be used in the selection of the student members:

- 91 1) They must be students registered for at least three credit hours in a degree-granting program  
92 of a school or college subject to this Code;
- 93 2) They must have made satisfactory academic progress and be in good academic standing;
- 94 3) Students with a pending case or incomplete sanctions may not be selected for the UICC.  
95 Students with resolved cases and who have completed all sanctions may be selected at the  
96 discretion of the Director of Student Rights and Responsibilities or designee;
- 97 4) They may not hold any executive position, either elected or appointed, in the Student  
98 Association.

99  
00  
01  
02  
03 (c) The following criteria shall be used in the selection of the faculty members:

- 1) They must be full-time faculty members in a school or college subject to this Code;
- 2) They may not be elected members of the Executive Committee of the Faculty Senate.

(d) Current members of the UICC who are alleged to have committed any violation of this Code, the Code of Student Conduct, or any other university policy shall be suspended from participation during the pendency of any investigation or proceeding into the alleged violation. Members found in violation of this Code or the Code of Student Conduct shall be disqualified from any further participation in the UICC until all sanctions are completed and with the approval of the Director. Faculty members serving as an instructor of record or witness in a pending case under this Code shall not participate on an AIP until that case is resolved.

(e) The UICC, by a two-thirds vote of the membership, or the Director may remove a member for non-participation. The Office of Student Rights & Responsibilities may define additional expectations of participation for the UICC membership.

(f) Vacancies, as they occur, shall be filled by the Director.

#### **Section 4: Case Procedures**

(a) All attendant procedures and records of the UICC and its AIPs, from the initial allegation to the final resolution, shall be confidential, to the extent allowed by applicable law and university policy.

(b) In any circumstance where the matter is referred to the department chair or other comparable official, that person may assume the role of instructor of record for purposes of the academic integrity case process.

(c) Allegations involving violations of this Code may be initiated by instructors of record, students, librarians, or administrators. Anyone with awareness of a violation may report it to the instructor of record or the Office of Student Rights & Responsibilities. Any allegations should be made as expeditiously as is reasonably possible (normally within ten business days except in the summer or during academic breaks and holidays) from the discovery of the alleged violation. Allegations may be initiated as follows:

- 1) A student may initiate an allegation of academic integrity violations against another student, by referring the case to the instructor of record and/or to the Office of Student Rights & Responsibilities. If the case is brought directly to the Office of Student Rights & Responsibilities for action, then the Director shall promptly notify the instructor of record. If the instructor of record will not or is unable to address the case, the matter will be referred to the department chair or other comparable official.
- 2) When an instructor of record reports an allegation or is made aware of a violation that the instructor of record determines to be substantive, the instructor of record shall contact the Office of Student Rights & Responsibilities in order to discover whether the student has ever been found in violation of this Code.
- 3) However reported, the instructor of record will present the student with specific allegations and may propose a sanction. The instructor of record may consult with the Office of Student Rights & Responsibilities on sanctioning considerations. Sanctions will be determined in accordance with the relevant sections of this Code.

55 If the instructor of record declines to propose a sanction, the matter will be referred to the  
56 department chair or other comparable official for proposed sanctions.  
57

- 58 4) In the event a student withdraws or drops the relevant course while a case is pending, the case  
59 may still proceed under this Code.  
60
- 61 5) Cases may be resolved by one of the following:  
62 a) Academic Integrity Agreements, in which both the respondent and the instructor of  
63 record agree to the finding of violation for all allegations and sanctions, in accordance  
64 with Section 5 of this Code. The written agreement will be provided to the Office of  
65 Student Rights & Responsibilities to advise regarding sanctioning consistency, with the  
66 final determination being the mutual agreement of the instructor of record and  
67 respondent, evidenced by each person's signature.  
68 b) AIPs shall resolve cases in which the respondent does not accept responsibility for the  
69 alleged violations or does not accept the proposed sanction. In such cases, the AIP will  
70 review the case in accordance with the procedural guidelines outlined below.  
71
- 72 6) All actions, on any level, shall be recorded with the Office of Student Rights &  
73 Responsibilities. Instructors of record must notify and submit the appropriate documentation  
74 about any violation of this Code to the Office of Student Rights & Responsibilities for proper  
75 retention of records.  
76  
77

78 (c) The following procedures shall guide AIP Hearings.

- 79 1) Respondents and instructors of record shall be given notice of the hearing date and the  
80 specific allegations at least five calendar days in advance and shall be accorded reasonable  
81 access to the case file, which will be retained in the Office of Student Rights &  
82 Responsibilities. The appropriate academic dean, department chair, and the Vice President  
83 of Student Affairs and Dean of Students, or any designees shall also receive notification of  
84 the pending allegations at least five calendar days before the hearing.  
85
- 86 2) Any party may challenge an AIP member on the grounds of personal bias. In such cases,  
87 AIP members may be disqualified from the hearing at the determination of the Director.  
88
- 89 3) Hearings will be closed to the public, without exception. Prospective witnesses, other than  
90 the instructor of record and respondent, shall be excluded from the hearing except while  
91 providing their statements. All parties and witnesses shall be excluded from AIP  
92 deliberations.  
93
- 94 4) The respondent may be accompanied by an advisor. The role of the advisor shall be limited  
95 to consultation with the respondent they are advising. Under no circumstances are advisors  
96 permitted to address the AIP, speak on behalf of their advisee, or question other participants.  
97 At the discretion of the presiding officer, violations of this limitation will result in the  
98 advisor being removed from the hearing. The University retains the right to have legal  
99 counsel present at any hearing.  
00
- 01 5) Hearings will occur in the absence of respondents who fail to appear after proper notice. If  
02 respondent(s) fail to appear, the instructor of record will still be required to present a case.  
03
- 04 6) The presiding officer shall exercise control over the proceedings to achieve orderly and  
05 timely completion of the hearing. Any person, including the instructor of record and

06 respondent, who disrupts a hearing may be excluded by the presiding officer. The presiding  
07 officer shall direct the hearing through the following stages: statements from both the  
08 instructor of record and respondent, questioning of witnesses by both the instructor of record  
09 and respondent, the questioning of the instructor of record, respondent, and any witnesses by  
10 panel members, and concluding statements by the instructor of record and respondent.  
11

- 12 7) Hearings shall be conducted in accordance with the investigatory model of administrative  
13 hearings, in which the AIP assumes responsibility for eliciting relevant evidence. The  
14 purpose of the hearing is to establish the facts. The standard of proof for making a finding  
15 of in violation will be the preponderance of evidence standard (i.e., based on the evidence  
16 presented, it is more likely than not that a violation occurred). Where the AIP vote outcome  
17 is tied, the preponderance of evidence standard has not been met and the AIP's decision is  
18 that the respondent will be found not in violation.  
19
- 20 8) Formal rules of evidence shall not be applicable in proceedings conducted pursuant to this  
21 Code. The presiding officer shall have the discretion to admit all matters into evidence that  
22 reasonable persons would accept as relevant.  
23
- 24 9) Hearings will be recorded. These recordings will be retained as part of the record.  
25
- 26 10) The Office of Student Rights & Responsibilities or the presiding officer may request the  
27 attendance of witnesses upon request by any AIP member or of either party. Only witnesses  
28 who can provide direct knowledge about the given case shall be called. Requests must be  
29 approved by the Director. University students and employees are expected to comply with  
30 such requests. Instructors of record and respondents shall be accorded an opportunity to  
31 question those witnesses who participate for either party at the hearing. Failure of witnesses  
32 to appear will not invalidate the proceedings.  
33
- 34 11) Witnesses shall be asked to affirm that their statement is truthful. Any student, faculty, or  
35 staff member who knowingly provides false information during this process will be referred  
36 to Student Rights & Responsibilities, Human Resources, and/or the Office of the Provost as  
37 appropriate for review and appropriate disposition.  
38

39 In lieu of oral statements, authenticated written statements or other forms of participation  
40 may be accepted at the discretion of the Director.  
41

- 42 12) AIP's deliberation following the hearing shall occur in two stages: the determination  
43 regarding responsibility and if applicable, recommendation of sanctions. To find a  
44 respondent in violation of the Code, a majority of the voting AIP members must agree. If  
45 the AIP finds a respondent in violation, they shall also make a sanctioning recommendation.  
46 A sanction other than expulsion can be recommended by the affirmative vote of three-  
47 quarters of the voting AIP members. In the event of a tie regarding sanctions other than  
48 expulsion, the presiding officer casts the deciding vote. A sanction of expulsion can be  
49 recommended only by an affirmative vote of all voting AIP members.  
50
- 51 13) Reports of the AIP shall include a determination of the responsibility of the respondent. If  
52 the respondent is found in violation, then the report will also include a recommendation of  
53 sanctions. Sanctions will be recommended and determined in accordance with the relevant  
54 sections of this Code. If an AIP determines that a respondent is in violation of the Code, the  
55 report shall be forwarded to the dean of the school in which the academic integrity violation  
56 occurred or a designee without a conflict of interest in the case, as determined by the dean.



57 If in the judgement of the dean or designee the sanction recommended by the AIP is a  
58 significant deviation from the sanctions imposed in closely similar cases, the dean or  
59 designee may revise the sanction before notifying the respondent of the determination and  
60 sanction. The dean or designee may not modify or revise the AIP's determination of  
61 responsibility. The instructor of record and department chair of the course shall receive a  
62 copy of the determination and sanction.

- 63  
64 14) These proceedings should be concluded as expeditiously as possible. The AIPs should  
65 strive to have proceedings concluded within four weeks of the report of the violation.  
66 However, failure to do so shall not constitute improper procedure under the Code.

67  
68 **Section 5: Sanctions**

- 69 a) In each case, the following factors may be considered in determining an appropriate sanction:

- 70 1) the nature of the violation and the incident itself;  
71  
72 2) the significance of the assignment(s) in question to the academic course or program;  
73  
74 3) the impact or implications of the conduct on the University community and its learning  
75 environments;  
76  
77 4) prior misconduct by the respondent, including the respondent's relevant prior academic  
78 integrity or behavioral misconduct history or lack thereof, both at the University and  
79 elsewhere;  
80  
81 5) maintenance of an environment conducive to the integrity of learning and knowledge;  
82  
83 6) protection of the University community;  
84  
85 7) necessary outcomes in order to eliminate the prohibited conduct, prevent its recurrence, and  
86 remedy its effects on members of the University community; and,  
87  
88 8) any mitigating, aggravating, or compelling circumstances in order to reach a just and  
89 appropriate resolution in each case, including the respondent's demonstration of the  
90 understanding and impact of the violation.

- 91  
92 b) Possible sanctions include, but are not limited to, the following:

- 93 1) educational sanctions intended to improve the respondent's understanding and  
94 implementation of academic integrity. This may be assigned in combination with any other  
95 sanction. If the respondent fails to complete these sanctions, a registration hold may be  
96 placed on their student account.  
97  
98 2) reduction in academic credit for the assignment or course.  
99  
00 3) failure of assignment (generally recommended for first violation).  
01  
02 4) failure of course, including a transcript notation until graduation and successful petition for  
03 removal (generally recommended for second violations or egregious first violations).  
04  
05 5) suspension from the University for a specified period of time, including a transcript  
06 notation until seven years from the date of the incident and successful petition for

07 removal. Suspension may include requirements the student will need to complete in order to  
08 return or upon return.

09  
10 6) expulsion (permanent removal from the University), including a permanent transcript  
11 notation.

12  
13 c) Sanction recommendations of suspension or expulsion, as a result of academic integrity  
14 violations, may be determined only by an AIP.

15  
16 d) Transcript notations for failure of course or suspensions may be removed upon expiration of the  
17 dates set forth above and only after successful petition of the respondent to the Provost or designee.

18  
19 e) Records shall be maintained and released by the Office of Student Rights & Responsibilities in  
20 accordance with University policy and applicable law.

21  
22 f) Following graduation or removal of transcript notation, whichever is later, the respondent's  
23 record will be transferred to an administrative archive status and therefore become internal and  
24 administrative (i.e. non-conduct) records. Such files are not part of general third-party releases,  
25 even with authorization from the respondent. Such records may be released to third-parties upon  
26 specific request of the respondent or as required by law. g) Respondents found in violation of this  
27 Code may also be removed from or determined to be ineligible for certain University programs or  
28 activities, in accordance with the policies, rules, or eligibility criteria of that program or activity.

29  
30 h) No outcomes shall prohibit any program, department, college, or school of the University from  
31 retaining records of violations and reporting violations as required by their professional  
32 standards; the University may retain, for appropriate administrative purposes, records of all  
proceedings regarding violations of this Code.

33  
34 i) Sanctions assigned to a respondent found in violation of this Code may also have subsequent  
35 ramifications upon their academic standing in an academic course or academic program in  
36 accordance with the faculty member's syllabus or in the academic college, school, or  
department regulations and bylaws.

37  
38 **Section 6: Appeals**

39 (a) After a decision has been confirmed by the relevant dean or designee, the respondent may file a  
40 written petition of appeal with the Office of Student Rights & Responsibilities within five (5)  
41 business days of the outcome.

42  
43 (b) Appeals of the decision of the AIP or of the sanction imposed by the relevant dean or designee  
44 may be based only on the following grounds:

- 45  
46 a. There was a material deviation from the procedures of this Code that affected the  
47 outcome.  
48 b. There is new and relevant information that was unavailable at the time of the proceeding,  
49 with reasonable diligence and effort, that could materially affect the outcome

50  
51 (c) Appeals will be reviewed by the Provost or a designee. The Provost or a designee will then  
52 make a decision on the appeal, based on the appeal petition and the reports of the AIP and the  
53 relevant dean or designee. The appeal decision of the Provost will typically be rendered and  
54 provided to the instructor of record and the respondent within 10 business days of the appeal

55 materials being received by the Provost.

- 56
- 57 (d) The decision of the Provost or designee in connection with the appeal shall be final and  
58 conclusive and no further appeals will be permitted. The dean of the respondent's home school  
59 at the University shall also receive final notice of the case outcome.
- 60

61

62 **Article IV: Changes and Reports Regarding the Code of Academic Integrity**

63

64 **Section 1: Changes to the Code of Academic Integrity**

- 65 (a) Substantial changes to this Code shall be referred to or initiated by the Provost or designee. Changes  
66 may also be initiated by either the Faculty Senate or the Student Association. Substantial changes must  
67 be approved by a majority vote of both the Faculty Senate and the Student Association.
- 68 (b) The Vice President for Student Affairs and Dean of Students shall coordinate with the Joint  
69 Committee of Faculty and Students through the Provost to conduct a review of the Code of  
70 Academic Integrity at least once every five years.
- 71 (c) Substantial changes will then be forwarded to the President of the University for confirmation  
72 and submission to the Board of Trustees.
- 73

74 **Section 2: Reports and Reviews**

75 The Vice President for Student Affairs and Dean of Students or designee shall make an annual report  
76 on the work of the UICC to the Academic Affairs Committee of the Board of Trustees, Joint  
77 Committee of Faculty and Students, the Faculty Senate Educational Policy and Technology  
78 Committee, the Student Association Senate Academic Affairs Committee, and the Council of Deans.

79

80

81

82 *Approved [insert updated date]*

## Faculty Senate Standing Committee Report 3/12/2021

**Educational Policy & Technology** (Sarah Wagner, Co-Chair): This report covers EPT meetings held on February 19, 2021, and March 12, 2021.

### During the February Meeting:

- The committee reviewed and deliberated the Resolution presenting the revision of the Code of Academic Integrity introduced by Christy Anthony of the Office of Student Rights and Responsibilities (and to be considered in the full Senate meeting today). The resolution passed by unanimous consent.
- The committee heard from Cheryl Beil, Associate Provost for Academic Planning and Assessment, who presented data on student experience, among them satisfaction with academic experience, experience with faculty, advising, availability of classes, extra-curricular activities, and COVID-related academic concerns. These data have also been shared with the Post-COVID Academic Innovation Task Force (PCAITF).
- The committee heard about the work of the Future Enrollment Taskforce and its recommended targets on January 29th. It endorses the recommendations that the committee made for enrollment goals: 2475-2250 first years, 150-300 transfers, to maintain or improve academic profile, increase the percentage of need met, and maintain or increase the percentage of both Pell eligible and underrepresented minorities as fractions of the new cohort.
- The committee also received updates from Post-COVID Academic Innovation Task Force (PCAITF) (Professor Zara is the co-chair of that Task Force) regarding its subcommittee work.

### During the March meeting:

- The committee discussed the new transcript notation for undergraduate research initiative, an issue raised in the February meeting. Gina Lohr, Senior Associate Vice Provost for Research, presented the origin and development of the idea, and recommendations were made for further consultation with the undergraduate deans and the Research Committee, as well as a presentation to the Senate at a later date.
- The committee discussed the current graduate program budget model, with particular attention to its limitations regarding enrollment restrictions across schools. EPT will invite the Provost to discuss the issue further at our next meeting.
- The Future Enrollment Task Force updated the committee on the status of admissions decisions, including the waitlist.
- The committee currently has three working subcommittees—one is completing its work, and two more are just beginning. These subcommittees are working on the following issues:
  - Code of Academic Integrity revision committee, which is now turning its attention to rollout for faculty and students.
  - Working with Dean of Undergraduate Admissions Ben Toll, an analysis of the test-optional policy on admitted undergraduate classes; and
  - Working with the administration on how best to monitor the effects of last year's AT/IT reorganization.

Subject: Five Year Trends in Faculty Categories  
Date: Fri, 12 Mar 2021 12:22:58 -0500  
From: Blake, Brian  
To: Philip Wirtz

Dear Phil,

At the February Faculty Senate Meeting you requested information from my office that is provided here.

“Professor Wirtz asked if the Provost could provide five-year trends in four faculty categories: tenured/tenure-track, regular faculty who are not tenure track, special service faculty, and adjunct faculty. Reviewing these numbers would permit a more accurate assessment of what is happening with regard to faculty numbers. He expressed his concern that tenured/tenure track faculty numbers are decreasing while other categories of faculty are increasing. If this is indeed the case, work needs to be done to determine whether this is a course the university wants to follow. Provost Blake responded that he would provide this data; he noted that he expected to see more investment in the regular faculty/non-tenure track group than in the adjunct group.”

\*Regular Active Status: Tenured/Tenure Track\*

2020	851
2019	871
2018	882
2017	894
2016	897

\*Regular Active Status: Non-Tenure Track\*

2020	297
2019	294
2018	291
2017	261
2016	253

\*Specialized Faculty - Teaching\*

2020	93
2019	97
2018	87
2017	77
2016	70

\*Specialized Faculty - Research\*

2020	85
2019	102
2018	91
2017	103
2016	89

\*Part Time Adjunct\*

2020	1,340
2019	1,633
2018	1,606
2017	1,622
2016	1,562

-Best, Brian

---

M. Brian Blake, PhD  
Executive Vice President and Provost

1. *Provost Blake noted that the Core Indicators didn't present on STEM this year but that the slides do include information on students seeking degrees from multiple schools. Professor Griesshammer noted that he was interested in the STEM numbers as some incorrect statements were made last year that underestimated the percentage of GW students in STEM fields. The Provost indicated that he would provide this information.*

Core Indicator STEM Slides attached

2. *Professor Griesshammer posed several questions about the PCAITF. He noted that the timing of the PCAITF announcement, several days after the last Senate meeting, necessitated these questions in order to avoid past frictions around similar task forces:*

- a. *How did the task force composition take place (he recalled no open call for nominations to the task force)?*

The Provost put out a [call](#) in early December to the GW community and to the deans. This resulted in around 70 nominations, including self-nominations from the GW community. Members of the task force were nominated by the school Deans as well as from the Faculty Senate Executive Committee. Many participants also self-nominated through the call the Provost had in December 2020. The co-chair, Jason Zara, was selected by the Provost from the list of nominees to co-chair the task force along with Dean Jeffries from the School of Nursing.

- b. *How is the PCAITF going to solicit input from the wider university community?*

The faculty members on the academic innovation task force have asked for the reports from the strategic plan to be shared with all members of the task force. In addition, the co-chairs of the previous strategic planning work groups have been invited to speak and present highlights of their work. The task force has heard from the research, undergraduate and graduate task force chairs.

During the February task force meeting, the faculty voted to divide the members into four groups for the first phase, known as the exploratory phase. The groups are organized by constituents to gather information from. The four constituent groups are: 1) faculty; 2) undergraduate students; 3) graduate and professional students; and 4) staff and academic support. Each of the four groups has 4 -5 task force members who will explore, gather, and present feedback from the designated constituency to the full committee by March 15. The data/information collected will then go into Phase II where different themes/clusters will be identified based on the information presented. The themes/clusters will be the focus of Phase II working groups as faculty/staff explore academic innovations in these areas.

- c. *Why is this task force a separate endeavor from Senate committees doing aligned work with relevant expertise?*

The Provost created the task force to explore post COVID and the academic innovations that are and were coming from this unprecedented time. This task force has a beginning and end date which does not make it a Faculty Senate standing committee, however, it is certainly a task force that works in alignment with Faculty Senate and its standing committees. Guiding principles of this task group include full transparency, communication, and collaborative work with the Faculty Senate and the existing task groups and standing committees. The two co-chairs of the Faculty Senate Committee on Education Policy and Technology are also members of the task force.

*d. How can Senate committees provide comprehensive input (e.g., Educational Policy & Technology, Libraries)?*

Currently as part of the post COVID task group there is an overlap with many Senate members on the other committees, e.g., Educational Policy and Technology, Libraries, etc. There will be a focus on intentionality to consider any of the existing committees' previous reports and current efforts to so there is no duplication of work across these committees. Jason Zara, co-chair of this committee will be giving monthly reports on the Task Force to the EPT committee. Updates will also be presented at Faculty Senate meetings.

*e. Will there be a meaningful opportunity for the Senate and its committees to be consulted and involved well before draft recommendations are published?*

There already has been meaningful opportunity seeking information from the former faculty strategic planning committees reporting to this post COVID task group on what they learned from their designated strategic planning work around academic innovation. The information was heard and will be used in the work going forward. In addition, any survey data that has been collected during COVID, will also be retrieved with the data reviewed for pertinent information to inform the report and academic innovations. Throughout the task force journey, there will be open information on the Post-COVID academic innovation task force web site in addition to potential open town halls for input, dialogue, and recommendations.

*f. Will the draft recommendations be published with an open comment period before being finalized?*

The intent is to present the information to the Faculty Senate and to all faculty before the recommendations are made to the Provost from this task group. We have not discussed all the steps and logistics yet but will do so in the coming weeks. Transparency, clear, and frequent communication are guiding principles the task force has embraced.

*g. Does the PCAITF charge specify a particular outcome, or is the charge outcome-neutral?*

This committee is tasked with investigating experiences and lessons learned from both within the GW and broader higher education community during the COVID-19 pandemic. Goals of the task group include:

1. To generate data and knowledge using the information, data, and findings from faculty, student, staff, and other potential resources to learn more about our academic innovations and instructional continuity during COVID.
2. To make data driven recommendations outlining potential academic innovations that can fulfill our academic mission.

*h. Is the PCAITF considering all three aspects of "academics"?*

The task group has divided into four data/information exploratory groups as the first Phase for activities. Once the information is gathered, themes/clusters will be created. It is premature to say all three aspects of “academics” will be covered, but overall, the assumption could be made the three areas of teaching, service, and research will be present in the data and would arise as “common themes.”

*i. Has the PCAITF already begun its work (a recent Hatchet note would indicate that it has)?*

See answers above outlining Phase I and II- also see the Provost’s web site for more information and updates of the committee’s work.

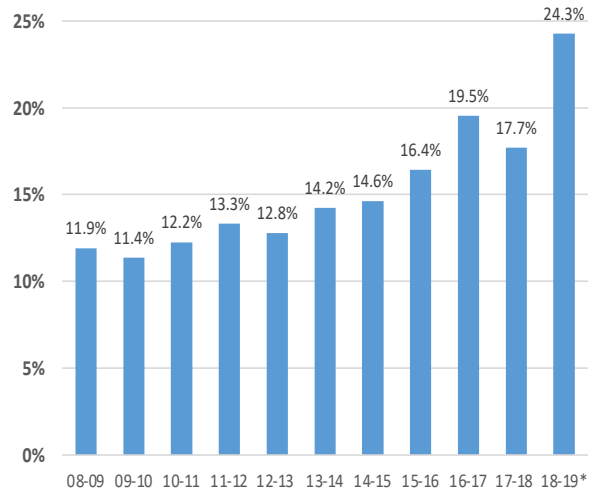
*The Provost confirmed that a [call](#) went out in early December to the GW community and to the deans. This resulted in around 70 nominations, including self-nominations from the community. The Provost first asked Dean Jeffries and Professor Zara to co-chair the task force, after consulting with Professor Wilson to confirm that these were the Provost’s choices to co-chair this endeavor. With the stipulation that the task force had to be 75% faculty, the Provost deferred the final PCAITF composition to the co-chairs, as well as the determination of how the PCAITF would work with existing Senate committees. The [PCAITF website](#) (part of the Provost’s website) will post regular reports on the task force’s work. The Provost reiterated his commitment to bringing draft recommendations to the Senate prior to their finalization; he noted that the PCAITF plans to conclude its work by early May. He noted that this task force’s work should cut across every element of the university and what modality adjustments make sense based on what has been learned during the pandemic. He noted that the PCAITF co-chairs can provide further responses to Professor Griesshammer’s other questions; he welcomed all to visit the PCAITF website for information on the call and aspects of the charge to the task force.*



Slide 1: This slide was not presented to the Faculty Senate. It is degrees conferred.

## Percentage of STEM Degrees Conferred by First Major

### Eight Schools



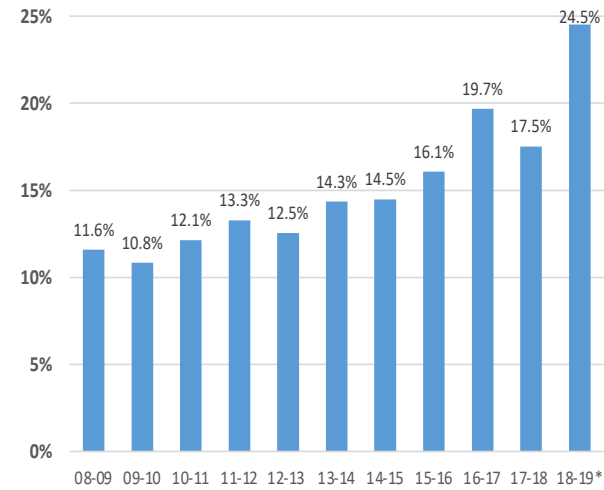
Graduation Year	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19*
STEM only	289	273	266	306	314	353	338	401	507	482	733
Total	2,428	2,405	2,172	2,296	2,454	2,482	2,311	2,441	2,595	2,725	3,021
% Bachelor's STEM	11.9%	11.4%	12.2%	13.3%	12.8%	14.2%	14.6%	16.4%	19.5%	17.7%	24.3%

\*By excluding psychology and BS economics majors counted as STEM, the 2018-19 STEM graduation rate is 19.3%.

Denominator represents degrees conferred.

Source: IPEDS report

### Five Residential Colleges



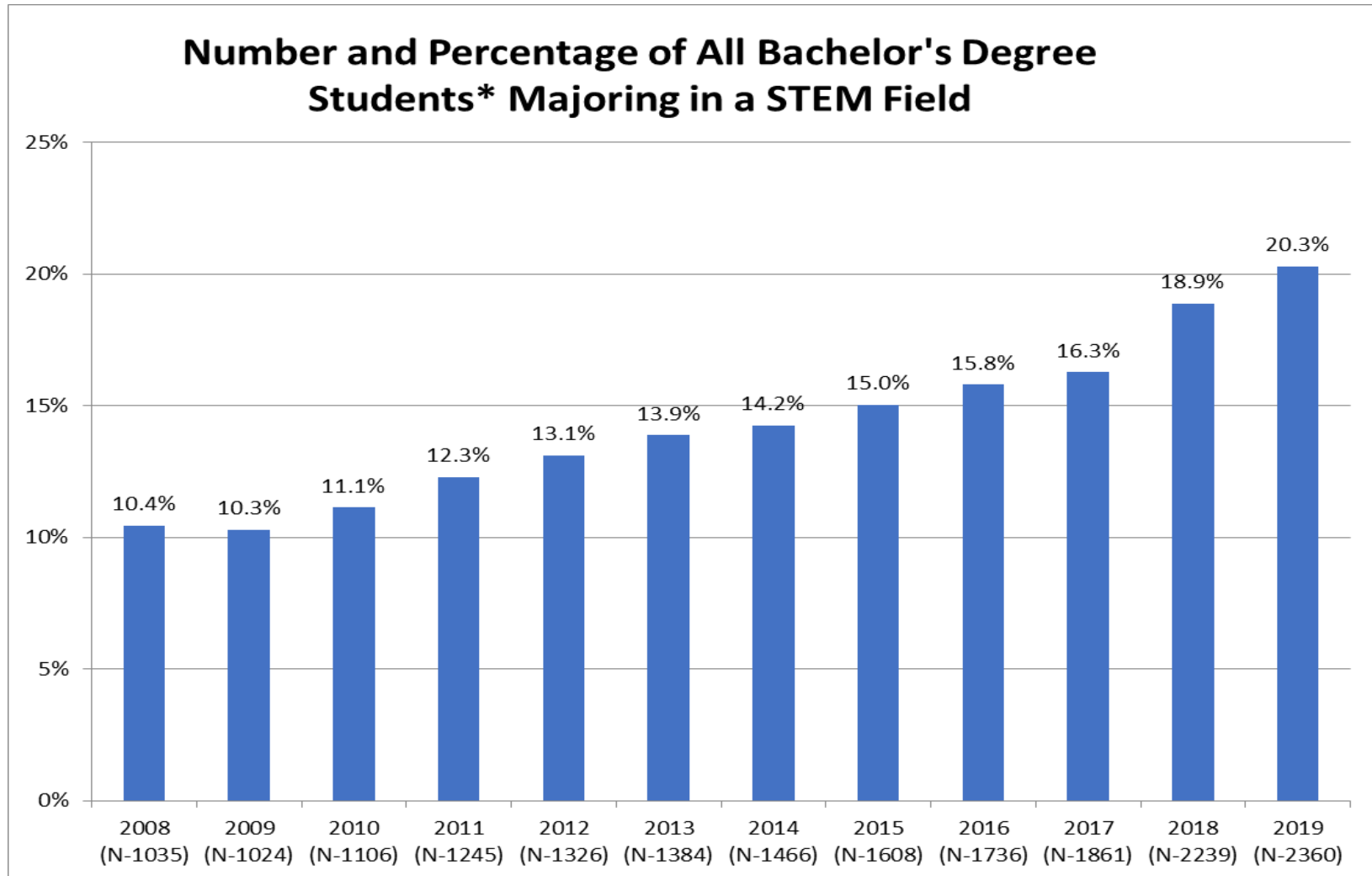
Graduation Year	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19*
STEM only	272	253	254	288	288	333	308	359	455	421	624
Total	2,349	2,336	2,092	2,169	2,297	2,321	2,129	2,234	2,313	2,411	2,545
% Bachelor's STEM	11.6%	10.8%	12.1%	13.3%	12.5%	14.3%	14.5%	16.1%	19.7%	17.5%	24.5%

\*By excluding psychology and BS economics majors counted as STEM, the 2018-19 STEM graduation rate is 18.6%.

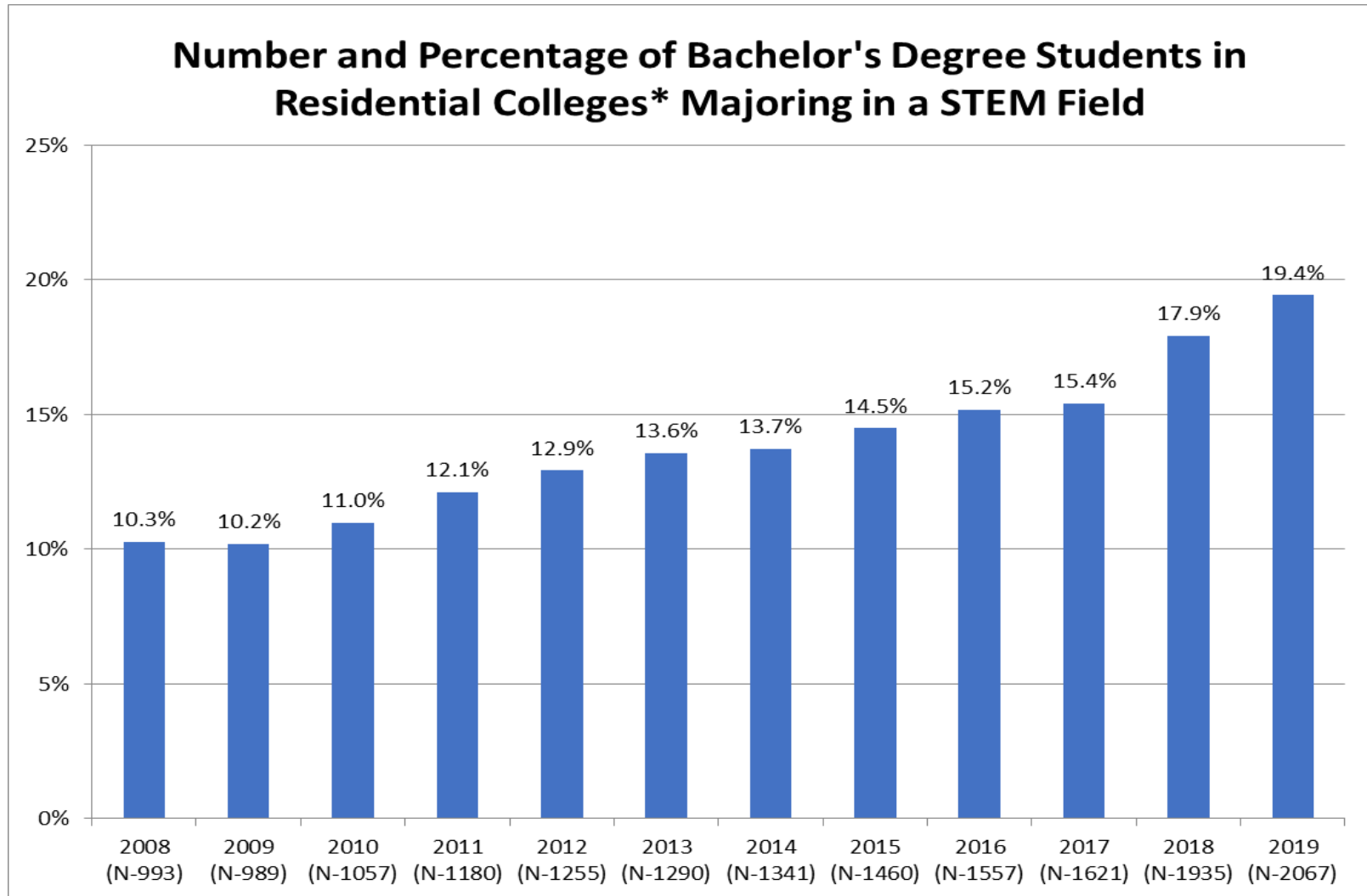
Denominator represents degrees conferred.

Source: Institutional Research and Planning

Slide 2. Core Indicator Presentation to Faculty Senate in March 2020 (all students majoring in STEM, includes 8 schools)



Slide 3. Core Indicator Presentation to Faculty Senate in March 2020 (5 residential colleges with students majoring in STEM)





## Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)

March 12, 2021

Arthur Wilson, Chair

### **Faculty Senate-Led Survey on University Leadership**

The faculty-led survey of faculty perspectives on the campus climate and leadership has completed. Following a review of the survey results with the President and with the FSEC and standing committee chairs, a report on the survey's quantitative findings was produced and reported out to the faculty in the last week of February. Despite requests to the faculty that this report not be shared beyond its intended audience, survey results were leaked to the press. I have apologized to the President in private meetings for this occurrence and wish to do so publicly today, as well.

The survey team, with assistance from faculty experts, are now analyzing the qualitative data obtained by the survey, which comprises more than 120 pages of comments. The team plans to release a report on the qualitative components of the data within three to four weeks' time. Today's Senate executive session will focus on Senate input into the best route forward in this area.

### **Standing Committees**

The annual call for volunteers for Senate committee service is open through March 31<sup>st</sup>. The committee service volunteer form is available on the Senate website. Standing committee chairs are encouraged to remind committee members that committees are restaffed each year; anyone wishing to continue service should complete the online form to indicate their interest in continued service.

### **Personnel Actions**

The grievance in the School of Medicine and Health Sciences involving two faculty members is now in its second mediation.

### **Calendar**

The next scheduled meeting of the Faculty Senate Executive Committee is March 26, 2021. All agenda items to be considered by the FSEC for the April 9 Faculty Senate agenda should be submitted to Liz as soon as possible and not later than March 19.