



# Faculty Senate

## **MINUTES OF THE REGULAR SENATE MEETING HELD ON MAY 7, 2021 VIA WEBEX**

Present: President LeBlanc; Provost Blake; Faculty Senate Executive Committee Chair Wilson; Parliamentarian Binder; Registrar Amundson; Senate Staffers Liz Carlson and Jenna Chaojareon; Deans Ayres, Bass, Feuer, Goldman, Henry, Jeffries, Lach, Matthew, Mehrotra, and Wahlbeck; Acting Dean Feuer; Professors Baird, Borum, Briggs, Callier, Clarke, Cohen-Cole, Cordes, Galston, Garris, Griesshammer, Grynawiski, Gupta, Johnson, Joubin, Khilji, Kulp, Kurtzman, Lewis, Lill, Marotta-Walters, McHugh, Mylonas, Parsons, Prasad, Roddis, Sarkar, Schultheiss, Storberg-Walker, Swaine, Tielsch, Vonortas, Vyas, Wagner, Wirtz, Yezer, Zara, and Zeman.

Absent: Professors Agnew and Gutman.

### CALL TO ORDER

The meeting was called to order at 2:05p.m.

### APPROVAL OF THE MINUTES

Unanimous consent was requested and obtained to place the approval of the April 30, 2021, Special Meeting minutes on the agenda for approval. The minutes of the April 30, 2021, Special Faculty Senate meeting were approved unanimously without comment.

The minutes of the April 9, 2021, Faculty Senate meeting were also approved unanimously without comment.

### WELCOME TO SENATE FACULTY MEMBERS BEGINNING TERMS

The President first welcomed the Senate's new Parliamentarian, Professor Sarah Binder (Political Science), noting that he had a great conversation with her about parliamentarians and her work studying institutions and that he believes she will do wonderfully well in this very complicated role.

The President then recognized the following Senate members who are beginning their terms with today's meeting:

- From the Columbian College of Arts & Sciences (CCAS): Eric Grynawiski (Political Science), Alexa Alice Joubin (English), John Lill (Biology), and Katrin Schultheiss (History);
- From the GW School of Business (GWSB): Susan Kulp (Accountancy);

- From the Milken Institute School of Public Health (GWSPH): Amita Vyas (Prevention & Community Health);
- From the Law School: Don Clarke;
- From the School of Medicine & Health Sciences (SMHS): Shawneequa Callier (Clinical Research & Leadership); and
- From the School of Nursing (SON): Linda Briggs (Community of Acute & Chronic Care).

RESOLUTION 22/1: On Electronic Voting at Faculty Assemblies (Professor Ed Swaine, Co-Chair, Professional Ethics & Academic Freedom Committee)

Professor Swaine introduced the [attached](#) resolution, which arose from events at last fall’s Faculty Assembly meeting, where discussion took place around whether voting was possible despite the fact that participants were only virtually present. The then-Parliamentarian’s considered view was that, while the meeting could be conducted virtually, with virtual presence sufficing for purposes of a quorum, any vote could only be conducted among those physically present in light of the Faculty Organization Plan (FOP) rule that “the Assembly shall act by affirmative vote of the majority of members present and voting.” At the November 2020 Assembly, unanimous consent was ultimately obtained to permit a virtual vote on the petition on the meeting agenda.

In the wake of this meeting and with the realization that this had the potential to be a recurring issue, the Professional Ethics & Academic Freedom (PEAF) committee was asked what might be done to address the issue of voting at meetings of the Faculty Assembly. Four options were considered:

1. maintaining the status quo (relying on unanimous consent at a given Assembly to proceed with virtual voting at that meeting);
2. amending the rules of procedure for the Faculty Assembly meeting (subject to concerns whether this could decisively affect the operation of a rule in the FOP; this would also need to be done either at a future in-person Assembly via traditional voting measures or with unanimous consent to proceed at another virtually-convened Assembly meeting);
3. amending the FOP (this more formal procedure would require adding a proposed FOP amendment to the agenda of the next Assembly meeting and, ultimately, Board of Trustees approval, with attendant delays); and
4. introducing a “sense of the Senate” resolution to indicate the Senate’s consideration that, when a regular or special Assembly meeting is called and designated as an electronic voting meeting, and if it is consistent with the terms by which that meeting is called, voting could be conducted electronically without the special unanimous consent of all the participants.

PEAF opted for the final option, resulting in today’s resolution.

Professor Gupta noted that the resolution text seems to focus on attendance and not on voting. Professor Swaine responded that virtual attendance was simply the predicate; at a meeting being conducted virtually, with virtual participation being permitted, the ability to vote virtually would follow. It was common ground with the Parliamentarian at the last Faculty Assembly that faculty could be virtually present and count in all other respects. This resolution makes virtual participation

effective and internally consistent, which is why it states “shall be deemed present for purposes of a quorum and voting.”

Professor Cordes asked whether this resolution indeed removes the Kafka-esque situation of needing to convene in person in order to vote to set aside the rules and permit virtual voting by permitting an Assembly to be called as a virtual meeting. Professor Swaine responded that the current resolution expresses the sense of the Senate that this ought to be the governing principle. The resolution does not decisively change the existing rule—which could most conclusively be done by amending the FOP—but would presumably be of persuasive significance to the conduct of a future meeting. The Parliamentarian noted that, if adopted, this resolution would become the sense of the Senate on this matter. The relevant language in the FOP was always subject to interpretation. The previous Parliamentarian gave one interpretation that led to the ruling that voting would not be permitted. She noted that one could imagine that, once the sense of the Senate is adopted, the new Parliamentarian would provide advice along the lines of the new understanding, which is that, once someone is present for a quorum virtually, they are also, under the FOP, present for the purposes of voting. As Professor Cordes intimated, the resolution doesn’t change the language, but it provides a new interpretation, and a majority of a body always has the power to reinterpret and set an interpretation. She noted that, as Parliamentarian, she would be guided by the new interpretation.

Professor Gupta moved to change the word “electronic” to “virtual” in the resolution title. Professor Schultheiss asked what the distinction is between “electronic” and “virtual” in this context. Professor Parsons noted that a title change would align the title with the language in the resolution. The Parliamentarian, responding to a question, noted that proxy voting is not at issue with this resolution, as the FOP explicitly bans proxy voting at meetings of the Faculty Assembly. Professor Clarke noted that the title doesn’t provide the governing principle of the resolution, which is more a definition of presence than of voting, and that the language of the resolution in no way allows proxy voting. Professor Swaine concurred with this point, noting that the actual operational part of the resolution refers to people who are virtually present and doesn’t narrowly restrictively define the form of voting. He noted his indifference to whether the title refers to “electronic” or “virtual” voting—or removes the qualifier altogether, as this is a resolution about “Voting at Faculty Assemblies,” full stop. It just happens to be that the operational part concerns voting occurring in meetings that permit virtual presence; he noted, incidentally, that the resolution in no way enables or is inconsistent with a preexisting bar on proxy voting, and that the resolution title would not in any event suggest otherwise.

Professor Gupta moved to amend the resolution to delete the word “electronic” from title without replacement. Professor Griesshammer seconded the amendment. Unanimous consent was requested and obtained for the amendment.

In the absence of further debate, a motion was made & seconded to approve the resolution as amended. The vote passed 33-1.

UPDATE: Post-COVID Academic Innovation Task Force (Dean Pamela Jeffries & Professor Jason Zara, Co-Chairs)

Referencing the [attached](#) slides, Professor Zara provided an update on the [Post-COVID Academic Innovation Task Force \(PCATTE\)](#) process and the work results now coming from the subgroups.

The task force was convened in February and divided into four subgroups focused on different constituencies: faculty, staff/academic support, undergraduate education, and graduate/professional education. Each group identified themes that came out of their data and started identifying possible suggestions. On May 12, the task force subgroup reports will be submitted; these reports will then be shared with the Senate Educational Policy & Technology (EPT), Appointments, Salary, & Promotion Policies (ASPP), Research, and Libraries committees. Feedback will be requested within a week; pressing issues will be assessed for inclusion with the final report, and all feedback documents will be included as appendices to the final document. The task force's final report will be submitted to the Provost on May 26. Professor Zara emphasized that the task force report will recommend ways the university can enable academic innovation and not to prescribe or require particular innovations.

As the slides indicate, the task force obtained valuable feedback from undergraduate and graduate students, faculty, and staff through town halls and focus groups. Professor Zara noted, by way of an example of feedback received, that the COVID testing operation at GW was recognized by students as an example of a very good model of how the university can do something big very well; this can provide a best practice model for other endeavors. He noted that, across the groups, the need for a consistent and well-resourced plan for IT, AT, and LAI was very important, including faculty consultation and support.

Speaking specifically about faculty, he noted that faculty have been giving everything they have over the course of pandemic, and this is not sustainable. Faculty members will need to be able to scale back what has frequently become a 24/7 workflow in order to be able to continue their work with any sort of efficiency and joy in their lives. He also noted that the university needs to be very thoughtful when looking at the impact of the pandemic on the careers of GW's junior faculty. It may be the case that a one-year tenure clock extension may not be sufficient and doesn't address the fact that faculty are not just losing time but also momentum; the evaluation process should factor in a wide variety of mitigating circumstances caused by the pandemic that will impact progress toward tenure and promotion.

Professor Zara stated that the final report will likely request a lot of resources from the university; these are not infinite, and the university will need to be clear about what recommendations can't be implemented and why. He welcomed further input as the task force continues to gather information even as they write the final report. He noted in closing that the faculty and staff on the task force have done a great deal of work in a short period of time, and he noted he is very fortunate to be co-chairing such a strong committee.

Professor Callier noted that her School of Medicine & Health Sciences (SMHS) colleagues are interested in whether there are updates with regard to lecture room capacity, particularly as they prepare to conduct classes this fall, particularly those involving close work between professors and students in preparation for clinical encounters. Professor Zara responded that he is also interested in this issue and has been engaged with these questions in his capacity as co-chair of EPT. He noted that concrete answers are likely still up in the air while DC guidelines around space usage shift over the coming weeks and months. He noted that the PCAITF is engaged with post-COVID work and that, in that context, he could not provide an answer to this question. President LeBlanc noted that GW will respect DC's guidelines, which are rapidly improving toward being more open. He added that he would provide more fall opening updates in his remarks later in today's meeting.

Professor Griesshammer noted that there has been a lot of staff turnover that has stressed the system, particularly with regard to IT. He relayed his understanding that the Faculty Workstation Initiative (FWI) is now not done at the school level but centrally with funding for the program housed in the central IT budget. He said that a number of colleagues have reported that laptops are burning out more rapidly after nonstop use, and there are issues around High Performance Computing (HPC). He expressed his concern that there is currently no one in the IT chain of command who has an academic background; rather, everyone in the upper chain is a finance professional. Specifically, he noted that the newly-arrived (hired after the restructuring) Director of Research Technology Services (High Performance Computing) reports to the Associate Vice President for Cyber-Infrastructure and Research Services (labeled "administration" in the GW organigram), who reports to the Interim Chief Information Officer (labeled "Executive Management")—who also happens to be the Assoc VP for Academic Technologies (labeled "administration")—who reports to the Executive Vice President and Chief Financial Officer (CFO). Nowhere in this chain is there any cross-reference to the Provost's umbrella. He questioned the wisdom of this arrangement, asking whether the FWI and HPC operations shouldn't be under the Provost's organization, given that they are genuinely academic activities. The Provost confirmed that these lines do report through to the CFO now and that he would take these points under advisement. Professor Griesshammer asked whether this is something the Provost can act on, given that he is currently not anywhere in this reporting chain. The Provost responded that he would confirm but believed that the research cores are reporting through the schools within an academic oversight hierarchy.

Professor Roddis requested a clarification of the terminology in the update, asking whether "Information Technology (IT)" is anyone who reports up through GW IT and "Academic Technologies (AT)" is anyone who reports up through Dean Henry. Professor Zara responded that both IT and AT are currently both reporting up through the CFO's office, while Libraries and Academic Innovation (LAI) operations report to Dean Henry. Professor Roddis noted that, based on what was just demonstrated to be the very odd organization of what GW HR means by IT and AT, it would be helpful if the final task force report makes clear what kinds of staff are being referenced instead of using the IT/AT shorthand. She noted that LAI is the only thing remaining on the academic side, and all else has been aligned to the enterprise side of the university, despite many warnings and concerns expressed prior to the realignment. She thanked the task force for explicitly calling out the need for these resources, emphasizing that this has been an area of great frustration for many faculty and students this year. She appreciated the task force's work, noting that the final report is shaping up to be a very nice piece of work. Dean Jeffries noted that the final report will be more thorough with more explanation behind groups named in the report; it will also address the human capital required to support the needed technology.

Dean Henry clarified that, when shared services realignments were done, the classroom technology piece of AT was moved to the IT shared services group. The instructional and educational designers—staff working on online courses and learning management systems—remain on the academic side under LAI. In addition, IT research support for the schools was moved out to the IT shared services group.

Professor Grynaviski asked why the timetable for the final report is so aggressive, given that the task force's work isn't targeted at the Fall 2021 semester but are rather contemplating more general, long-term actions. He noted that additional feedback mechanisms (including a sizable survey of graduate students) are demonstrating more and different feedback on GW's COVID operations. He asked

whether it would therefore make sense to wait and see how further feedback intersects with the task force's findings thus far. Professor Zara responded that the timeline has informed the task force on what it is comfortable doing, suggesting, and addressing. He stressed that the task force's greatest impact will be in identifying barriers to academic innovations, with the academic units being the ones to initiate innovations. He noted that he would not be comfortable saying, for example, that the university needs to expand its online offerings but that he would be comfortable saying that the university needs to enable the academic units to deliver their education in the way they deem best. If barriers existed that had to be crashed through because COVID necessitated a move online, perhaps those barriers don't need to be there post-COVID.

He agreed with Professor Grynawski's point that there hasn't been enough time to gather all of the input that is becoming available from different sources. He added that the university likely won't know the true educational impact of the pandemic for years. At this point, the task force is trying to think about and identify what a wide range of the university community has observed over the past year through the input it has received and to make suggestions based on that input. These are meant to be enabling suggestions, however, not restrictive or even guiding suggestions. Dean Jeffries added that the subgroups did a great job of exploring and gathering information—through town halls, focus groups, national reports, and other mechanisms—and she noted that the recommendations the task force puts forward will represent a point in time. The university leadership is then free to make further explorations.

Professor Wilson expressed his hope that some specific innovations have been found along the lines of engagement and wondered whether anyone has made suggestions to better accomplish engagement with students in a virtual environment. Professor Zara responded that there are pedagogical, active learning techniques for both in-person and virtually learning environments designed to increase engagement in the classroom. In fact, some techniques (e.g., breakout rooms) are even easier within the virtual environment. He noted that specific suggestions on this topic won't be in the task force's report as they would be more pedagogical in nature, but there will be comments on building community and connectivity in the classroom.

Professor Cohen-Cole noted that one way to contemplate Professor Griesshammer's comment would be that one of the task force's recommendations could be that academic computing be moved under the Provost. He noted that, reportedly, the President recently told Elliott School faculty that the Provost is responsible for classrooms having lecture capture but that Dean Henry has indicated today that this is actually the CFO's responsibility. He noted the importance of clarifying who is responsible while also taking the points made by Professors Griesshammer and Roddis that the faculty would be better served by this responsibility rolling to the Provost's organization. He asked whether suggestions from today's meeting will be taken into account by the task force. Professor Zara responded that the task force is still listening and taking in suggestions, including those coming from this meeting.

The Provost noted that HPC has always reported up through IT. He added that the next Chief Digital Office—to be hired—will have a joint reporting structure between the academic and the enterprise sides of the university.

Professor Yezer noted that he has been hearing concerns from his colleagues around examinations; how to conduct these better in a virtual environment would be a good area to consider. He added that, generally, it is a good practice to consider what successful, leading institutions are doing well

and take best practice leads from them. Professor Zara responded that all of the subgroups looked internally as well as externally for feedback and ideas. He added that, while mention of this was not part of today's update, the task force has talked about exams, noting that they are particularly challenging in a virtual environment (e.g., online proctoring and privacy concerns). Dean Jeffries added that remote proctoring and testing was covered by more than one subgroup and that, when the report is written, there will be more opportunity for comment and feedback; today's update is a work in progress sharing high-level components.

Professor Cordes asked about the mention of a "required summer" in the slides. Professor Zara responded that this mention was solely to note that some universities have a required summer. What the task force has learned from these and other institutions may help inform what GW offers in the summer, but the task force is not suggesting that GW implement a required summer.

Professor Griesshammer addressed the Provost's comment about the HPC structure, noting that HPC was previously very closely tied to the schools that were using it, with faculty and staff working very closely together; the relocation of HPC into the CFO umbrella has broken those ties. This is not what the faculty and staff working with HPC want. He noted that this was a good system that worked properly, but it is not working any longer; it would be beneficial to return it to its previous operational status. He expressed his dismay that it has taken a year of discussions to reach a point where this might possibly be reversed at some point in the future.

UPDATE: Diversity, Equity, and Inclusion Subcommittee (Professors Shaista Khilji & Sarah Wagner, Appointments, Salary, & Promotion Policies Committee)

Referencing the attached [slides](#) and the [full subcommittee report](#), Professors Wagner and Khilji reviewed the subcommittee's charge, its primary aims, and the data it reviewed in arriving at its annual report and recommendations. They recognized the other members of the subcommittee: Professors Carol Hayes, Susan LeLacheur, and Abe Tekleselassie.

Professor Wagner emphasized that, as an ASPP subcommittee, the group's focus is on the faculty. She noted that the subcommittee is the direct outgrowth of [Senate Resolution 21/7](#) and that its work over the past year has grown out of that resolution's Resolving Clause 6:

"The university start conversations to reassess its recruitment, hiring, and mentoring practices across the various schools and propose concrete plans of action and metrics to increase and support workforce diversity, including through increased funding and resources for diversity candidate recruitment and mentoring, and procedures that hold search committees and departments accountable for their processes and outcomes."

In reviewing data from 2016-2020 on faculty hires and departures that is included in the full subcommittee report, Professor Wagner noted that underrepresented minority (URM) faculty, combined, made up less than 16% of new faculty hires while making up approximately 12% of departures. The subcommittee's report asks several questions:

1. Why is GW struggling to hire URM faculty?
2. How do these numbers compare with GW's market basket schools (for a better understanding of whether GW is leading, on par, or lagging behind its peer institutions)?

3. Why are URM not remaining at GW (e.g., are they actively recruited away, or are they searching for another academic home)?
4. For those who remain at GW, what keeps them here?
5. How have hiring practices changes during this 5-year period with respect to recruiting URM faculty (what are some of the success stories and challenges from the perspective of candidates, programs, and deans)?

Professor Wagner presented promotion data for URM faculty, noting that caution is required in interpreting these numbers, which do not indicate what percentage of URM faculty were eligible for promotion. However, the numbers (particularly for promotion from assistant to associate professor) show is that there simply aren't enough URM faculty at GW; the numbers are strikingly low.

Questions arising in this area include:

1. How does the university support URM faculty seeking tenure and promotion and what have the major obstacles been in this process?
2. What kind of specific mentoring practices are in place to help support the tenure and promotion of URM faculty?
3. How do these tenure and promotion numbers compare to GW's market basket schools?

The data reviewed by the subcommittee on hiring, retention, and promotion also show a slight but not insignificant decline in the overall number of tenured faculty members at GW over the past five years. Within that, the data reveal that, taken as a whole, a greater percentage of the already very small number of Latinx and African-American faculty are in nontenure track line positions rather than in tenure-track positions. The subcommittee asks how GW can proactively address this disparity in the number of URM faculty holding non-tenure track lines in comparison to their white colleagues.

Professor Khilji noted that various schools at GW have hired capable diversity, equity, and inclusion (DEI) leaders; they are key constituents in any work done in this area at GW as a whole. The subcommittee met with these leaders in a focus group settings. The subcommittee also worked with Provost Blake, sharing its work and accepting his offer to work with him in a consultative capacity in GW's efforts to engage in a diversity audit.

Professor Khilji also noted that the subcommittee supports the policies proposed in Vice Provost Bracey's recent Diverse Faculty Hiring report. However, the subcommittee wished to note that, in order to consistently and effectively implement these policies, GW needs to foster a culture of inclusion and equity and also needs an integrated DEI approach.

The subcommittee's recommendations are centered around streamlining various DEI initiatives across GW and following these steps as a start:

1. Create listening and learning spaces within GW (to receive bottom-up input, build connections with various stakeholders, and support/build knowledge and expertise);
2. Use this input to develop DEI strategy and goals;
3. Provide resources to demonstrate institutional support and commitment;
4. Secure buy-in across various stakeholders (using positive messaging); and
5. Commit to long-term cultural change.



The subcommittee's work will continue from this point, conducting focus groups of URM faculty at various points in their careers and requesting input from departments and deans involved in faculty hiring about their immediate plans for change in this area.

Professor Khilji recognized that a great deal of information was presented in this update, noting that the subcommittee has worked with a range of data, engaged with stakeholders across the university, and used their own research expertise to inform the findings presented today. She recapped the presentation with the following reminder: Implementing strong DEI policies is a faculty responsibility but also requires administrative commitment to drive long-term investment in bringing about systematic change. It depends upon policy and practice, financial investment, and developing an integrated DEI culture. While the report focused on faculty issues, it is important for GW also to consider the student and staff populations, adopting a more holistic and not disconnected approach, for example, by increasing financial support for URM students and allocating resources to provide them with strong academic support. This will be crucial in making GW an inclusive, equitable institution.

Professors Wagner and Khilji thanked the members of the ASPP DEI subcommittee, all of whom contributed equally to this report; additionally, they extended their thanks to Professors Gupta, Wilson, and Galston for their support of the subcommittee's work.

Professor Gupta noted that the subcommittee's report was reviewed by ASPP at its full committee meeting last Friday; the committee wholeheartedly and unanimously approved the report at that point. He commended the subcommittee for their work over the past 6+ months, noting that the subcommittee has laid out a variety of actions that stakeholders need to undertake for improvement in this area. He recommended that the administration, deans, department chairs, and individual faculty as well as students read the report. He added that the report from Vice Provost Bracey mentioned in today's update includes an action plan the Vice Provost is presenting to the Provost; this plan also has ASPP's unanimous support. Professor Gupta expressed his hope that this plan will be accepted and put into action by the administration.

Professor Wilson thanked the subcommittee for this impressive report. He noted that he was struck by the fact that more faculty have left GW than have come to GW in the past five years. To him, this suggests that the university did something right earlier and wondered if the subcommittee might review similar data from an earlier period to see if there were elements being successfully implemented at that time that aren't being done now. Professor Wagner noted that snapshot data can be very informative; richer data may be available by reaching further into the past, but she stressed that the administration also needs to heed the call to take steps to correct GW's strikingly low numbers now. She noted that there is room for cultural change throughout the hiring and support of URM faculty. While it can be beneficial to look at where the university stood in the past, it is now time to make informed recommendations and channel them into action—the concrete plans called for by Resolution 21/7. Professor Wilson noted that he is not suggesting waiting for more data before taking action and would like to see the university proceed as quickly as possible to enact change in this area. Still, the numbers are intriguing and more information could be informative. Professor Wagner responded that the next steps—involving rich qualitative data to add to the quantitative data already obtained—will get at this question.

Professor Galston noted that she is impressed by and grateful for this report and the work that went into it. She asked about the role of the trustees, noting that, at many stages, the subcommittee has

emphasized that resources will be necessary to make many of the proposed changes. Ultimately, she stated, the trustees approve the budget, and there is a sense of a zero-sum game and a financial “pie” to be divided. The trustees need to be involved in order to make a case for investment in this area. Recent budget meetings have communicated that there is a target that compensation should be no more than 55% of the total budget. For this purpose, if there is a sizable decrease in funds available for compensation, there will be an effect on the university’s ability to make meaningful, diverse hires.

Professor Khilji responded that references to the administration in today’s update includes the trustees, and she took the point to be more specific in these references. She noted that the report emphasizes the need to go beyond lip service and to allocate resources and funds to this very important endeavor. As noted in the report, without a commitment from university leadership, and without long-term investment, it will be difficult for GW to become an inclusive institution. She noted that this is a complex issue as a number of its elements are dependent on each other; for example, the issue of faculty diversity can’t be separated from the issue of students and staff diversity. In order to come across as an institution that really cares about DEI issues, GW must allocate resources and commit financially to this endeavor.

Professor Wagner added that the subcommittee wants to send a strong message that, while Resolution 21/7 specifically calls for an increase in funding for the Office of Diversity, Equity, & Community Engagement, this budget has been cut significantly in the past year. The university and trustees must recognize that cutting these budgets sends a powerful message; alternatively, the university could strike a different path and aggressively seek to hire diverse candidates. She added that the subcommittee is very aware that the faculty has a responsibility to follow through on diverse hiring; this must be coupled with investment. Waiting to act on this will cause GW to fall behind while other universities are seizing the moment. Professor Galston asked whether it might be possible to identify trustees who are particularly interested in this topic and get them involved on a more detailed level. President LeBlanc noted that he would be very happy to share this information with the trustees, all of whom are interested in this topic.

Professor Cohen-Cole expressed a desire to understand how the university arrived at this point in order to understand how it can improve. He noted that the Senate expressed a concern last summer that COVID-related staff layoffs were falling disproportionately on communities of color. He asked the President whether he would direct the Chief People Officer to prepare a report on data that gives a comparison of GW before and after the layoffs, the demographic profile of the people who were separated from employment, and how that profile compares to the profile of the university as a whole. The President responded that he would do so. Professor Khilji reiterated her earlier point that, while the present report is about faculty, the university cannot conceptualize and implement a culture of diversity, equity, and inclusion just for faculty—this defeats the purpose of improving the university as a whole. Assessing the staff position is therefore also key.

Professor Parsons noted the recent rise in violence against Asian-Americans—frequently seen as an “overrepresented minority” in academia—and asked that the university think carefully about this on an administrative and faculty level. He noted it is clear that this is an extremely important issue at this moment in time and that the university needs to be comfortable with its answer to the moment.

Professor Joubin noted a specific instance in the Columbian College of Arts & Sciences (CCAS) regarding a diversity for incoming graduate students. This fellowship is based on academic merit but

is also open to specific categories of diverse students. She noted that, on paper, the fellowship criteria reference people of color, but, upon inquiry, exclude Asian-American students. In truth, she noted, what the criteria meant by “people of color” was the Black community. She stated that this represents one example of how the university needs to reflect on how it uses language—in particular, using an umbrella term in an effort to be inclusive but then excluding groups who fall under that umbrella is problematic. This, she noted, contributes to the myth of Asian-American students as an “overrepresented minority.” Beginning to work with language and making small changes at the institutional level will lead to a more inclusive environment.

Professor Wagner noted that, over the summer, among the things the subcommittee plans is to spend time talking deeply about the definitions of diversity, both as reflected in official reporting and also how this definition is fluid in the sense that this work is meant to be about supporting inclusivity. She noted that, in her department, diversity fellowships were not limited to Black students, and she asked whether someone from the Provost’s office could speak to this. She added that the fact that just three diversity fellowships were available across four schools this year was very frustrating. Professor Joubin noted that her department was specifically told by the CCAS dean’s office over the past few years that Asian-American students were ineligible for the fellowship in question.

Dr. Bedeau noted that the recent call for fellowship applications from the Provost’s office does not exclude Asian-American or any BIPOC communities from its eligible application pool; the fellowships have a broad and explicit definition that is very inclusive and evidenced by the range of recipients from diverse backgrounds including African American, Latinx, Asian and others to date. She noted that the office, after significant financial work, was able to offer four diversity fellowships this year instead of three. She noted that some awards restored in the McNair category are focused on first-generation, low-income, and BIPOC communities as well.

UPDATE: FY22 Budget Development (Professors Joe Cordes & Susan Kulp, Co-Chairs, Fiscal Planning & Budgeting Committee)

Professor Cordes relayed apologies from CFO Diaz, who was unable to attend today’s meeting. He noted that final adjustments to the FY22 budget are still in some flux as “bend not break” conversations are concluding this week. The absolute dollar amounts involved may be modest, but they become more significant relative to what is available to adjust (after taking prior commitments into account). This is not unique to GW or to this moment.

Professor Cordes noted that his comment at the last regular Faculty Senate meeting that schools were being asked to budget for contingencies that, if not needed, would be placed in a central reserve fund was a misunderstanding. Schools have not been required to include a line item for contingencies in their budgets. The central administration has, however, included an item for contingencies for the university as a whole which, if not needed, will go into central reserves.

With regard to R-funds, Professor Cordes noted that there is no formal prohibition on the use of money in R-funds. Units with R-funds have been instructed to make sure that they plan in advance for the use of these funds. This is not a new requirement but has been around since the mini budget crunch of 2014-2015. However, because R-funds and C-funds are subject to a common overall spending constraint, a dollar spent from an R-fund may need to be paid for by cutting a dollar of

expense somewhere else. As a result, some units were told not to spend from R-funds for the time being because this would necessitate cutting somewhere else in the school budget.

Professor Cordes noted that this raises some issues: what to do about start-ups, what to do about R-funds that come from unrestricted gifts from donors, and what to do about R-fund spending that is hard to predict. In the case of start-ups, spending on larger capital items have been explicitly exempted from the overall constraint. The types of adjustments being made involve travel and training (which are variable expenses) and not filling position vacancies (this avoids a need to make layoffs but raises questions about meeting operating needs in FY22 as GW returns to normal operations to the fullest extent possible).

Professor Cordes offered a preview of the budget presentation to the Board's Finance & Investments committee on Monday (May 10). The budget is subject to Board review and approval and therefore cannot be discussed in a final, concrete context. However, the expectation is that the Board will implement the following:

- Full restoration of retirement contributions as of July 1
- Restoration of merit pay
  - Schools will receive a pool of funds to be used exclusively for merit pay (without the requirement that they fund promotion increments and other adjustments from the school's merit pay pool)
  - In addition, the university will now budget for an additional pool to be used to fund promotions and other adjustments
- Capital budget
  - Deferred maintenance with a special emphasis on air-handling and HVAC
  - Investments in accessibility
  - Thurston Hall renovation
  - Mitchell Hall renovation
- Board review and likely approval of the blueprint of (but not yet the funding for) the Campus Master Plan

Professor Cordes noted that CFO Diaz indicated he would share the presentation to the Board with the Fiscal Planning & Budgeting (FPB) and Physical Facilities committees. He noted that the next FPB meeting on May 21 will focus on the campus master plan and the capital budget and that the Physical Facilities committee chair, Professor Marotta-Walters will join the committee meeting that day.

Professor Griesshammer noted Professor Cordes's comment that R-fund usage decisions are up to the schools. He asked how much wiggle room the schools actually have in these decisions, given the sizable compensation component of the budget; this leaves very little else to cut. He also asked who will be responsible for HVAC planning in the wake of Associate VP for Facilities Planning David Dent's departure at the end of April. He registered his concern that important work could be thrown off track while a replacement is hired, referencing the challenges created by a vacancy in the VP for Research position.

Professor Cordes agreed that identifying a replacement for Mr. Dent would be important and a challenge, given that he was very competent in his role. In response to Professor Griesshammer's

first questions, he noted that there is a constraint on the compensation side of the budget as well as a give-back requirement on the non-compensation budget. When R-funds are a significant source of compensation, an additional layer of constraint is applied. In such a case, if an R-fund is a source of salary funding, an issue arises around using R-fund money that might require an offset elsewhere. This could lead a school to decide it can't approve expenditures. He noted that the schools don't want to do this but, given their targets, they were in the position of making the decisions about how to do so. The Provost noted that the compensation cap for FY22 (57% of total revenue, including benefits) is higher than that of FY19, which was used as a threshold.

Professor Cohen-Cole asked Professor Cordes to clarify who set the rule around R- and C-fund interactions as he described in his report. Professor Cordes responded that, if a target has been set with regard to reduced expenses, limits have to be placed on the schools' abilities to move expenses around in their budgets. One way to do this is to consider R- and C-fund budgets together. This was imposed by the CFO and the Vice President for Financial Operations at a central level, and the schools are then reacting to a centrally imposed constraint.

Professor Cohen-Cole asked whether, for those faculty conducting smaller-dollar research with R-fund money that has been stored away for a few years for this purpose, the constraint being applied this year means that using R-funds for the purposes of research travel would deny needed operational expenses elsewhere in a school. Professor Cordes responded that this would be the case, with decisions on expenses implemented at the school level based on a central constraint. He noted that this could cross sub-units under the larger unit/school. Professor Cohen-Cole followed up, asking whether, with R-funds promised over multiple years, this goes back on previous long-term planning for innovation and research (stopping short of calling this a contract). Professor Cordes responded that a unit's ability to access R-fund money may be limited only temporarily; he noted that, if this persists over time, there is a concern over what is reported to donors who give money with the expectation of its use in a particular unit.

Professor Yezer noted that the university has creditors (to whom the university owes \$1.8 billion) who expect GW to run an operating surplus; they don't care from which funds money is spent—just that dollars spent reduce the surplus. He noted that the hope in ordinary times is that the demand on R-funds will be stochastic and random, like reserves in a banking system, with some people building up their funds and others using them, with balance achieved across this usage. Ultimately, though, it is all cash in or cash out for the institution, and if, suddenly, everyone with an R-fund wants to use those funds in the current year, this will have a bottom-line effect. He noted that this predates President LeBlanc's administration and that the previous creditors must be paid regardless of the current state of the university, just as the people who loaned money to the White Star Lines to build the Titanic required repayment. Professor Cordes noted that the deans and unit heads are making decisions about funding allocations at the unit level because they are the ones best equipped to do so; they are, however, reacting to a set of constraints they have to meet.

Professor Kulp clarified the difference between the cash budget and revenues/expenses. She noted that if the surplus, as she understands it, is calculated based on accounting numbers, that doesn't necessarily mean the institution doesn't have cash to pay off its debt. As an accountant, she noted the difference between the cash piece (what the institution has to pay its creditors) and the surplus (which is based on revenues and expenses on accounting terms).

Professor Cordes noted that there was a time (predating the current administration) when the R-funds and what are now called reserves were held together in schools. Now, there is a distinction, although both types of funds carry over across fiscal years. School reserves are now P-funds and represent reserves that are meant to be held in reserve. In response to a question, he noted an issue of promising funding (via R-funds) to junior faculty that now cannot be accessed under the current constraint.

Professor Grynawski asked whether the Senate has seen the campus master plan blueprints. Professor Cordes responded that the August 2020 Senate meeting included a presentation on the master plan and that two Senate standing committees are heavily engaged with this topic. The Physical Facilities committee, chaired by Professor Marotta-Walters, looks at the blueprint and engineering issues, and FPB looks at how the plan would be funded. He noted that the May 21 FPB meeting will focus on this issue in terms of estimates and projections, and he invited Professor Grynawski to attend that meeting. Professor Marotta-Walters noted that the campus master plan has its own [website](#) where plans can be viewed. She also noted that a task force is currently meeting and engaging in a competition for ideas around the Mitchell Hall renovation; this will be discussed at the next FPB meeting.

Professor Grynawski followed up, asking whether there have been substantial opportunities for the Senate to engage with the master plan blueprints and discuss how the university's academic plan engages with its physical plan. Professor Marotta-Walters responded that, when she served as Executive Committee chair, the Faculty Senate Executive Committee (FSEC) provided names of faculty to serve on the committee drafting campus master plan and noted that those faculty members have had significant input. Professor Grynawski noted that the purposes of new buildings in the blueprint aren't clearly laid out on the master plan website and expressed an interest in how these plans will further the educational and research mission. He hoped that, before this plan goes to the Board for their approval, there would be opportunities for the Senate to wrestle with the context for these buildings and their interaction with the academic mission. Professor Marotta-Walters concurred with these questions and noted that she would put this topic on the next Physical Facilities committee meeting agenda. Professor Cordes noted that it is common for organizations to develop a physical master plan blueprint and then develop a capital improvements plan (a typical time horizon is seven years) to identify what's spent each year on elements of the plan. He agreed that the institution can't answer that question without engaging the questions Professor Grynawski raises.

Professor Lill offered a comment on the R-fund issue, noting that there was a lot of confusion in CCAS about junior faculty and the degree to which they were being asked not to use their startup funds as a way of making a contribution to the school's "debt." He noted that messaging from the dean on this was somewhat unclear, as he felt conflicted on this as well. He noted that promised funds meant to be used for research but then held back might have a significant impact on tenure progress and research.

Professor Wagner asked whether the recently departed CCAS Finance Director would be replaced quickly, expressing a concern about sizable external grants proceeding without someone in this key role. She added that, as a Director of Graduate Studies, she wanted to be clear that indirects that should be coming back to doctoral students wouldn't be impacted. Mr. Abramson confirmed that he is expediting the replacement of the CCAS Finance Director to ensure that there is someone at the helm of this key area. In the meantime, he noted, he has designated Chris Goss from his office to

work hands-on in the interim with CCAS. Regarding R-funds, he noted that the university looks at the university's finances in the same way the creditors do—according to generally accepted accounting principles (GAAP). According to GAAP, all unrestricted dollars are operating expenses; this is why funds have to be managed together. However, he noted, when the schools returned with “break” points related to accumulated funds from previous years, these were given special consideration. Dean Wahlbeck added that CCAS did prioritize research funds in the R-funds (including REIA and start-ups funds). He noted that he has engaged with departments, asking them to plan their expenditures and identify what will be necessary in the coming year.

Professor Galston asked Professor Cordes why he did not mention the \$50 million previously referenced that the schools and units were previously charged to come up with in terms of budget reductions. Professor Cordes responded that he did not reference this as the number will have changed by now; as he did not know the current level, he wanted to avoid referencing specific numbers. He noted that, with the “bend, not break” adjustments that have taken place, that amount has certainly changed. Mr. Abramson drew a distinction between the final FY22 budget and “cuts,” noting that a cut is a reduction of an expense currently in the run rate—something the university is currently spending money on that has to be removed from the system—as opposed to something being newly proposed that can't be prioritized right now. He noted that the work to arrive at the final FY22 budget wasn't about removing expense but rather about adjudicating new requests and weighing them out as fairly as possible while ensuring that the academic mission remains intact. He noted that FPB will review the specific numbers at its next meeting, and Professor Cordes can bring that to the full Senate.

Professor Griesshammer expressed his regret that CFO Diaz could not attend today's meeting (and has not attended in some time) as there are some fundamental philosophical budget questions that have gone unanswered since the April Senate meeting. He asked whether this is really the time for budget austerity as the university emerges from, effectively, a shutdown. He noted that GW's competition appears to see this emergence as an opportunity to spend money in order to make money. He noted that constraining faculty and students in spending money on research, for example, will hurt GW in the long run and that GW's bond holders won't be happy with this philosophy in the long run when productivity has been hampered. He added that he would like to hear a refutation of CFO Diaz's alleged comment to the effect that COVID provided an opportunity to enforce the kind of changes he wanted to make anyway, and he expressed a desire to engage in a dialogue with the CFO on his budget philosophy. In lieu of the CFO's presence, he hoped the President might speak to the administration's budget philosophy.

Professor Cordes noted that this would be discussed at the committee level and that this will be on a future FPB meeting agenda. He added that having a good credit rating is of value to an institution but is just one of several objectives. There are tradeoffs involved, and discussions of these would be an excellent candidate for shared governance. Mr. Abramson noted that, while the current discussion is focused on the operating budget, not to lose sight of the fact that the university is putting forward a proposal for a significant capital plan that involves truly strategic investments (e.g., deferred maintenance upgrades, residence hall and dining improvements, and accessibility improvements). He noted that making these provisions for long-term strategic investments is extremely important.

With regard to a budget philosophy, the President noted that, when establishing a budget, the administration is trying to meet the needs of the mission while maintaining the fiduciary

responsibility to the long-term vision of the institution—this is what the university is trying to balance. He noted that this is a transition year and that the university is not out of COVID yet. These are temporary budget actions; if things continue along the current path, this will be the last fiscal year the university will have to take these measures.

## GENERAL BUSINESS

- I. Approval of nominations of chairs and rosters for 2021-2022 Senate standing committees  
The [attached](#) rosters were confirmed by unanimous consent.
- II. Approval of appointments to university committees for 2021-2022  
The [attached](#) rosters were confirmed by unanimous consent.
- III. Approval of 2021-2022 Senate calendar  
The [attached](#) calendar was approved by unanimous consent.
- IV. Reports of the Standing Committees  
An annual report from the Physical Facilities committee is [attached](#).
- V. Report of the Executive Committee: Professor Arthur Wilson, Chair  
Professor Wilson reviewed the [attached](#) FSEC report, noting that, in accordance with [Resolution 21/3](#), the FSEC will call regular meetings of the full Faculty Senate during the summer related to work around GW's fall reopening. Any meeting for which there is not business for the full Senate will be canceled; the Senate office will communicate meeting dates once they have been established.
- VI. Provost's Remarks
  - Pamela Slaven-Lee, Senior Associate Dean for Academic affairs and Clinical Associate Professor, [has been named interim dean of the School of Nursing](#). Dr. Slaven-Lee joined GW in 2015 as an assistant clinical professor and has held a number of administrative roles. She has also served as chair of the School of Nursing Academic and Student Affairs Committee. As Senior Associate dean for Academic Affairs, a position she has held since 2019, Dr. Slaven-Lee is the chief academic officer of the School of Nursing. She advances the quality and integrity of academic programs for the School's 1,200 students by overseeing planning and assessment of degree programs, monitoring academic policies and procedures, and leading the development of new programs of study and new academic departments. She has been a key player in the School's recent growth and success. The University announced in March that Dean Pamela Jeffries has been named the new dean of the School of Nursing for Vanderbilt University. She will remain at GW through June, and Dr. Slaven-Lee will begin her role on July 1.
  - Fall enrollments are strong, thanks to the hard work of GW's admissions, enrollment, and student success teams. The Provost again thanked the Future Enrollment Task Force that delivered great enrollment targets. Currently, GW



has achieved its total deposit target, and the academic profile remains strong as well. Targets are within the range of the summer melt, which has its own range, but the team feels very good about where enrollment will land. Numbers will be monitored closely through the summer to ensure that everything possible is done to maintain the entering class. He noted that the wait list remains healthy and will be used for certain schools to close any gaps, particularly with regard to the composition of the class. He added that graduate applications and admissions—including international—are up.

## VII. President's Remarks

- The President recognized this is a busy time and thanked the Senate and their faculty colleagues for everything they are doing for GW's students in these very last days of the spring term and have done over the past fourteen months.
- One of the university's most important announcements in the past few weeks was the [requirement for all students, faculty, and staff who will be in person this fall to be vaccinated](#). Response from the GW community has been largely positive, and the university has been working with those who need additional guidance, such as international students, on their individual circumstances and fall plans. This requirement is an important way for the university to continue to protect the health and safety of the university community as it returns in person this fall to the fullest extent possible. The President extended his thanks to GW's public health, medical, and safety teams, who helped develop this recommendation, and the FSEC and student leadership, who were consulted prior to the recommendation being made. While most other universities are requiring the vaccine for students, GW was the first in the District (and one of relatively few nationally, although these numbers are beginning to grow) to require it for students, faculty, and staff. Mayor Bowser recently thanked the university for the decision and expressed her optimism that other universities in the District will follow suit.
- Professor of Anthropology [Chet Sherwood was elected to the National Academy of Sciences](#); this is an incredibly distinguished honor, and the entire Senate and GW community congratulates him on this accomplishment.
- Two faculty members, Associate Professor [Joost Santos](#) in engineering and Associate Professor [Jeremy Bearer-Friend](#) in law, recently received Fulbright Awards to advance their research abroad, and the President extended his congratulations to them.
- GW's [bicentennial](#) events continue to be a great way to engage with the university community. In the past few weeks, the university hosted events with Trevor Noah, Senator Duckworth, Senator Warren, and Stacey Abrams.
- Building on the bicentennial excitement, the first-ever GW Giving Day last month engaged thousands of community members and raised \$970,000, with a significant amount of the donations directed to student aid. Most recently, the university announced a \$500,000 CNN gift that, in tandem with other gifts that have been received over the past few years, will help achieve the goal of creating a Ted Turner Professor of Environmental Media at the School of Media & Public Affairs (SMPA) and support GW's focus on sustainability.

- Commencement is fast approaching, and GW has a very exciting virtual celebration planned. The President is delighted that graduates and families will have the opportunity to hear from Smithsonian Secretary Lonnie Bunch, who taught in GW's Museum Studies program and has had an incredibly distinguished career that includes leadership and development of the National Museum of African-American History and Culture. School celebrations start this coming week, on May 12. The university-wide Commencement will be streamed on [commencement.gwu.edu](http://commencement.gwu.edu) on Sunday, May 16. The full schedule of commencement activities is available on the site.
- The President thanked the Senate for all of their work this year and for the success of this academic year, which was likely the greatest challenge in higher education in 100 years. Everyone should be very proud of having pulled off this year under incredibly difficult circumstances, and he noted that he is looking forward to welcoming the community back to campus in person this fall.

### BRIEF STATEMENTS AND QUESTIONS

Professor Zara noted an additional nominee for EPT, who was accidentally left off the roster just approved by the Senate. Unanimous consent was requested and obtained for the nomination of Rohini Ganjoo to EPT.

Professor Cohen-Cole asked whether approvals for new tenure and tenure-track hiring this year will be at levels that will correct the losses of this and last year—halting the slide of the proportion of tenure track faculty who are teaching GW's undergraduates—and whether these searches will be approved soon. He noted that the timing is critical, as open positions need to be posted quickly to reach the best candidates. The Provost responded that he expected a robust hiring season. Vice Provost Bracey noted that the deadline for submitting requests is next Friday (May 14). Requests are typically reviewed on a rolling basis, and the Provost will make recommendations to the Board at its June retreat. He noted that this schedule is in line with when reviews and recommendations have taken place each year.

Professor Garris made the following statement:

“I would like to make a brief statement to provide my perspective on the recent Faculty Survey on the campus climate and President LeBlanc’s leadership. This survey sought emotional perceptions from the faculty in the December/January timeframe when the pandemic was getting worse. There was much fear, uncertainty, and the need for heart-wrenching decisions to preserve the safety of the GW community, to maintain the university mission, and to protect the financial health of the university. Nothing in the Faculty Survey relied on any particular facts – just emotions. Further, the survey lacked legitimacy since 680 voting members of the Faculty Assembly were omitted from its distribution. Fortuitously, we have now arrived at the end of the 20-21 Academic year with the pandemic waning rapidly. We can look forward to a nearly normal Fall semester, and we will now have facts to better evaluate the quality of the current campus climate and the quality of President LeBlanc’s leadership up to the present, some of which was demonstrated today

including being equipped to make significant strategic investments in the future, strong fall enrollments, philanthropy, etc. I believe the facts clearly show that President LeBlanc's leadership has been superlative in assuring a continued upward trajectory of GW beyond the pandemic and into the future. I take this opportunity to thank President LeBlanc for his outstanding leadership, and willingness to make tough decisions for the good of the university. I express to him my personal regret for the apparent lack of trust exhibited by some faculty. I hope that the Faculty Senate of 21-22 returns to seeking and enjoying a productive collaborative relationship with the administration, and eschews the mendacious attacks, the constant carping, and excessive micro-managing characteristic of the Senate over the past year. I believe that such behavior cannot be sustained without harming the university and that the Faculty Senate will decline as a body worthy of shared governance. Thank you."

Professor Sarkar noted that his colleagues are concerned that classrooms have not yet been assigned for the fall. While he understood the uncertainty around this, he wondered about possible plans regarding capacity limits, noting that a lack of information is generating some anxiety. Dr. Bedeau responded that guidance and recommendations that have been received from GW's medical and health/safety experts have given leadership confidence and comfort in being able to returning to pre-COVID capacity planning with a contingency plan in place for pivoting to physical distancing as needed. She indicated that discussion will continue with the schools/colleges next week on spaces being assigned and on specific areas concerns. Additional social distancing guidance updates will also be provided for academic contingency planning.

Professor Cordes refuted Professor Garris's repeated claim that 680 people were disenfranchised in the faculty survey administration on the basis that they are members of the Assembly. While they are members of the Assembly, Professor Cordes noted that in no other way can they be considered employees of the university. He noted that the faculty to whom Professor Garris refers are not represented in the Senate, unlike the Medical Faculty Associates (MFA) faculty; the MFA is a separate entity but has formal representation. He added that, while the MFA is included in the university's consolidated financial statement, representing a very direct connection to the university, Children's National Medical Center (CNMC) and the Veteran's Administration (VA) are not.

Professor Griesshammer added that Professor Garris was aware of how the survey was to be conducted before it was administered and how it was conducted as it was ongoing but chose to voice his reservations only a week ago, after everything was said and done. He noted that, in the survey analyses and summaries, there are only two thematic groups in which the sentiment is not more than 50% negative: the opinions about "programs/departments and schools" (31% negative), and about "COVID" (47% negative). The next-least-negative response has 60% negative. In the quantitative responses, questions 9.1 and 9.2 (clear vision/dealing with COVID), responses were by about 2 standard deviations more positive than responses to non-COVID related leadership questions.  $2\sigma$  is a lot in living-matter studies. It is statistically significant. He noted, "we are all entitled to our own opinion, but not to our own facts," adding that COVID was not the driving force of the overall sentiment becoming negative. If at all, there was a relatively positive response on COVID (relative to the other responses). The faculty has actually provided quite a differentiated viewpoint that separates their views on COVID from their views on the university leadership.

He further noted that the faculty and the Senate committees are doing their best to first have informal conversations with academic and university leadership, then escalating to more formal and

public channels if their concerns are not addressed. He cited the library staffing resolution in May 2020 as an example; this resolution emerged from a lack of progress toward filling critical positions as concerns were raised repeatedly through less formal channels. He noted that, unfortunately, the current administration only seems to respond when there is public pressure to do so. He expressed his regret at this but stated that, in the face of persistent faculty concerns about the direction in which the administration is going on various issues that have been reiterated today, the faculty sometimes has no choice.

Professor Cohen-Cole stated that he has noted in previous Senate meetings that all GW and MFA faculty who were employed full-time were surveyed. Because they are not employed by either GW or MFA, the survey team did not administer the survey to faculty members whose primary affiliation was CNMC, or who worked for the VA. Part-time faculty outside of SMHS were also not surveyed. He noted that, if anyone was over-surveyed, it was SMHS faculty, as there are part-time faculty members who were included in the survey, while the 2500 part-time faculty who work in the other parts of the university were not surveyed. He expressed his wish that they could have all been surveyed, but this was not done due to a lack of resources. He noted that the survey team very systematically identified faculty based upon who was in Banner. The number surveyed very closely matches the number of faculty (including the MFA) that GW reports. He noted that GW doesn't report CNMC faculty to IPEDS, and he added that the Disney Institute-run culture initiative also did not include CNMC faculty. The Provost does not include CNMC faculty in his counts of faculty, and Institutional Research does not include them in the numerous faculty surveys sent from their office.

Professor Cohen-Cole asked the Provost whether he arranged a meeting between the consultant conducting the review of the President met and CNMC faculty. The Provost responded that he was not involved in setting up these meetings, which were Board-led. Professor Cohen-Cole noted that faculty from each unit met with the consultant and wondered if faculty from CNMC were included in those meetings. Professor Cohen-Cole stated that CNMC faculty members play an important role for the university. However, they are not expected to be knowledgeable about the operation of an institution that does not employ them. He guessed that, if CNMC and VA faculty were surveyed, the response rate would be very low and the responses less informed as these faculty members are not employed by GW. Ultimately, Professor Cohen-Cole noted, the survey team reported very systematic views of all the faculty colleagues who were GW employees, and the team reported individually about each school in the university. The survey team has reported individually about the Law School, the School of Engineering & Applied Science (SEAS), the School of Business (GWSB), the Graduate School of Education and Human Development (GSEHD), CCAS, the School of Public Health (GWSPH), the Elliott School (ESIA), etc. All the schools, with the exception of SMHS, agreed with one another; the survey results from each of these schools would not change even if the survey had been administered to the CNMC faculty. Regarding Professor Garris's own school (SEAS), Professor Cohen-Cole noted that only 26.8% of the SEAS faculty agreed or strongly agreed that they have confidence in President LeBlanc; the result of this confidence level among this group of faculty is, of course, completely independent of what the CNMC faculty might think.

## ADJOURNMENT

The meeting was adjourned at 5:17pm.



**A RESOLUTION ON VOTING AT FACULTY ASSEMBLIES (22/1)**

**WHEREAS**, Article II, Section 3(c) of the Faculty Organization Plan provides “A quorum for any meeting shall consist of 125 members of the membership of the Assembly;”

**WHEREAS**, Article II, Section 3(d) of the Faculty Organization Plan provides “The Assembly shall act by affirmative vote of a majority of members present and voting, unless the action proposed is in adverse review of action taken by the Senate, in which case the affirmative vote of two-thirds of the members present, or one representing a majority of the membership of the Assembly, whichever is the lesser, shall be required;”

**WHEREAS**, at the Fall 2020 online meeting of the Assembly, it was the determination of the Parliamentarian, accepted by the President as Chair of the Assembly, that while those members attending virtually (in accordance with the terms of the meeting) would be deemed present for purposes of any quorum requirement, "present" for purposes of Article II, Section 3(d) meant physical presence in a meeting room, such that the Assembly could vote only if it were permitted to do so by unanimous consent;

**WHEREAS**, circumstances may require that future regular and special Assemblies may be convened virtually, and technological developments have facilitated virtual participation and voting in ways that approximate physical presence, and differ meaningfully from the kind of absentee or proxy voting that a presence requirement continues to foreclose; and

**WHEREAS**, any regular or special Assembly meeting otherwise conforming to the Faculty Organization Plan and the Rules of Procedure for Faculty Assembly Meetings should be permitted to conduct business of the kind contemplated by those instruments without requiring the unanimous agreement of all those participating;

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

That the sense of the Senate is that, whenever a regular or special Assembly meeting is called at which virtual attendance is permitted, either exclusively or as an alternative to in-person attendance, members who are virtually present—in accordance with the criteria announced for that meeting—shall be deemed present for purposes of quorum and voting.

Professional Ethics and Academic Freedom Committee  
April 23, 2021

Adopted as amended by the Faculty Senate  
May 7, 2021

# POST COVID ACADEMIC INNOVATION TASK FORCE STATUS UPDATE

Dean Pamela Jeffries and Professor Jason Zara  
PCAITF Co-Chairs  
Wednesday May 5<sup>th</sup>, 2021  
Post COVID Academic Innovation Task Force

1

## Task Force Process

### 4 Working Groups Focused on Different Constituencies

- Faculty – Led by Billy Mullins
- Staff/academic Support – Led by Gaetano Lotrecchiano
- Undergraduate Education – Led by Gayle Wald
- Graduate/Professional Education – Led by John Warren
- Each group identified themes that arose during data gathering and identified possible suggestions.

2

## Website and Timeline

- [Post-COVID Academic Innovation Task Force | Office of the Provost | The George Washington University \(gwu.edu\)](#)
- Wednesday, May 12<sup>th</sup> – subgroup reports submitted - these will be shared with EPT, ASPP, Research, and Libraries Committees for comment.
- Wednesday, May 26<sup>th</sup> – final report submitted to Provost Blake
- Focus will be on enabling academic innovation, not prescribing or requiring particular innovations.

3

## Undergraduate Education Academic Innovations (*work in progress*)

- As every recent GWU Strategic Plan has found, [the university's location in Washington, DC is one of its strongest assets](#) and is central to its mission.
- The committee found strong undergraduate support for [making recordings of lectures available after synchronous classes](#). Even students who attended synchronous classes appreciated being able to review the material. The committee recommends that faculty consider making lecture recordings available to students even when GW moves to “in person” learning.
- Preserve the [“culture of empathy”](#) that emerged during the pandemic by including the input of students in GW’s culture initiative.
- Deliver more [student services through online platforms](#) (office hours, telehealth, etc.)

4

## Undergraduate Education Academic Innovations (*work in progress*)

- University units and departments should [assess ways to make their curricula available to students on virtual platforms](#) during the fall and spring semesters. (There are already robust virtual learning opportunities in the summer.) The goal would be to accommodate student desire for flexibility, accessibility, and convenience.
  - select sections of a required large lecture course could be virtual
  - select breakout (discussion) sessions led by TAs could move to online spaces, freeing up space on campus
  - some classes could be flipped, incorporating online components
- GW should [consider offering unique online summer learning opportunities](#) for undergraduates to complete requisite coursework while living on campus or in the city. A required summer term works well for NYU, a frequent point of comparison for GW.
- [Use very efficient COVID testing as a model for “customer service”](#) that can be used as a best practice.

5

## Graduate/Professional Education (*work in progress*)

- Bolster efforts to [create community](#) within schools, departments, in interdisciplinary and university-wide inter-school community-building.
- Provide [virtual options for graduate courses](#).
- Encourage faculty to [record lectures, discussions, activities](#), and class meetings, when appropriate.
- Facilitate students' ability to [take courses for credit from different schools and programs at GW](#).
- Consider [expanding combined degree programs](#) (BA/MA), cross disciplinary certificate programs (MA + Certificate), and dual degree programs (MA + MA) when appropriate.

6



## Graduate/Professional Education (*work in progress*)

- Develop a [consistent and well-resourced plan for IT, AT, and LAI](#), in consultation with faculty, recognizing the crucial role of technology and technology training in the modern university.
- Develop and invest in strategies to [ensure the university's physical and online spaces are accessible to students, faculty, and staff](#).
- Identify whether the [net impact of the pandemic has improved diversity, equity and inclusion](#), by making course work more flexible, or has detrimentally affected DEI by creating a system in which students are limited by their resources in making the most of an online experience.
- In the transition period of the next two years, GW should [clearly explain its timeline for decision making, the constraints it faces](#), and the work it is doing to ensure a successful reopening.

7

## Faculty Academic Innovations (*work in progress*)

- Technology
  - [Enhance IT support services](#) for more timely responses
  - Consider use of federal work study students to assist with tech support
  - Create interactive classrooms
  - Continue Zoom and Webex accounts
  - Continue and enhance online exam/proctoring programs and services
  - [Invest in IT hardware/software for faculty \(FWI continuation\)](#)
  - [Provide faculty with technology and pedagogical training](#)
- [Provide Technology and Training To Enable Hybrid/HyFlex Classes](#) to provide and promote flexibility
- Smaller class sizes with virtual courses to allow for [student support and community](#)
- [Seek input](#) from professors to determine if courses are more suitable for in person versus online

8

## Faculty Academic Innovations (work in progress)

- [Design and teach online courses leveraging the strength](#) of the modality
- Encourage students to have cameras on during online synchronous classes when appropriate to strengthen the classroom community
- [Investigate expanding options \(pass/fail or incomplete\)](#) based on individual student circumstances (consistent with academic program requirements)
- Encourage the use of [flipped classrooms \(when pedagogically appropriate\)](#)
- Improve faculty/researcher support from the research PODs
- Provide a [flex work schedule for faculty](#)
- [Provide online or in person teaching options](#)
- Continue [faculty and committee meetings virtually](#)
- Consider teaching load adjustments ([change load from 3-2 to 2-2](#)) which is the current norm for research universities) and understanding that faculty cannot continue to work at the levels that COVID has demanded.

9

## Faculty Academic Innovations (work in progress)

- 1. [Extend Tenure Clock](#)
  - 1 year pause may be insufficient, process should be cognizant of unconscious penalization and account for caregiving and service in response to racial unrest.
- 2. [Reassess Faculty Evaluation Process](#)
  - Reduce numbers of letters needed for promotion and develop a less arduous process of formative goal setting
  - Prioritize annual reviews for junior faculty and focus on what they need
  - Develop a faculty-centered approach
  - Assess quality and impact of published research alongside service commitments and teaching
  - Register invisible service
  - Compensate fairly and equitably and Consider a pay-workload adjustment to account for some of the increased workload
- 3. [Recognize and acknowledge the impact of pandemic on faculty](#) and the massive increase in workload it took to teach remotely and pivot formats
- 4. [Acknowledge that research agendas and careers deferred](#) (most affected were women, parents, early career, BIPOC faculty)
- 5. Faculty reported range of job roles: research, fundraising, teaching, administrative, editorial, clinical duties). Pandemic had greatest effect on research (working hours on research down 24%; although 21% of researchers reported spending more time and 9% reported no change)

10

## Staff/Academic Support (work in progress)

- Provide [institutional policies](#) that are more open to remote working. Develop tools that secure accountability while relying on trust that teleworkers are equal partners in the university mission.
- Provide necessary [teleworking equipment and software](#) to perform the job well. [Invest in modern tools](#) to expedite, automate and make approval workflow processes more efficient and people-friendly. Develop a robust orientation model that includes digital literacy and administrative technology training for staff.
- Encourage a [culture of hybridization](#) that requires equal access and inclusion no matter if one works F2F or remotely. Develop hybrid campus systems for all aspects of campus life: events, advising, meetings, study abroad, etc.
- [Cross-train IT and Academic Support staff](#) to provide a higher level of support to environments with flexible learning spaces and active learning.

11

## Staff/Academic Support (work in progress)

- Improve the [help desk solution](#) to make it more efficient and people-friendly. Put [staff training at the forefront](#) of the transformation to a hybrid campus. [Employ and train student workers](#) to assist IT staff with immediate technical support for both classroom and hybrid/HyFlex classes.
- [Further develop GW Online Learning Standards](#) that are common to all schools to ensure the quality and rigor of online learning.
- Invest in instructional and multimedia staff to support faculty in transitioning course content to on-demand, hybrid experience. ([Educause, Top IT Issues, 2021](#)). [Hire and up-skill professionals](#) (instructional designers, instructional technologists, multimedia producers, animators, eLearning developers) to provide adequate academic support in line with the growing demand of teaching and learning needs. [Offer faculty certification](#) and/or on-boarding to develop and teach online at GW and prior to using GW academic tools. Offer online courses to be reviewed by a central office for alignment with GW online learning standards and policies. Invest in digital literacy programs to up-skill current staff on standards of teaching and learning.

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# Year-end report

## Subcommittee on Diversity, Equity, and Inclusion (DEI)

May 7, 2021

Members: Carol Hayes; Shaista E. Khilji; Susan LeLacheur; Abebayehu Tekleselassie; and Sarah Wagner

1

## Charge

### Senate Resolution 21/7 (Resolution on Diversity, Equity, and Inclusion)

[Resolving Clause]

6) The university start conversations to re-assess its recruitment, hiring, and mentoring practices across the various schools and propose concrete plans of action and metrics to increase and support workforce diversity, including through increased funding and resources for diversity candidate recruitment and mentoring, and procedures that hold search committees and departments accountable for their processes and outcomes;

2

## Primary aims

1. define the scope of our work and establish our priorities of action;
2. gather baseline data on diversity among current GW faculty, as well as information regarding the retention of underrepresented minority faculty and obstacles impeding it; and
3. identify partners within the GW community working on DEI issues in order to understand better both policy and practice implemented in the various schools across the university.
4. (only partially met) develop recommendations related to faculty recruitment, hiring, retention, and promotion, based on the baseline data and DEI partner input.

3

**As an ASPP subcommittee our focus is faculty**—that is, to *strengthen diversity, inclusion, and equity at the faculty level.*

4

## Summary of main activities

Since its inception, the Sub-Committee has met 9 times and engaged in the following activities with various stakeholders.

1. Followed up with Vice Provost Laguerre-Brown regarding some of the key points related to faculty hiring, retention, and promotion from historically minoritized groups (Oct-Nov 2020).
2. To establish a baseline data for comparison, the subcommittee sought information from Chris Bracey, Vice Provost for Faculty Affairs (Nov 2020-April 2021).
3. Collaborated with DEI leaders across GW campus (Jan 2021).
4. Presented an interim report to ASPP (February 2021).
5. Diversity Audit & Interim Report Discussions with Provost Blake (March-April 2021).

5

## baseline data: step 1

Information the subcommittee requested from Vice Provost Laguerre-Brown

- Where GW is now in terms of hiring, retaining, and promoting faculty from historically minoritized groups.
- Information gleaned from informal exit discussions with faculty who have left GW for other institutions.
- Information about exemplar programs/schools/departments with a track record of success or promising practices in faculty workforce diversity, including strategies that led to their success.

6

Feedback Vice-Provost Laguerre-Brown has received from under-represented faculty (*the bulleted list is a quotation*):

- feelings of isolation, exclusion, or hostility in their departments
- inadequate mentorship [lack of recognition/incentives for senior faculty mentoring junior faculty and graduate students]
- perceived de-valuing of scholarship that focuses on people of color, race, or gender
- participation in search processes that leave them feeling resentful and disappointed about bias, microaggressions, or what they perceive to be anemic attention to diversity in the search

7

Two (2) key issues highlighted by Vice Provost Laguerre-Brown:

1. **consistency** — the lack of consistency in faculty recruitment, hiring, and mentoring practices across the university.
2. **university culture** — requires a university culture that prioritizes and supports diversity, equity, and inclusion among the entire GW community—students, faculty, and staff.

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## baseline data: step 2

### Chris Bracey, Vice Provost for Faculty Affairs

Where is GW now in terms of hiring, retaining, and promoting faculty from historically minoritized groups? Data from the past (approximately) five years:

- Demographics of faculty hires
- Demographics of faculty departures
- Demographics of promotion from assistant to associate professor
- Demographics of promotion from associate to full professor
- Demographics of contractual versus tenure accruing /tenured faculty

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## Hires and departures (2016-2020)

**316 hired and 337 left**

Race	Number of Faculty	Percentage of total hires
African American (URM)	28	9%
Latinx (URM)	19	6%
Native American (URM)	2	less than 1%
Asian American	68	22%
Multiracial	2	less than 1%
Unknown	13	4%
White	184	58%

Race	Number of Faculty	Percentage of total hires
African American (URM)	25	7%
Latinx (URM)	12	4%
Native American (URM)	3	less than 1%
Asian American	38	11%
Multiracial	0	0%
Unknown	0	0%
White	259	77%

10



## Promotion Data

### From Assistant to Associate; From Associate to Full

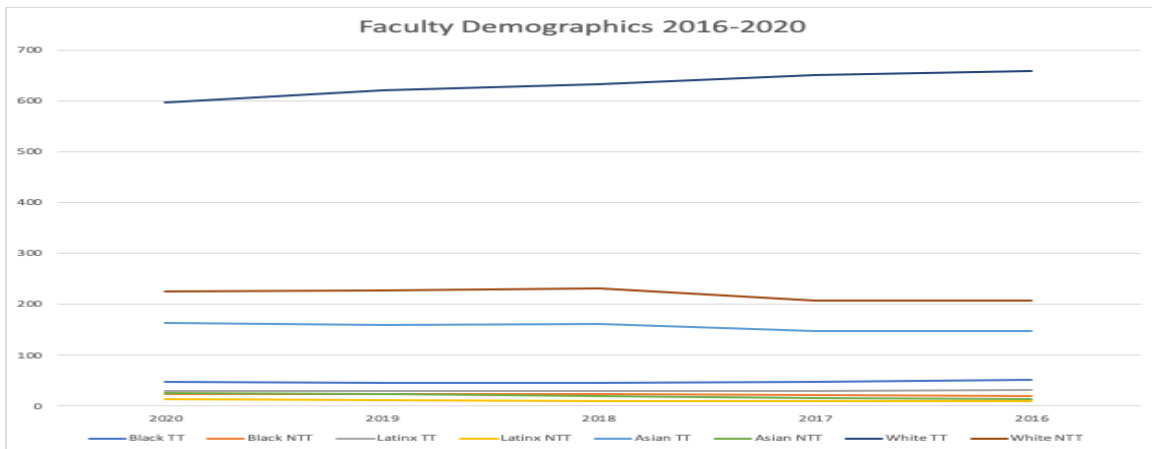
Race/ethnicity	Male	Female	Total	Percentage of total
African American (URM)	4	5	9	6%
Latinx (URM)	2	0	2	1%
Native American (URM)	0	0	0	0%
Asian American	10	18	28	20%
Multiracial	0	0	0	0%
Unknown	0	1	1	Less than 1%
White	60	48	108	73%

Race/ethnicity	Male	Female	Total	Percentage of total
African American (URM)	6	0	6	6%
Latinx (URM)	3	1	4	4%
Native American (URM)	0	1	1	1%
Asian American	10	8	18	18%
Multiracial	0	0	0	0%
Unknown	0	1	1	1%
White	42	28	70	70%

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## Tenure/ Non-tenure data

The line graph below captures both, tracking a slight but not insignificant decline in the overall number of tenured faculty members.



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## baseline data: step 3

### Meeting with DEI leaders from across the schools (Jan 27)

- What are your experiences leading DEI within your school and unit?
- What are your goals for 2021?
- What is working well for you in your respective schools (focus on best practices)
- What changes would you like to see in your schools, departments, and/ University?
- What would an ideal environment look like for you to make the changes you want to make?
- As you think about inclusive faculty recruitment, what suggestions do you have? What would you like to see implemented more consistently across the schools' recruitment and hiring practices?
- As you think about inclusion and equity, what suggestions do you have that might improve faculty retention and promotion? What would you like to see implemented more consistently across the schools' retention practices and supporting faculty to promotion?

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## Focus groups with DEI leaders

### The challenges described and solutions offered:

- **Challenge:** Absence of a university-wide strategy
  - **Solutions:** Develop a strong commitment to DEI including a forward-looking DEI strategy and concrete DEI goals (both short-term and long-term).
- **Challenge:** Lack of attention to nurturing talent
  - **Solutions:** Identify and establish best practices for mentors; establish communities and affinity groups for BIPOC.
- **Challenge:** Lack of accountability and secrecy around hiring policies and processes
  - **Solutions:** Thoughtful cluster hiring, creating pathways from visiting positions to tenure track, strengthening the role of a faculty diversity advocate.

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## Discussions with Provost Blake

- Continued to share our work with Provost Blake in the fall semester.
- We were invited to work with him in a consultative role after the University announced launch of its diversity audit.
- In March, the subcommittee met with Provost Blake to discuss the announced GW diversity audit and shared the subcommittee's interim report.
  - The subcommittee recommended that Provost Blake work with the Office of Diversity, Equity, and Community Engagement in making preparations for the diversity audit.
  - Provost Blake mentioned he had read the report and agreed with our recommendations.
- In March, Provost Blake shared an initial "scoping" document related to the GW diversity audit. The subcommittee members gave feedback.
- In mid-April, Provost Blake emailed some of the subcommittee members with a request to provide feedback on a "diversity assessment scope" document.
- The subcommittee waits to see what our consultative role entails, and if our services are needed for the diversity audit.

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## Subcommittee reaction to the diverse faculty hiring report

### To consistently and effectively implement these policies:

- GW needs to foster a *culture of inclusion and equity*.
- GW needs an integrated DEI approach:
  - *Alignment*: Identifying and clearly communicating DEI goals (short term and long term) and DEI strategy. Unless we have a clearly laid out strategy and goals, we will not be able to monitor and track our progress.
  - *Top leadership commitment and allocation of appropriate resources*, which would also establish school/ department/ program leadership as well as individual commitment.
  - *Establishment of organizational systems and programs* (such as the ones proposed by Chris Bracey and Caroline Laguerre-Brown in their report) that support DEI strategy and goals.

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## Subcommittee recommendations

**Streamline various DEI initiatives across GW and follow these steps:**

- Create listening and learning spaces within GW (to receive bottom-up input, build connections with various stakeholders, and support/build knowledge and expertise)
- Use this input to develop DEI strategy and goals
- Provide resources to demonstrate institutional support and commitment
- Secure buy-in across various stakeholders (using positive messaging)
- Commit to long-term cultural change

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## Subcommittee's immediate next steps (summer)

***We believe our work is just beginning***

- With institutional support, conduct focus groups of faculty from minoritized groups.
  - We expect to include early- to mid/late-career faculty members.
  - These focus groups will provide rich qualitative data and could be used by the Senate to propose resolutions and the Provost office to develop policies that support the well-being of underrepresented faculty groups at GW and make GW an inclusive university.
- Request input from committee, departments, and deans involved in faculty recruitment, hiring, retention, and promotion about their immediate plans (challenges and opportunities) for change.

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Faculty responsibility and administrative commitment to drive long-term investment in bringing about systemic change depends on...

- \* policy and practice
- \* financial investment
- \* an integrated DEI culture

## **ASPP Subcommittee on Diversity, Equity, and Inclusion**

2020-2021 Report to Faculty Senate

May 7, 2021

**Members:** Carol Hayes; Shaista E. Khilji; Susan LeLacheur; Ababayehu Tekleselassie; Sarah Wagner

### **INTRODUCTION**

Framing this report and our university's ongoing conversations about diversity, equity, and inclusion is a fundamental call for acknowledgment: that George Washington University must start by acknowledging its history in the nation's capital city, on land taken from its Native inhabitants near the White House and Capitol built by enslaved workers. GW sits in one of the first areas of the city to eject Black residents as Jim Crow took hold and reconstruction ended. As the last of the local universities to desegregate in 1954, GW must go well beyond haphazard efforts to strengthen diversity and equity. In a still disenfranchised city with a plurality of African American residents, ours is a history that requires bold efforts to remedy our past complicity with racial discrimination. Our efforts to create a community culture in which justice and equity are our overriding values must start with acknowledging past errors, inviting and supporting the full participation of those we have wronged and whose help we now need.

### **SUBCOMMITTEE WORK, 2020-2021**

Caroline Laguerre-Brown, Vice Provost for Diversity, Equity, and Community Engagement, met with the ASPP Committee on October 30, 2020. That meeting resulted in the formation of the ASPP Subcommittee on Diversity, Equity and Inclusion.

Vice Provost Laguerre-Brown's presentation highlighted the **lack of** consistency in faculty recruitment, hiring, and mentoring practices across the university. She noted that while there is significant attention to diversity at various sites (e.g., Diversity Summit, departments, programs, etc.), there is no cohesive set of policies implemented throughout the university. Further, the isolated policies that do exist do not appear to undergo consistent evaluation for their short and long-term effectiveness. Consistency requires thinking about DEI practices among the university community as a whole.

Since its formation, the Subcommittee on DEI has met **nine** times. Our principal aims this year were to gather baseline data on diversity among current GW faculty, as well as information regarding the retention of underrepresented minority faculty and obstacles impeding it; to identify partners within the GW community working on DEI issues to understand better both policy and practice implemented in the various schools across the university; and to develop recommendations related to faculty recruitment, hiring, retention, and promotion, based on those sources of information. Unfortunately, due to delays in receiving the requested baseline data, the subcommittee has had to delay the full development of its recommendations until AY 2021-2022.

## STEPS TAKEN IN 2020-2021

1. **One of the subcommittee's first fact-finding steps was to follow up with Vice Provost Laguerre-Brown regarding some of the key points related to faculty hiring, retention, and promotion from historically minoritized groups in her October 30, 2020 report to ASPP. To provide the subcommittee with national context, Vice Provost Laguerre-Brown provided a spreadsheet with data culled from the *Chronicle of Higher Education's* 2020 Faculty Diversity report; in a follow-up email, she offered the entire report so that we could look more carefully at nuances across different groups (e.g., "race/ethnicity" categories, including Native American, Asian, and Native Hawaiian). The subcommittee has included a brief, illustrative summary of the *Chronicle* data below, as a comparison point in the "GW Baseline Data" section.**

Regarding the subcommittee's inquiry about whether GW has conducted exit discussions with departing faculty, Vice Provost Laguerre-Brown explained: "My office has not done any formal assessments, but my colleagues and I do receive consistent feedback about the experiences of under-represented faculty. The concerns usually fall into the categories below:

- feelings of isolation, exclusion, or hostility in their departments
- inadequate mentorship
- perceived de-valuing of scholarship that focuses on people of color, race, or gender
- participation in search processes that leave them feeling resentful and disappointed about bias, microaggressions, or what they perceive to be anemic attention to diversity in the search."

2. **In mid-November, as the second element of our fact-finding efforts to establish a baseline for later comparison, the subcommittee sought information from Chris Bracey, Vice Provost for Faculty Affairs.**

*The delays:* In response to our mid-November request, Vice Provost Bracey explained that these data would be included in the aggregate numbers of the Provost's Core Indicators Report (to be presented in spring 2021); he asked us to wait for that presentation. The subcommittee responded that we needed these baseline data as soon as possible to move forward with our work; we were again asked to wait for the mid-February release of the Core Indicator's report. Unfortunately, when the Core Indicators Report was presented in mid-February, the requested data were not included. The subcommittee once again repeated our request for this information. Vice Provost Bracey was able to provide a portion of the requested information on March 11th and the rest on March 26th, 2021.

3. **As our third "fact-finding" step, and in seeking to include members of the university already working hard in this space, we convened a January 27th meeting with campus**

**partners working on diversity and inclusion-related issues.** A summary of those conversations is included below, in the section on “GW Faculty and DEI Leadership.”

4. **The subcommittee presented an interim report** to ASPP on February 12, 2021.
5. **Spring diversity audit discussions with Provost Blake:** In mid-February, the Provost invited the ASPP DEI Subcommittee to work with him in a consultative role as the University launches its diversity audit. Subsequently, the subcommittee met with Provost Blake to discuss the announced GW diversity audit. We shared the subcommittee interim report with him in advance of the meeting. At that meeting, the subcommittee recommended that Provost Blake work with the Office of Diversity, Equity, and Community Engagement in making preparations for the diversity audit, and also agreed to support GW’s diversity audit. Provost Blake mentioned he had read the report and agreed with our recommendations (see those recommendations below in the section on “GW Faculty and DEI Leadership: Perceptions of Faculty Diversity, Equity, and Inclusion”)

Subsequently in March, Provost Blake shared an initial “scoping” document related to the GW diversity audit and the Subcommittee members gave feedback. In mid-April, Provost Blake emailed some of the subcommittee members with a request to provide feedback on a “diversity assessment scope” document he had drafted. Unfortunately, due to the short response time--just over one day to provide feedback--only two subcommittee members (and not all) were able to respond.

While the subcommittee waits to see what our consultative role entails, and if our services are needed for the diversity audit, the subcommittee has continued working independently to pursue its original charge of investigating current DEI issues in relation to faculty and making recommendations for future faculty policies related to recruitment, hiring, retention and promotion.

## **GW BASELINE DATA (QUANTITATIVE): HIRING, RETENTION, AND PROMOTION OF UNDERREPRESENTED MINORITY (URM) FACULTY**

### **Data on Hiring and Retention**

The data provided by Vice Provost Bracey (April 2021) map the demographic changes among GW faculty over the past five years (from 2016 to 2020). Both here and below in the discussion of promotion trends, the data for this period accord with the data set from 2018-2019 published in the *Chronicle of Higher Education’s* 2020 “Faculty Diversity” report, which was provided to the subcommittee by Vice Provost Laguerre-Brown.



### **Recent Hires at GW**

Of the **316** faculty hired between 2016 and 2020:<sup>1</sup>

<b>Race</b>	<b>Number of Faculty</b>	<b>Percentage of total hires</b>
African American (URM)*	28	9%
Latinx (URM)	19	6%
Native American (URM)	2	less than 1%
Asian American	68	22%
Multiracial	2	less than 1%
Unknown	13	4%
White	184	58%

\*Here and below, the URM (Underrepresented Minority) designation comes from the source data—that is, from GWU’s reporting.

### **Recent Departures from GW**

Of the **337** faculty who left GW between 2016 and 2020:

<b>Race</b>	<b>Number of Faculty</b>	<b>Percentage of total hires</b>
African American (URM)	25	7%
Latinx (URM)	12	4%
Native American (URM)	3	less than 1%
Asian American	38	11%
Multiracial	0	0%
Unknown	0	0%
White	259	77%

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<sup>1</sup> Both the “Recent Hires” and “Recent Departures” figures come from the “Diverse Faculty Hiring Report,” which did not specify whether these faculty numbers refer to regular full-time faculty or specialized faculty, and whether these were regular tenure-track/tenured faculty.

In short, from 2016 to 2020, URM faculty (combined) made up less than 16 percent of new faculty hires, while making up approximately 12% of departures. In considering the implications of these data, during its April 30, 2021 meeting, ASPP members discussed the need to understand more fully hiring and departures numbers that reflect factors beyond the university per se. Furthermore, the committee discussed the URM designation alongside other minority race/ethnicity categories, noting that (a) the “Asian” label fails to distinguish among South Asian, Southeast Asian, and East Asian groups; and (b) that some disciplines (e.g., American Studies) have historically had much more diverse faculty, while others have not.

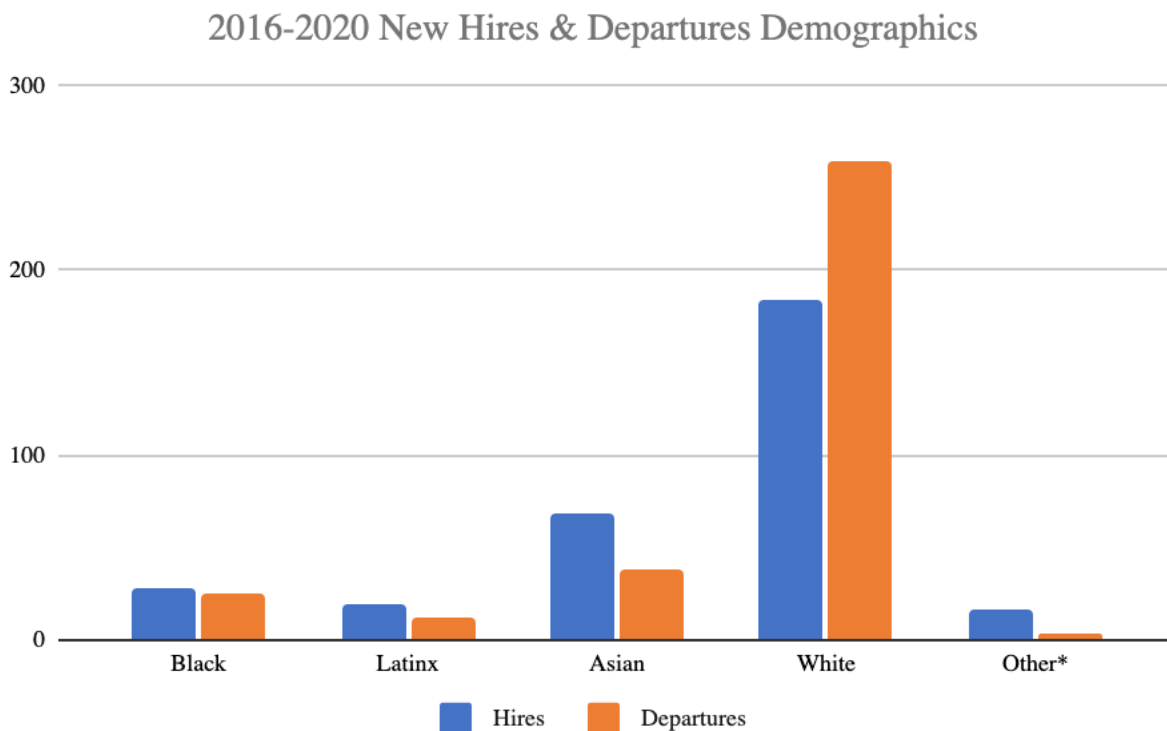


Figure 1: new hires and departures

**Questions that Arise from these Data:**

- Why is GW struggling to hire URM faculty?<sup>2</sup>
- How do these numbers (hires and departures) compare to our market basket schools? Meaning, is GW leading, on par, or behind in its overall hiring and retention of URM?
- Why are URM faculty leaving — or not remaining at — GW? Are they actively recruited or are they actively searching for a different academic home?

<sup>2</sup> Given that the 2019 U.S. Census estimates the Black population at 13.4% and the Hispanic/Latino population at 18.5% nationally, and given GW's location in Washington, DC, a city with a plurality of Black residents, GW's recent faculty hiring numbers show a strong need for change. See <https://www.census.gov/quickfacts/fact/table/US/PST045219>

- For those who do remain at GW, what keeps them here?
- How have hiring practices changed during this five-year period with respect to recruiting URM? What are some of the success stories from the perspective of the candidates, departments/programs, deans? What challenges do faculty members face in hiring URM?

**Promotion Data**

Demographic data (summarized below) provided by Vice Provost Bracey paint a disheartening picture of overall tenure and promotion trends at GW for URM faculty. Less clear to us is how many of those faculty are denied tenure or, once granted tenure, do not seek promotion to full professor.

**From Assistant to Associate Professor**

Of the **148** faculty promoted from assistant to associate professor between 2016 and 2020:

Race/ethnicity	Male	Female	Total	Percentage of total
African American (URM)	4	5	9	6%
Latinx (URM)	2	0	2	1%
Native American (URM)	0	0	0	0%
Asian American	10	18	28	20%
Multiracial	0	0	0	0%
Unknown	0	1	1	Less than 1%
White	60	48	108	73%

While the figures in these promotion tables don't tell what percentage of URM faculty eligible for promotion were promoted, what the numbers--especially for promotion from assistant to associate professor--do tell us is that there simply aren't enough URM faculty at GW. The fact that only 6 African American faculty were promoted from assistant to associate professor over a 5-year period at a school as large as GW is a problem.

**From Associate to Full Professor**

Of the **100** faculty promoted from assistant to associate professor between 2016 and 2020:

Race/ethnicity	Male	Female	Total	Percentage of total
African American (URM)	6	0	6	6%
Latinx (URM)	3	1	4	4%
Native American (URM)	0	1	1	1%
Asian American	10	8	18	18%
Multiracial	0	0	0	0%
Unknown	0	1	1	1%
White	42	28	70	70%

Once again, with the caveat that these data do not indicate how many URM and other minoritized faculty were *candidates* for promotion, nevertheless the figures for URM faculty are strikingly low, e.g., *not a single* African American female professor was promoted from associate to full professor during this five-year period at GW, and only one Latinx female associate professor was likewise promoted to full.

**Questions that Arise from these Data:**

- How has the university sought to support URM faculty seeking tenure and promotion and what have been major obstacles in that process?
- What kind of specific mentoring practices are in place to help support tenure and promotion for URM faculty?
- What are some of the success stories from the perspective of faculty, departments/programs, deans?
- How do these numbers of tenure and promotion compare to our market basket schools? Meaning, is GW leading, on par, or behind in its overall tenure and promotion of URM?

**Chronicle of Higher Education: 2020 “Faculty Diversity Report”**

In a very partial response to the final—comparative—question above, here are select data (i.e., African American faculty at the three levels of tenure-stream/tenured positions) on comparative demographics from the Chronicle’s 2020 “Faculty Diversity” report, which presents data from the 2018-19 academic year:

Institution	African American (URM) Full Professor — percentage	African American (URM) Associate Professor	African American (URM) Assistant Professor
George Washington University	2.4%	5.96%	9.27%
Tulane University	2.9%	3.6%	5.67%
Northeastern University	2%	4.98%	4.44%
Washington University	2.3%	7.1%	4.93%
Johns Hopkins University	2.1%	4.85%	7.19%
Boston University	2%	2.31%	8.97%
New York University	2.7%	5.29%	4.87%

While GW appears on par with at least these institutions in relation to the hiring and promotion of African American faculty, the numbers overall are dismal and indicate a need for nation-wide systemic change. GW has a responsibility to its many stakeholders and should recognize it will not be alone in seeking to address the underrepresentation of minoritized and African American faculty. GW's unique history in Washington, DC and contemporary circumstances make it even more imperative that we begin to make these systemic changes.

### **Tenure/Non-Tenure Data**

Finally, it is important to bear in mind that all of these data fit within the larger framework of the university's combined tenure and non-tenure demographics. The line graph below captures both, tracking a slight but not insignificant decline in the overall number of tenured, a point Phil Wirtz noted in his March 13, 2021 email to ASPP committee members:

*Across the five year period, there has been a 5% DECLINE in Regular Tenure/Tenure Track Faculty (from 897 to 851).*

*Across the same five year period, there has been a 17% INCREASE in Regular NON-Tenure/Tenure Track Faculty (from 253 to 297), which almost totally offsets the loss in Tenure/Tenure Track Faculty.*

*In addition, across the same five year period, there has been a 33% INCREASE in Specialized Teaching Faculty (from 70 to 93).*

*And across the same five year period, there has been a 14% DECREASE in Part-Time Adjunct Faculty.*

Although there has been an increase in the over-all full time teaching workforce ... that increase is being fed by a significant decrease in Tenure/Tenure Track Faculty, an offsetting increase in the NON-Tenure/tenure-track Faculty, and an increase in the Specialized Teaching Faculty.

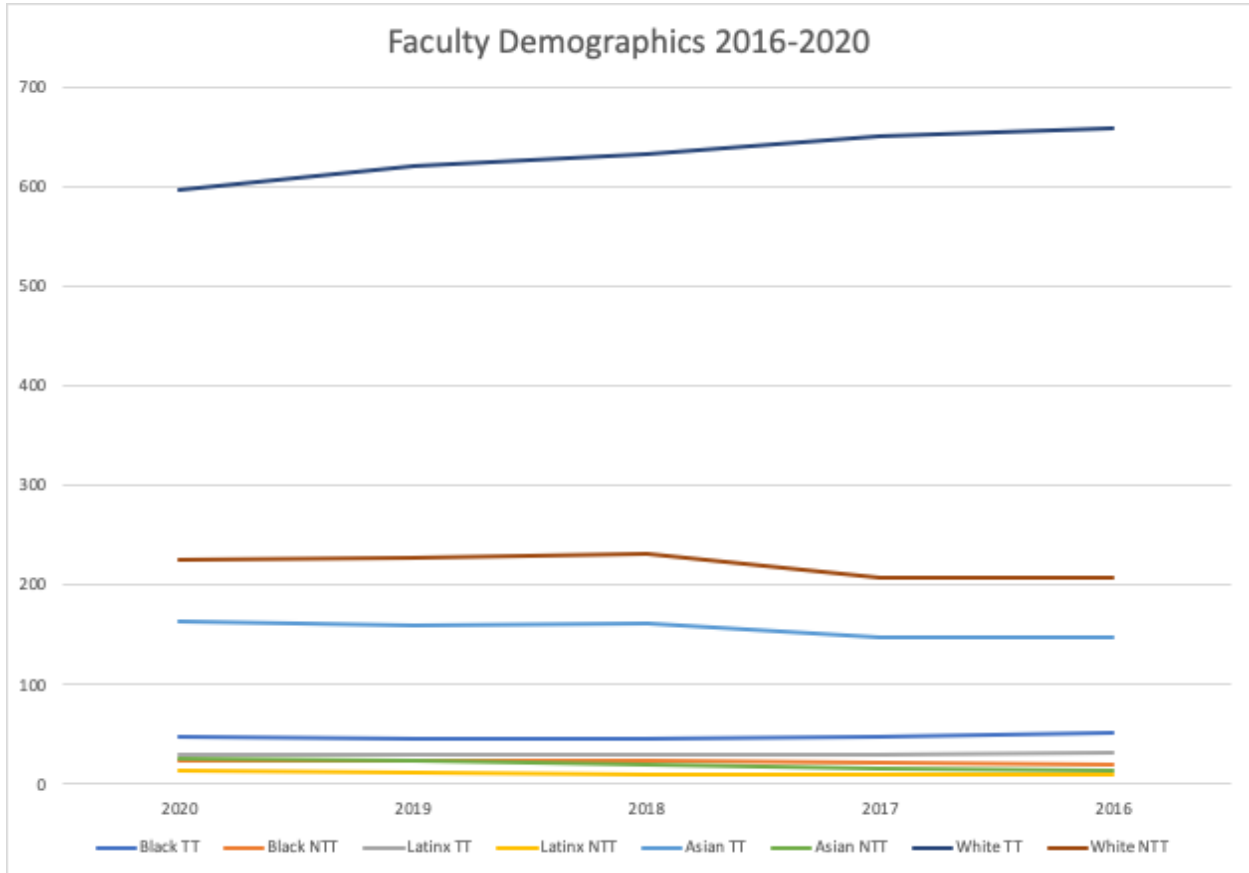


Figure 2: faculty demographics 2016-2020

These shifting demographics, specifically the decline in tenure-line faculty, register among the number and positions held by URM faculty. GW's Internal Dashboard shows that over the last ten years, Latinx professors have made up between 3.0-3.5% of full-time **tenure-line** faculty (25-31 people), and 2.9-4.4% of full-time **non-tenure-line** faculty (7-13 people). African American professors have made up between 5.2-6.0% of full-time **tenure-line** faculty for the last ten years (44-54 people), and 4.6-8.1% of full-time **non-tenure-line** faculty (11-24 people).

Of white full-time professors, 72.6% are currently tenure-line; of Latinx full-time professors, 69.8% are currently tenure-line; and of African American full-time professors, 66.2% are currently tenure-line.

Taken as a whole, we see that a *greater percentage* of the (already very small number of) Latinx and African American faculty are in non-tenure-line positions rather than tenure-line positions.

### Questions that arise from these data:

- How can the university proactively address this disparity in the number of URM faculty holding non-tenure-line positions in comparison to their white colleagues?

### **Reaction to “Diverse Faculty Hiring Report”**

The “Diverse Faculty Hiring Report” is illustrative of the work ahead of us. It provides us with the relevant data (including data mentioned above in our discussion of 2016-2020 hires and departures), summary of current university-level measures, and also offers recommended action items. It acknowledges a lack of consistency across schools, units, and departments, absences of a culture of accountability and proposes the use of mandated protocols (page 6). The defined best practices delineated on page 6 and elaborated as action items for departments, schools, and the university match many of the recommendations our subcommittee heard from DEI leadership about ways to improve university-wide consistency and address some of our challenges (see below). The subcommittee points out that it speaks to the necessary (and first-step) changes at GW to support faculty from minoritized groups to hire and after they have been hired.

However, we would also like to point out that to recruit and retain effectively, GW needs to implement policies (as highlighted in the report) through commitment and university-wide buy in. To facilitate such buy-in at the institutional and individual level, GW needs to actively foster a ‘culture of inclusion and equity,’ addressing some of the structural biases that disadvantage faculty of color and URM. We challenge the university leadership and faculty to work collaboratively to implement system-wide changes that bring about meaningful shifts to help improve recruiting, hiring, motivational, mentoring, performance management, and retention practices. In addition, we urge university administration to streamline various initiatives across GW and aim at developing a well-integrated DEI strategy and goals.

Research indicates that to consistently implement the policies and practices (mentioned in the hiring report) across GW, we also need to think in terms of building a DEI culture. We will need to move beyond a check-box and mandatory requirements to an **integrated DEI approach**. We could begin by considering:

- *Alignment*: Identifying and clearly communicating DEI goals (short term and long term) and DEI strategy. Unless we have a clearly laid out strategy and goals, we would not be able to monitor and track our progress.
- *Top leadership commitment and allocation of appropriate resources*: which would also establish school/ department/ program leadership as well as individual commitment.
- *Establishment of organizational systems and programs* (such as the ones proposed by Chris Bracey and Caroline Laguerre-Brown) that support DEI strategy and goals.

Overall, GW should establish both *process* and *outcome* goals. There are a number of parallel efforts going on at GW (mentioned in this report). It would be important for GW to streamline these efforts for better coordination. To build an integrated DEI strategy and culture, we would offer the following steps:

- Create listening and learning spaces within GW (to receive bottom-up input, build connections with various stakeholders, and support/ build knowledge and expertise)
- Use this input to develop DEI strategy and goals
- Provide resources to demonstrate institutional support and commitment
- Secure buy-in across various stakeholders (using positive messaging)
- Commitment to long-term cultural change

The change process is unlikely to always run smoothly. It should be noted that building commitment requires understanding the reasons for resisting the change (which may vary among different stakeholder groups) and developing strategies to address these sources of resistance. We could create and share early successes as models for the change we are seeking; and also align measurements and rewards with desired behaviors (see above).

With all of these points in mind, the DEI subcommittee supports the recommendations contained in the “Diverse Faculty Hiring Report” and we hope that GW administration and faculty also focus on developing an inclusive culture to consistently implement the suggested policies.

**GW FACULTY AND DEI LEADERSHIP:  
PERCEPTIONS OF FACULTY DIVERSITY, EQUITY, AND INCLUSION**

In recent years, various schools across GW have hired well-qualified professionals to lead their respective DEI initiatives. Although these professionals are responsible for leading DEI activities within their own schools, they work collaboratively to learn from each other and discuss issues of larger concerns. They are important constituents in any DEI effort within GW. Hence, as reported in our Interim Report (dated Feb 2021), in an effort to capture their experiences, we held a meeting with them on January 27, 2021.

To help attendees prepare for the discussion we posed the following questions:

- *What are your experiences leading DEI within your school and unit?*
- *What are your goals for 2021?*
- *What is working well for you in your respective schools (focus on best practices)*
- *What changes would you like to see in your schools, departments, and/ University?*
- *What would an ideal environment look like for you to make the changes you want to make?*
- *As you think about inclusive faculty recruitment, what suggestions do you have? What would you like to see implemented more consistently across the schools' recruitment and hiring practices?*
- *As you think about inclusion and equity, what suggestions do you have that might improve faculty retention and promotion? What would you like to see implemented more consistently across the schools' retention practices and supporting faculty for promotion?*



Several themes emerged as problem areas across the university. These included, a) lack of university wide commitment to DEI, b) retention issues, and c) hiring issues. DEI leadership provided various recommendations to address each challenge. Below we describe the problem areas with the suggestions.

**a. University-wide commitment to DEI**

DEI leaders highlighted the absence of a university-wide diversity strategy. It hindered their ability to track and measure progress of their DEI initiatives vis-a-vis larger University goals. Also, it led to inconsistencies in operationalizing the role of DEI leaders across the various schools. For example, the role of a DEI leader at ESIA could be quite different from that of a leader in GSEHD or SON. They shared that DEI in their respective schools didn't have dedicated budget funds, and that they were informed their work wasn't a priority during the pandemic, as GW went through budget cuts. This messaging was misplaced, given increasing attention to DEI issues nationally, and the faculty/ student/ staff demands for a more equitable institution. DEI leaders described GW as having a reactionary approach, whereby they acted only after an impactful national event (such as George Floyd's killing, anti-Asian sentiments etc.). Such an approach is problematic and fails to build a strongly inclusive culture.

*Recommendations:*

For reasons mentioned above, it is critical that GW develop a strong commitment to DEI including a forward-looking DEI strategy and concrete DEI goals (both short-term and long-term). These (along with processes and ideas mentioned below) could help place GW on track to becoming an inclusive institution. The DEI strategy could be used to develop a diversity impact statement, and also in identifying metrics to track GW's progress towards various goals. Faculty hiring and retention data should also be more easily accessible and made public to foster a stronger commitment to diversity. DEI leaders argued that it is important to develop this strategy (and goals) using bottom-up input. Further, stronger commitment to DEI offices across the university in terms of budget lines and other material support will ensure school-specific needs are catered to.

**b. Retention issues**

Overall, DEI leaders expressed their frustration with the lack of attention that GW gives to nurturing **internal talent**. This results in high turnover among faculty of color, as seen in the five-year faculty hiring and departure data presented above, where almost as many URM faculty of color leave GW as are hired into GW. In particular, they noticed a lack of university-wide policy for *mentoring* which disadvantages faculty of color but doesn't also recognize and reward faculty members who informally take on this role within their departments and schools. Again, they reiterated that the lack of clear metrics and data makes it impossible for the schools to formulate an informed and evidence-based strategy to address the retention problem.

*Recommendations:*

In view of the problems identified above, the DEI leaders argued that GW first identify and establish best practices for mentors. These include (but are not restricted to) formalizing and incentivizing faculty mentors for BIPOC faculty members (i.e., if a junior BIPOC faculty member is promoted, also recognize the mentor; establish mentorship awards similar to GW's teaching awards, etc.). They highlighted the importance of building communities for BIPOC faculty members and paying attention to their specific needs, such as allowing them more tenure-clock time before going up for promotion because they're not working on an even playing field. Also, if a BIPOC faculty member is not available to serve as mentor to junior BIPOC faculty within a department, assign a mentor from outside the department (as a supplement to the mentor within the department).

**c. Hiring Policies and Processes**

Finally, DEI leaders noticed serious problems with the hiring process. In particular, they noted a lack of accountability and secrecy around faculty hiring committees, the decisions they make, and how they make them. Some expressed concerns that diversity advocates aren't always either included in faculty searches; when they are included there's no required training for them that would promote consistency in how they approach their role. DEI leaders highlighted the need for the University to dedicate an official, university-wide, funding pool for 'opportunity hires' to hire faculty from underrepresented groups. Further, they expressed concerns with hiring adjunct faculty using current faculty members' existing networks. Since a majority of the faculty members are from a certain group, using current networks continues the existing demographic patterns.

*Recommendations:*

DEI leaders proposed that the Provost should demonstrate a stronger commitment to hiring diverse faculty. Some of their suggestions included incorporating a) thoughtful cluster hiring to strengthen the BIPOC faculty community and enhance the research of critical issues that impact BIPOC communities (such as criminal justice reforms, BIPOC health, etc.) and b) creating pathways into faculty positions for BIPOC visiting faculty and for qualified adjunct staff. With respect to the hiring process, they stated it was important to formalize and strengthen the role of Faculty Diversity Advocate in the hiring process, as well as identify and establish best practices for recruitment of diverse applicant pools. They also argued that GW policies define a "failed search" as one in which there is no person from an underrepresented background in the final three candidates for the search (i.e., if there are no underrepresented candidates in the final three, then the applicant pool and/or the search process wasn't set up in a way to result in a diverse group of finalists). Further, they highlighted the importance of removing bureaucracy around hiring part-time faculty members and establishing recruitment and hiring practices that enhance diversity in adjunct hires.

To strongly incorporate the above-mentioned recommendations and foster an inclusive culture, GW should also consider incorporating DEI goals as a part of the annual review process for all faculty. This would allow greater consistency, transparency, and recognition for those faculty members who have gone above and beyond to support BIPOC faculty and develop an inclusive culture.

DEI leaders offered these recommendations based on their experiences, and the ASPP DEI Subcommittee agrees with them wholeheartedly. The spring 2021 faculty survey (requested by the Faculty Assembly and conducted by the Faculty Senate in early 2021) indicates dissatisfaction with the current status of DEI at GW. Many faculty members expressed serious concerns with non-inclusive culture that privileges tenure and expects conformity to the dominant norms. Qualitative comments also indicate inadequate support for faculty of color and inequitable treatment of faculty (such as contractual versus tenured; dominant groups versus faculty of color, etc.; those getting merit increases and not). To build a strongly diverse and inclusive institution, GW needs to acknowledge these shortcomings, adopt more clear and consistent policies, while also tapping its strengths.

#### **WHAT STEPS ARE COMPARABLE UNIVERSITIES UNDERTAKING?**

There are departments and programs at GW pushing the university to take concrete steps toward building a more diverse and inclusive faculty and thus community through cluster hire initiatives. For example, a group of CCAS chairs presented one such proposal to both the ASPP and the Education Policy and Technology Committee on January 29, 2021.

Other universities are already much further along in setting out clear DEI goals in terms of recruiting and hiring faculty. See, for example, the University of Washington:

**The University of Washington**<sup>3</sup> undertook a Race and Equity initiative in 2015 and is beginning a Faculty Diversity Initiative this year with the following resource allocations:

- Bridge funding: to support recruiting faculty who will enhance the diversity mission and goals for equity and inclusion. This funding covers the cost of up to two years of full faculty salary and benefits, with an emphasis on tenure-track hires.
- Funding priorities: Redirecting existing central funds for faculty recruitment and retention to focus specifically on faculty members who will advance campus diversity, equity, and inclusion goals.
- Candidate statements: Recommending that all faculty searches include statements from candidates describing their past and planned contributions to diversity, equity and inclusion.
- Hiring, reappointment and promotion criteria: Requesting that deans of all schools and colleges examine whether hiring, reappointment, and promotion criteria for faculty can be enhanced to support diversity, equity and inclusion within their units.

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<sup>3</sup> For more information, see <https://www.washington.edu/raceequity/>  
<https://www.washington.edu/raceequity/updates/facultyrecruitment/>

- PhD and postdoctoral support: Identify outstanding PhD students and post-doctoral fellows from underrepresented groups and support them as they develop their ambitions and qualifications to become STEM faculty at research universities.

Closer to home, **Johns Hopkins University**<sup>4</sup> also embarked on an effort to improve diversity in 2015. Their faculty diversity effort includes:

- Enhanced faculty search processes.
- Target of Opportunity Program which provides funding that assists our academic divisions in recruiting diverse scholars
- Visiting faculty initiative to cultivate collaborations that lead to future faculty appointments.
- Diversity Postdoctoral Fellowship Program to locate, promote, and nurture the work of diverse early career postdoctoral scholars
- Diversity and Inclusion Faculty Research Award.

### **THE SUBCOMMITTEE’S NEXT STEPS**

Since Resolution 21/7 (on Diversity, Equity, and Inclusion) was passed by the Faculty Senate in July 2020 and the ASPP DEI-Subcommittee was formed in October 2020, we have interacted with various stakeholders across the university and also held conversations with the Provost, the FSEC, and Faculty Senate. We believe DEI work is still very much preliminary at GW. In light of the above recommendations and the data presented in the above sections of this report (“GW Baseline Data [Quantitative]” and “GW Faculty and DEI Leadership”), we realize we need to engage with GW’s minoritized faculty, including faculty of color, LGBTQ+ faculty, and faculty members who are differently abled to capture their experiences at GW. These experiences will provide the bottom-up input to help GW develop its DEI strategy and formulate short term/ long-term goals.

We have forged good partnerships with DEI leaders across GW. Using their support—and with institutional support and resources—over the summer we would like to conduct focus groups of faculty from minoritized groups. We expect to include early- to mid- to late-career faculty members to capture a variety of viewpoints, with respect to what makes them stay, what makes them fearful, what works, and what does not work for them. These focus groups will provide rich qualitative data and could be used by the Senate to propose resolutions and the Provost office to develop policies that support their well-being at GW and make GW an inclusive university.

We will also request input from committee, departments, and deans involved in faculty recruitment, hiring, retention, and promotion about their immediate plans (challenges and opportunities) for change.

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<sup>4</sup> For more information, see

<https://diversity.jhu.edu/roadmap-on-diversity-and-inclusion/v-faculty/>

## **CONCLUSION: AN EXHORTATION AND INVITATION**

In the final days of the subcommittee’s work on this report, we received disturbing news of a significant cut to the Office of Diversity, Equity, and Community Engagement’s budget for next year. This cut follows the pattern that DEI leaders reported seeing this year in DEI initiatives being left unprioritized and without budgetary support. This untimely cut also runs counter to Resolution 21/7’s call for an increase in financial support for and commitment to DEI work.<sup>5</sup> We call for an immediate reversal of that budget cut as the ODECE’s role is critical in implementing the above-mentioned systemic changes.

The subcommittee acknowledges that effective work around DEI requires more than a set of recommendations. To be effective, such work must foster a university culture that prioritizes and supports diversity, equity, and inclusion among the entire GW community—students, faculty, and staff. The subcommittee’s work--which will continue into next year--is only one piece of this larger commitment. The need for change cannot continue to be deferred. Thus, in addition to requesting institutional support and resources, the subcommittee will be asking for faculty support this summer: we will request help in developing contact lists to reach minoritized faculty; we will invite input from minoritized faculty--if possible, given the exhaustion from a year of multiple pandemics--about their experiences at GW; and we will also request input from committees, departments, and deans about their immediate plans (challenges and opportunities) for change. This work requires investment--on the part of the administration as much as faculty members, such as this subcommittee.

There is a need for the faculty to take greater ownership for building a more diverse, equitable, and inclusive GW community. That need for faculty ownership--an ownership that acknowledges and works toward changes in existing practices related to faculty recruitment, hiring, mentoring, and promoting--has shaped the subcommittee’s work this year, and we hope it will also guide the Senate’s engagement and work in the coming summer and academic year.

Finally, while this report has focused on faculty issues, it is important to mention that for GW to develop an integrated DEI culture, it must also consider its student and staff populations. For example, increasing financial support for under-represented minority students and allocating resources to provide them strong academic support will be important in making GW an inclusive, equitable institution where all can thrive. In sum, this is about faculty responsibility and administrative commitment to drive long-term and concerted investment in bringing about systemic change.

## **USEFUL RESOURCES:**

<https://www.aacu.org/resources/diversity-equity-and-inclusive-excellence>

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<sup>5</sup> The first Resolved Clause of Resolution 21/7 reads that “The university materialize its commitment to diversity, equity, and inclusion by increasing financial support for the Office of Diversity, Equity, and Community Engagement, and for undergraduate and graduate financial aid, including the Provost graduate diversity fellowships.” Resolution 21/7 on Diversity, Equity, and Inclusion, <https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2020/07/July-2020-agenda-attachments.pdf>

**Faculty Senate  
Master Standing Committee List  
2021-2022 ROSTERS**

Non-voting members are those committee members serving on a committee because of their administrative role at the university, and the value that the person in that role brings to the committee. Non-voting members may be nominated for service by the President, the Provost, or a committee chair. These administrative committee members are not approved by the full senate and are referenced here for informational purposes. Should a non-voting member change positions at or leave the university, that individual would no longer serve on the committee, but a new individual in that role could be named to the committee in the same capacity.

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**Appointment, Salary, & Promotion Policies**

**Chair: Murli Gupta (CCAS)**

**FSEC Liaison: Shaista Khilji (GSEHD)**

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<b>Member</b>	<b>Affiliation</b>	<b>Voting Status</b>
Anker, Elizabeth	CCAS	Voting
Biles, Brian	GWSPH	Voting
Bracey, Christopher	Provost	Nonvoting
Bradley, Dana	Chief People Officer	Nonvoting
Briggs, Linda*	SON	Voting
Cordes, Joseph*	CCAS	Voting
Ellis, Wendy	GWSPH	Voting
Harizanov, Valentina	CCAS	Voting
Hayes, Carol	CCAS	Voting
Houghtby-Haddon, Natalie	CPS	Voting
Jain, Vivek	SMHS	Voting
Lee, Frank	CCAS	Voting
LeLacheur, Susan	SMHS	Voting
Mylonas, Harris*	ESIA	Voting
Pericak, Arlene	SON	Voting
Rau, Pradeep	GWSB	Voting
Storberg-Walker, Julia	GSEHD	Voting
Tekleselassie, Abe*	GSEHD	Voting
Wagner, Sarah*	CCAS	Voting
Wirtz, Phil*	GWSB	Voting
Young, Heather	GWSPH	Voting
Zaghloul, Mona	SEAS	Voting

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**Athletics and Recreation**  
**Chair: Patrick McHugh (GWSB)**  
**FSEC Liaison: Kim Roddis (SEAS)**

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<b>Member</b>	<b>Affiliation</b>	<b>Voting Status</b>
Agnew, Hugh*	ESIA	Voting
Cole, Keith	SMHS	Voting
Darcy-Mahoney, Ashley	SON	Voting
Hess, Matthew	SON Staff	Voting
Jayaseelan, Dhinu	SMHS	Voting
Jorgensen, Cory	CCAS	Voting
Julien, Andre	Athletics	Nonvoting
McDonnell, Karen	GWSPH	Voting
Roddis, Kim*	SEAS	Voting
Srinivas, Prasad*	GWSB	Voting
Tuckwiller, Beth	GSEHD	Voting
Vogel, Tanya	Athletics	Nonvoting
Wei, Peng	SEAS	Voting
Westerman, Beverly	NCAA Liaison	Nonvoting

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**Educational Policy and Technology**  
**Chairs: Jason Zara (SEAS) & Sarah Wagner (CCAS)**  
**FSEC Liaison: Miriam Galston (LAW)**

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<b>Member</b>	<b>Affiliation</b>	<b>Voting Status</b>
Amundson, Beth	Registrar	Nonvoting
Aviv, Eyal	CCAS	Voting
Badie, Sameh	SEAS	Voting
Bandyopadhyay, Bidhan	SMHS	Voting
Bankole, Ayo	SON	Voting
Banks, Dorinne	Libraries	Voting
Bedeau, Koren	Provost	Nonvoting
Beil, Cheryl	Assessment	Nonvoting
Beveridge, Scott	GSEHD	Voting
Bhati, Sue	SON	Voting
Cohen-Cole, Jamie*	CCAS	Voting
Core, Cynthia	CCAS	Voting
de la Fuente, Maria	CCAS	Voting
Dimri, Manjari	SMHS	Voting
Dobrydneva, Yuliya	SMHS	Voting
Doering, Michael	CCAS	Voting
Driscoll, Michael	SMHS IT	Nonvoting
Edmundson-Wright, Georgette	Provost	Nonvoting
Ensor, Brian	IT	Nonvoting
Feuer, Michael	GSEHD	Nonvoting
Foster, Irene	CCAS	Voting
Foster, Meghan	CPS IT	Nonvoting

Fujita, Megan	SON staff	Nonvoting
Goff, Jay	Provost	Nonvoting
Golden, Catherine	SMHS	Voting
Greiff, Tobias	ESIA Asst. Dean	Nonvoting
Griesshammer, Harald*	CCAS	Voting
Grynaviski, Eric*	CCAS	Voting
Johnson, Candice	GWSPH Staff	Voting
Johnson, Jared	IT	Nonvoting
Kadrie, Mountasser	SMHS	Voting
Kastrinakis, Mariana	SMHS	Voting
Knestrick, Joyce	SON	Voting
Lotrecchiano, Guy	SMHS	Nonvoting
Martinez, Gustavo	CPS	Voting
Murphy, Terry	CCAS	Voting
Nicholas, Janis	CCAS IT	Nonvoting
Packer, Randall	CCAS	Voting
Padovano, Cara	SON	Voting
Phillips, Robert	CCAS	Voting
Pintz, Christine	SON	Voting
Posey, Laurie	SON	Voting
Quinlan, Scott	GWSPH	Voting
Rao, Yuan	SMHS	Voting
Robinson, Lilien	CCAS	Voting
Schultheiss, Katrin*	CCAS	Voting
Schumann, Mary Jean	SON	Voting
Schwartz, Lisa	SMHS	Voting
Seavey, Ormond	CCAS	Voting
Siczek, Megan	CCAS	Voting
Smith, Andrew	CCAS	Voting
Stebbins, Heather	CCAS	Voting
Thorpe, Jane Hyatt	GWSPH	Voting
Toll, Ben	Undergrad Admissions	Nonvoting
Ullman, Daniel	CCAS	Voting
Velez, Joe	SON IT	Nonvoting
Wirtz, Phil*	GWSB	Voting
Zielinski, Piotr	GWSB IT	Nonvoting



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**Fiscal Planning and Budgeting**  
**Chairs: Joe Cordes (CCAS) and Susan Kulp (GWSB)**  
**FSEC Liaison: Arthur Wilson (GWSB)**

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<b>Member</b>	<b>Affiliation</b>	<b>Voting Status</b>
Abramson, Jared	Financial Planning	Nonvoting
Baird, Sarah*	GWSPH	Voting
Biles, Brian	Emeritus	Voting
Borum, Marie*	SMHS	Voting
Clarke, Donald*	LAW	Voting
Cohen-Cole, Jamie*	CCAS	Voting
Freund, Maxine	GSEHD	Voting
Galston, Miriam*	LAW	Voting
Henry, Geneva	LAI	Nonvoting
Kim, Mikyong	GSEHD	Voting
Lan, Tian	SEAS	Voting
Lang, Roger	SEAS	Voting
Martinez, Gustavo	CPS	Voting
Mountasser, Kadrie	SMHS	Voting
Murphy, Teresa	CCAS	Voting
Parsons, Donald	CCAS	Voting
Roddis, Kim*	SEAS	Voting
Schumann, Mary Jean	SON	Voting
Spear, Joanna	ESIA	Voting
Tielsch, James*	GWSPH	Voting
Wargotz, Eric	SMHS	Voting
Wirtz, Phil*	GWSB	Voting
Yezer, Anthony*	CCAS	Voting
Zeman, Robert*	SMHS	Voting

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**Honors and Academic Convocations**  
**Chair: Katrin Schultheiss (CCAS)**  
**FSEC Liaison: Hugh Agnew (ESIA)**

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<b>Member</b>	<b>Affiliation</b>	<b>Voting Status</b>
Friedman, Leonard	GWSPH	Voting
Attia, Mina	GSEHD	Voting
Hegarty, Paul	Events	Nonvoting
Ingraham, Loring	CCAS	Voting
Khamooshi, Homayoun	GWSB	Voting
Mitchell, Jennifer	Provost	Nonvoting
Rosseau, Gail	SMHS	Voting

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**Libraries****Chairs: Jannet Lewis (SMHS) and Holly Dugan (CCAS)****FSEC Liaison: Jim Tielsch (GWSPH)**

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<b>Member</b>	<b>Affiliation</b>	<b>Voting Status</b>
Dolgova, Natalia	CCAS	Voting
Dugan, Holly	CCAS	Voting
Faraz, Asefeh	SON	Voting
Griesshammer, Harald*	CCAS	Voting
Henry, Geneva	Libraries	Nonvoting
Linton, Anne	Himmelfarb	Nonvoting
Lotrecchiano, Gaetano	SMHS	Voting
McGuire-Kuletz, Maureen	GSEHD	Voting
Pagel, Scott	Law Library	Nonvoting
Rodriguez, Ken	LAW	Nonvoting
Scalzitti, David	SMHS	voting
Schwindt, Rhonda	SON	voting
Smith, Andrew	CCAS	Voting
Telikicherla, Puja	CPS	Voting
Temprosa, Marinella	GWSPH	Voting
Thoma, Kathleen	SMHS	Voting
Valdivia, Victor	CCAS	Voting
Vonortas, Nicholas*	ESIA	Voting
Warren, John	CPS	Voting

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**Physical Facilities****Chair: Sylvia Marotta Walters (GSEHD)****FSEC Liaison: Robert Zeman (SMHS)**

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<b>Member</b>	<b>Affiliation</b>	<b>Voting Status</b>
Amundson, Elizabeth	Registrar	Nonvoting
Burnotes, Scott	Safety & Facilities	Nonvoting
Cox, Catherine	SON	Voting
Grynaviski, Eric*	CCAS	Voting
Hess, Matthew	SON Staff	Voting
Jayaseelan, Dhinu	SMHS	Voting
Lee, Frank	CCAS	Voting
Mannix, Joshua	SON Staff	Voting
Mahshie, James	CCAS	Voting
Padovano, Cara	SON	Voting
Rao, Yuan	SMHS	Voting
Traub, John	CCAS	Voting
Vonortas, Nicholas*	ESIA	Voting
Young, Colin	SMHS	Voting

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**Professional Ethics and Academic Freedom**  
**Chairs: Ed Swaine (LAW) & David Keepnews (SON)**  
**FSEC Liaison: Harald Griesshammer (CCAS)**

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<b>Member</b>	<b>Affiliation</b>	<b>Voting Status</b>
Anderson, Suse	CCAS	Voting
Arnesen, Eric	CCAS	Voting
Attia, Mina	GSEHD	Voting
Bhati, Sue	SON	Voting
Biles, Brian	Emeritus	Voting
Bracey, Christopher	Provost	Nonvoting
Clayton, Jennifer	GSEHD	Voting
Cohen-Cole, Jamie*	CCAS	Voting
Cseh, Maria	GSEHD	Voting
Darr, Kurt	Emeritus	Voting
Dolgova, Natalia	CCAS	Voting
Garris, Charles*	SEAS	Voting
Gutman, Jeff*	LAW	Voting
Houghtby-Haddon, Natalie	CPS	Voting
Jacobsen, Frederick	SMHS	Voting
Koch, Ulrich	SMHS	Voting
Lewis, Jannet*	SMHS	Voting
Malliarakis, Kate	SON	Voting
Meier, Joan	LAW	Voting
Orti, Guillermo	CCAS	Voting
Patel, Ashesh	SMHS	Voting
Rodriguez, Ken	LAW	Voting
Schwartz, Arnold	Emeritus	Voting
Sen, Sabyasachi	SMHS	Voting
Siegel, Andrew	GWSPH	Voting
Stoddard, Morgan	Library Staff	Voting
Storberg-Walker, Julia*	GSEHD	Voting
Teitelbaum, Joel	GWSPH	Voting
Weitzner, Richard	General Counsel	Nonvoting
Whitt, Karen	SON	Voting

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**Research****Chairs: Kausik Sarkar (SEAS) & Karen McDonnell (GWSPH)****FSEC Liaison: Ellen Kurtzman (SON)**

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<b>Members</b>	<b>Affiliation</b>	<b>Voting Status</b>
Applebaum, Kate	GWSPH	Voting
Baird, Sarah*	GWSPH	Voting
Barzani, Yousif	SMHS	Voting
Bosque-Pardos, Alberto	SMHS	Voting
Cohen-Cole, Jamie*	CCAS	Voting
Colby, Thomas	LAW	Nonvoting
Cornwell, Graham	ESIA	Nonvoting
Darcy-Mahoney, Ashley	SON	Voting
Dowling, Maritza	SON	Voting
Downie, Evangeline	CCAS	Nonvoting
El-Ghazawi, Tarek	SEAS	Voting
Engel, Laura	GSEHD	Voting
Freund, Maxine	GSEHD	Nonvoting
Geiger-Brown, Jeanne	SON	Nonvoting
Hall, Alison	SMHS	Nonvoting
Kay, Matt	SEAS	Voting
Korman, Can	SEAS	Nonvoting
Kumar, Nirbhay	GWSPH	Voting
Kusner, Linda	SMHS	Voting
Lill, John*	CCAS	Voting
Lohr, Gina	Provost	Nonvoting
Mallinson, Trudy	SMHS	Nonvoting
Medlej, Maroun	GWSB	Voting
Miller, Robert	SMHS	Nonvoting
Park, Jeongyoung	SON	Voting
Pintz, Christine	SON	Voting
Sommers, Hannah	Library	Nonvoting
Spear, Joanna	ESIA	Voting
Subiaul, Francys	CCAS	Voting
Vonortas, Nicholas*	ESIA	Voting
Warren, John	CPS	Voting
Wei, Peng	SEAS	Voting
Westwater, Lynn	CCAS	Voting
Young, Colin	SMHS	Voting

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**University and Urban Affairs**  
**Chair: Sarah Baird (GWSPH)**  
**FSEC Liaison: Hugh Agnew (ESIA)**

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<b>Members</b>	<b>Affiliation</b>	<b>Voting Status</b>
Adetunji, Tomi	SEAS	Voting
Batra, Sonal	SMHS	Voting
Cohen, Amy	CCAS	Voting
Cross, Athena	CPS Staff	Voting
Das, Bagmi	GSEHD	Voting
Dawn, Karen	SON	Voting
Ellis, Wendy	GWSPH	Voting
Hess, Matthew	SON Staff	Voting
Kesten, Karen	SON	Voting
Luna, Samantha	CEPL	Voting
McPhatter, Renee	Govt./Community Rel.	Nonvoting
Migliaccio, Gene	GWSPH	Voting
Morrison, Emily	CCAS	Voting
Onumah, Chavon	SMHS	Voting
Prasad Srinivas*	GWSB	Voting
Sullivan, David	SMHS	Voting
Teitelbaum, Joel	GWSPH	Voting
Trimmer, Leslie	GSEHD	Voting
Venzke, Margaret	SON	Voting
Ward, Maranda	SMHS	Voting
Zink, Christy	CCAS	Voting

\* indicates elected Faculty Senate member

**Administrative Committee Appointments  
2021-2022**

**Appeals Board**

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Ganjoo, Rohini	CCAS	term ends summer 2022
Kasle, Jill	GWSPH	term ends summer 2022
Baker, Robert	CCAS	term ends summer 2023
Sullivan, David	SMHS	term ends summer 2023

**University Hearing Board**

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Gray, Elizabeth	GWSPH	term ends summer 2022
Kleppinger, Kathryn	CCAS	term ends summer 2022
Speck, Erin	CCAS	term ends summer 2022

**Student Grievance Review Committee**

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Cassar, Linda	SON	term ends summer 2022
Core, Cynthia	CCAS	term ends summer 2022
Darcy-Mahoney, Ashley	SON	term ends summer 2022
Eglitis, Daina	CCAS	term ends summer 2022
El-Banna, Majeda	SON	term ends summer 2022
Kelso, Michelle	CCAS	term ends summer 2022
Kim, Immanuel	CCAS	term ends summer 2022
LeLacheur, Susan	SMHS	term ends summer 2022
Onumah, Chavon	SMHS	term ends summer 2022
Rice, Elisabeth	GSEHD	term ends summer 2022
Zysmilich, Martin	CCAS	term ends summer 2022

**Joint Committee of Faculty & Students (faculty members)**

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Benitez-Curry, Barbara	CCAS	term ends summer 2022
Gray, Elizabeth	GWSPH	term ends summer 2022
Halliday, David	GWSB	term ends summer 2022
Pichs, Ariadna*	CCAS	term ends summer 2022
Thoma, Kathleen	SMHS	term ends summer 2022
Tuckwiller, Elizabeth	GSEHD	term ends summer 2022

\*faculty chair

**Dispute Resolution Committee  
2021-2022**

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**Joan Schaffner, Chair**

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**May 2019-April 2022**

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Pintz, Christine	SON	Nursing
Bailey, James	GWSB	Management
Packer, Randall	CCAS	Biological Sciences
Pelzman, Joseph	ESIA	Economics, International Affairs, & Law
Cseh, Maria	GSEHD	Human & Organizational Learning

**May 2020-April 2023**

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Costello, Ellen	SMHS	Physical Therapy
Gutman, Jeff	LAW	Law
Garris, Charles	SEAS	Mechanical & Aerospace Engineering
Schwindt, Rhonda	SON	Nursing
Seavey, Ormond	CCAS	English

**May 2021-April 2024**

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Core, Cynthia	CCAS	Speech & Hearing Science
Carrillo, Arturo	LAW	Law
Clayton, Jennifer	GSEHD	Educational Leadership & Administration
Friedman, Leonard	GWSPH	Health Policy & Management
Lee, Frank	CCAS	Physics

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# Faculty Senate

## **FACULTY SENATE CALENDAR<sup>1</sup>** **2021-2022 Academic Year**

### **FACULTY SENATE MEETINGS<sup>2</sup>**

2:00-4:30pm ~ 1957 E Street/State Room (7<sup>th</sup> floor) or via WebEx as needed

May 7, 2021  
September 10, 2021  
October 15, 2021  
November 12, 2021  
December 10, 2021  
January 14, 2022  
February 18, 2022  
March 4, 2022  
April 8, 2022  
May 6, 2022<sup>3</sup>

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### **EXECUTIVE COMMITTEE MEETINGS<sup>4</sup>**

12noon-2:00pm ~ Executive Committee Members Only

August 27, 2021  
September 24, 2021  
October 29, 2021  
November 19, 2021  
December 17, 2021  
January 28, 2022  
February 25, 2022  
March 25, 2022  
April 29, 2022<sup>5</sup>

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### **FACULTY ASSEMBLY**

Tuesday, October 26, 2021

4:00-5:30pm

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<sup>1</sup> To permit compliance with the rules requiring seven days' notice of Senate meetings, the Executive Committee typically prepares the agenda two weeks in advance of regular Senate meetings.

<sup>2</sup> The Senate may hold Special Meetings or additional Regular Meetings as convened under the *Faculty Organization Plan*, and the Faculty Senate Executive Committee may change the date of a Regular Meeting in unusual circumstances or may cancel a Regular Meeting for which there is not sufficient business.

<sup>3</sup> First meeting of the 2022-2023 Academic Year session

<sup>4</sup> The Executive Committee may hold Special Meetings as convened by the Chair.

<sup>5</sup> Joint meeting of the old and new Executive Committees





# Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)

May 7, 2021

Arthur Wilson, Chair

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

The FSEC extends its heartfelt thanks to all who served on the faculty survey team, worked to code the qualitative responses, and developed recommendations based on the survey results. With last month's passage of Resolution 21/17, the Senate has gone on record regarding the faculty survey. While the faculty, administration, and Board of Trustees have been provided with the survey results and the relevant reports, the Senate still plans to provide a formal report on the survey process and findings at the Fall 2021 Faculty Assembly.

## **Fall Reopening**

As the university works toward a planned in-person Fall semester, a great deal of collaborative work will be required to ensure that the university's educational and research missions are well supported during this time of transition. To that end, I will issue special summer charges to six of the Senate's ten standing committees on Monday asking them to work closely with the administration on procedural decisions, particularly those involving education and research, areas of faculty specialty. This includes decisions about the manner of on-campus or hybrid instruction/research (or about remaining online) as well as the establishment of any procedures and rules for in-person and online teaching/research, with mutual effort to achieve consensus. The committees that will receive these summer charges are: Appointments, Salary, & Promotion Policies; Educational Policy & Technology; Fiscal Planning & Budgeting; Libraries; Physical Facilities; and Research. The FSEC recognizes the challenges involved with convening standing committees during the summer and greatly appreciates the efforts of standing committee chairs and members in support of this effort.

Resolution 21/3 permits the FSEC to call additional regular meetings of the Faculty Senate as necessary. As the abovementioned committee work proceeds, there may be cause for the full Senate to convene. The Senate office staff has begun work on scheduling additional regular meetings of the Senate for this summer and will communicate these dates as soon as possible. Should there not be business to bring forward to the Senate for one or more of these additional meetings, the meeting will be canceled; this is in keeping with the practice for any regular Senate meeting.

I look forward to a productive summer of collaborative work toward the faculty and administration's shared goal of a return to in-person campus operations that are supportive of the university's educational and research missions but, above all, of the continued health and safety of the university and broader communities.

## **Personnel Actions**

There are no active grievances at the university.

## **Calendar**

The next regularly scheduled meeting of the Faculty Senate Executive Committee is August 27, 2021. All agenda items to be considered by the FSEC for the September 10 Faculty Senate agenda should be submitted to Liz no later than August 20.