



Faculty Senate

MINUTES OF THE REGULAR SENATE MEETING HELD ON SEPTEMBER 10, 2021 AT 1957 E STREET NW/STATE ROOM

Present: President LeBlanc; Interim Provost Bracey; Faculty Senate Executive Committee Chair Wilson; Parliamentarian Binder; Deputy Registrar Cloud; Senate Staffers Liz Carlson and Jenna Chaojareon; Deans Bass, Feuer, Goldman, Henry, Lach, Mehrotra, and Wahlbeck; Interim Dean Feuer; Professors Agnew, Briggs, Callier, Clarke, Cohen-Cole, Cordes, Galston, Griesshammer, Grynawski, Gupta, Johnson, Khilji, Kieff, Lill, Marotta-Walters, McHugh, Mylonas, Parsons, Prasad, Roddis, Sarkar, Schultheiss, Vyas, Wagner, Wirtz, and Zara.

Absent: Deans Ayres and Matthew; Interim Dean Slaven-Lee; Professors Baird, Borum, Garris, Gutman, Joubin, Kulp, Kurtzman, Lewis, Tielsch, Vonortas, and Zeman.

CALL TO ORDER

The meeting was called to order at 2:05p.m. President LeBlanc welcomed the Senate back to its first in-person meeting since March 2020. He thanked the group for their hard work and involved efforts over the past eighteen months.

APPROVAL OF THE MINUTES

The [minutes](#) of the August 10, 2021, Faculty Senate meeting were approved unanimously without comment.

President LeBlanc welcomed Professor Scott Kieff, the new Senate member from the Law School. Professor Kieff will be completing Professor Swaine's term on the Senate.

Professor Wilson requested and obtained unanimous consent to amend the agenda to recognize Board of Trustees Chair Grace Speights for some brief remarks.

Chair Speights echoed President LeBlanc's thanks for the faculty's hard work and extended a warm welcome back to campus. She thanked the Faculty Senate Executive Committee (FSEC) for adjusting the agenda to include her today. She noted that she enjoyed lunch with FSEC members just prior to today's Senate meeting, adding that this would be the first of many such occasions. She expressed her view that it is very important moving forward to develop a positive and working relationship among the Senate, Board, and administration. She then spoke on two topics: shared governance and the presidential search.

Chair Speights stated that all present are very aware that there has been a problem with shared governance over the past few years—with the trustees, the Senate, and the administration. There has

been a lack of trust and a failure to develop relationships, and the Chair noted that if relationships are developed, trust will flow. She added that there have been issues around a lack of transparency. She noted that the Board understands this and spent significant time over the summer thinking about shared governance and how to move forward together with the Senate and the administration to make GW an even better university. The Board is committed to doing so, and this moment represents a fresh start in which all can build on the excitement on campus and continue moving forward. She described the Board's work on this issue over the summer, noting that they invited three outside consultants to form a panel to talk with the Board about shared governance. She noted that the Board was adamant that someone on the panel be able to represent the faculty view. The Board invited the former general counsel of the American Association of University Professors (AAUP), a member of the Association of Governing Boards (AGB), and a former university president well known for his work in shared governance. Chair Speights described the panel discussions as delightful and mind-opening; coming out of them, the Board decided it needed to put together an effort under which the faculty, the Board, and the administration could come together to work and agree on shared governance at GW. This effort—discussed with FSEC at today's lunch—will include a survey and a task force that will be co-chaired by a trustee, a Senate member, and a member of the administration. The task force will engage in town hall meetings on this important issue with a view to presenting its recommendations by May 2022.

Chair Speights then turned to the presidential search. She noted that the Board's work this summer on shared governance made it very clear that work needs to be done in this area. The Board considered how a new president might be brought in with so much work still to be done. GW needs to be in the best place possible for its next president; working on this now will also help the university recruit the best president for GW. She noted that recent media attention inevitably impacts who will apply for the position, and she added that the market right now is challenging, with at least 20 research universities searching for or having just hired new presidents. Additionally, many presidents decided to retire after the stress of managing an institution through the pandemic. The Board considered two possibilities: starting a search in late spring 2021 (which is obviously not the route chosen) or considering an interim president—if the right person could be found—for a short period. Such an individual would need to be experienced, recognized, and well respected as a university president. Initially, the Board found no one interested; after a lot of work, however, the Board was put in contact with such an individual, someone who has shown an ability over many years to strengthen a university's position. Chair Speights reported that, after extensive discussions with this individual, she is happy to announce that GW's presidential search has been postponed until spring 2022 and that the Board has appointed Mark Wrighton, the former chancellor at Washington University in St. Louis, as Interim President for a period of up to 18 months. Dr. Wrighton will begin his term on January 1, 2022, and the Board will begin the search for GW's permanent president—with all of the relevant constituencies—in the spring. She introduced Dr. Wrighton to the Senate and invited him to say a few words.

Dr. Wrighton extended his thanks to the Board of Trustees for the confidence they have placed in him. He noted that Chair Speights is a persuasive and effective Board chair and a distinguished alumna of the GW Law School; he remarked that he has enjoyed having the opportunity to interact with her and discuss the role of Interim President. He noted their common understanding that his role is to continue the great work of this institution and prepare for a new era under a permanent president, adding that it is a privilege to be part of this community. He congratulated the university on its rich 200-year history, and he extended his best wishes for the upcoming formal celebration. He noted that faculty, students, staff, alumni, and parents all have a stake in GW's future. The

university already has a long, strong history of serving society through education, creative scholarship, research, and patient care, and the numerous distinguished alumni of the institution mean that GW has recruited outstanding students who have the ambition to make meaningful contributions to the world. He noted in particular William Greenleaf Elliott, who graduated in 1830 and went on to a distinguished career; he was a Unitarian pastor and became involved in Washington University of St. Louis as a co-founder and one of its early chancellors. This connection, he noted, gave his own appointment at GW special significance, and he expressed that it is a pleasure now to be part of the community of another great Washington university. He added that the response to his news from close friends and colleagues has been overwhelmingly positive and that GW is known as a truly great university. He described several personal connections to GW and to the DC area, including the fact that his daughter and her family live in DC.

Dr. Wrighton noted that research universities are preparing the world through their faculty and students to address major challenges—both domestic and global—and the world is clearly in the midst of an extremely challenging time. He thanked President LeBlanc for his great leadership in addressing the crisis of the pandemic at GW and keeping the community safe and healthy, observing that GW has been a leader throughout the pandemic. In addition, he noted that, like the pandemic, climate change is a compelling challenge for the world that will be addressed in part through science and technology. Having been educated as a scientist (a chemist), he expressed his confidence that science will provide opportunities for finding solutions to address these challenges. He added that the implementation of good science and technology is now a major challenge as these interact with social and cultural issues. This in turn lifts up the importance of the social sciences and humanities, and he noted that a comprehensive university with strength in these areas will have a major impact in addressing domestic and global challenges. Additionally, he was pleased to learn that GW is an institution that pledges to strengthen diversity and inclusion, noting that this would be an important part of his agenda. He closed by observing that he has much to learn and many people to meet in the months ahead and that he looks forward to working with everyone on strengthening GW. This year wraps up two centuries for GW, and he noted that it will be a privilege to be working on the university's third century. Expecting to be back on campus at least a couple of times this fall, Dr. Wrighton welcomed email contact (wrighton@wustl.edu) and expressed his eagerness to begin working in earnest in January 2022.

RESOLUTION 22/3: On the Readiness of GW's Buildings (Professor Eric Grynaviski)

Professor Grynaviski introduced the [attached](#) resolution using the [attached](#) slides, which provide the history behind and rationale for the resolution. The presentation highlighted ongoing university communications around the ASHRAE guidelines and their implementation on campus, noting that there are outstanding questions around which buildings fall into which suitability level, what other issues were identified by the comprehensive assessment, and what actions GW has undertaken with respect to COVID-19 and general building reopening concerns. He noted that it is important to recognize that buildings are only one part of the COVID response. However, secondary mitigation efforts continue to be important, and, beyond this, individuals have the right to information about the safety of the buildings where they live and work. He referenced a 2014 presentation by the Knapp administration to the Senate that provided exactly the kind of information that is being requested now, noting that these requests are reasonable, have precedent, and should be part of regular reporting to the Senate as these concerns are essential to the mission of the institution. Professor Grynaviski closed by stating that one key issue in the resolution is ensuring that this information isn't confidential. He noted that it makes more sense to proactively disclose information

if there is a problem and then treat it, allowing individuals to choose different courses of action based on the information they receive.

A motion was made and seconded to consider the resolution as submitted.

Professor Galston noted a reference to 120 buildings in Professor Grynawski's presentation and observed that different numbers have been given over time. She asked why the number has shifted in various reports. She also asked whether a classroom inventory exists as well that considers rooms being used for instruction independently from the buildings in which they are located. Professor Grynawski responded that "about 120" is the number of buildings mentioned in the GW Today story on the assessment, which is why this number was used in introducing the current resolution. He noted that the HEPA filter website lists 118-119 buildings; including leased space adds another 6-7 buildings. He noted that ASHRAE has different guidelines for university residence halls and classroom buildings. They do have a special set of guidelines specific to classrooms, such as the use of portable HEPA filters within classrooms, but this would not be a building-level guideline. He noted that he was not aware of a classroom inventory at GW that compares or assesses each classroom space against ASHRAE guidance. Professor Galston expressed her concern that personnel assessing the safety of classroom spaces have missed spaces used for instruction that are not considered traditional classrooms. She asked that Scott Burnotes follow up with information about how GW is identifying rooms used for teaching so they can be outfitted with HEPA filters.

Professor Wirtz expressed his support for the resolution. He noted that he is trying to figure out the nexus between Resolving Clauses (RCs) 1 and 5 and that the question is one of process. President LeBlanc has received deservedly high marks from the faculty on his handling of pandemic. Scott Burnotes is clearly one of the experts in this area, and he, along with David Dent (now departed from GW), Dean Goldman, and Dr. Lucas have handled this challenge extremely well. Despite this, the university community has still found itself in buildings that are not up to speed, and a serious miscommunication has now questionably led to the hospitalization of some of the people for whom the university is fundamentally responsible. He noted that the university community receives many missives from the central administration with information on pandemic-related developments (e.g., reinstatement of retirement contributions, campus improvements). He noted that the ones containing good news include the Chief Financial Officer's (CFO) signature, but his signature is notably missing from less-positive-news notes coming from Mr. Burnotes (who reports directly to CFO Diaz), and he asked whether the CFO is indeed involved in assessing these communications and overseeing the process around them. He suggested that his involvement in the process going forward may help eliminate this type of communication problem.

President LeBlanc responded that this is a technical area and that he would not put himself (or the CFO) up as an expert in this realm. He noted that Mr. Burnotes is trained in safety and security but is not an expert in air handling, although he is working closely with others on this issue. The President noted that the communication on this matter should have been written very differently than it was, and this has been acknowledged with a follow-up communication. Broadly speaking, he stated that university leadership is making decisions of serious import almost daily with imperfect information, all of which is likely to change shortly thereafter. On the issue of air handling, he noted, one changing factor was the availability of filters in the supply chain. The ASHRAE guidelines were to take certain mitigation measures "to the extent possible" (including the availability of products). He noted that, for example, without central control of air handling, a building can't be classified as "high," observing that the low/medium/high categories aren't measures of safety. The facilities

team worked to do what they could do with the factors they had at the time they were making decisions (e.g., the status of the building, the availability of filters, etc.). The communication in question was complicated, and the President agreed that many could read it and come away with things university leadership did not mean to convey. Working with the Senate, this feedback was heard and understood, and a new communication was issued. The President noted that the messaging around this secondary mitigation effort was not communicated well, and leadership will work to do a better job moving forward.

Professor Wirtz noted that he was asking a process question for solving this in the future—specifically, whether the CFO has been and will be involved in these discussions, despite the fact that communications coming from his direct report on this issue (Mr. Burnotes) do not involve the CFO as a signatory. President LeBlanc responded that the CFO is involved with the same calls as the President on these issues and that he does sign off on many communications—he is there, listening, and contributing. The primary experts are from public health and medicine, and Mr. Burnotes organizes and leads the discussions.

Professor Griesshammer noted that there is a bigger issue here. He expressed his wholehearted support for the resolution. GW did a few things right during the pandemic, but this did not go well. This goes beyond a communication issue to a structural issue: GW lost a lot of expertise due to budget mitigation and other reasons (noting in particular the departure of David Dent). GW was quick and aggressive to reduce the budget but has not been as quick to return to necessary staffing levels with the return to in-person operations. Problems in HVAC and AT/IT are only some of the examples of this structural problem. He noted that this was a foreseeable and even foreseen problem, as the university has been planning for some time for its return to campus and what would be necessary to ensure building safety. Faculty Senate committees asked their first questions about HVAC more than a year ago. He asked whether GW lost the expertise that was pushing the very agenda the university now needs to address ex post and was therefore not able to ramp it back up in time for the campus's reopening. He questioned the wisdom of financial decisions made (or not made) to bring GW back to full in-person operations and their apparent inadequacy, asking whose invisible hand is responsible.

Professor Johnson noted that, even if every GW building were perfectly safe, one still couldn't completely stop the virus. This is the reason for the vaccine mandate; a virus can't be stopped with filters. Professor Cordes responded that this is not the point of much of what's being said here. He noted that Professor Grynawski made an elegant presentation around what the rationale is for appearing to have withheld this information from people and that he hasn't yet heard a convincing answer to that.

Professor Marotta-Walters spoke to the structure that Professor Griesshammer mentioned and the timing of information received, noting that she would recuse herself from the current resolution. Speaking as the chair of the Physical Facilities committee, she noted that the committee needed to be involved earlier, often, and thoroughly in issues affecting the facilities on campus (whether COVID related or not). She expressed her surprise at the 2014 chart provided to the Senate, noting that she has been asking for that level of information and detail from the beginning of her time as chair of the Physical Facilities committee. She noted it was clear to her all along that there were gaps in even David Dent's knowledge of what is and is not a space under GW's control; up until July, some rented spaces were not on the radar of the safety assessment and were spaces of concern even prior to COVID. She noted that had the committee had the August 19 spreadsheet last November,

when it came out, the situation would not be what it is at present. She strongly urged the administration to provide more data in sufficient detail so it can be remanded to personnel (including science and engineering faculty) with expertise in these areas, helping to ensure that the correct work is being done. She expressed her concern with the current resolution, noting that she did not believe the Physical Facilities committee needed to see, for example, the maintenance schedule of every single worker to see whether work is being completed. However, she strongly supported the committee receiving timely information with sufficient detail that will permit the group to assess whether work is being done appropriately.

Professor Roddis followed up on Professor Marotta-Walters's statement, noting that the fundamental problem is that information was not forthcoming to the appropriate Senate committee despite consistent requests over a long period of time. In the interest of moving forward, she asked the President whether this information will be forthcoming in the future in a timely manner. It is clearly available within the administration and has been provided to the Senate in the past; it should be made available to the Physical Facilities committee now.

President LeBlanc responded that it is important to share information as widely as is reasonably possible. He acknowledged that some communication consistency was lost when David Dent left GW for an excellent opportunity elsewhere and agreed that the administration—including Baxter Goodly, GW's new Associate Vice President for Facilities—needs to work more closely with the Physical Facilities committee.

Professor Roddis, given this clear statement from President LeBlanc that the appropriate information will be quickly shared with the Physical Facilities committee on this matter moving forward, moved to refer the resolution to the Physical Facilities committee. This move would not kill the resolution but would rather refer it to the committee, who would now have the commitment they require from the President to obtain the data they need. The motion was seconded.

Professor Cohen-Cole noted that one way to think about whether the resolution should be referred back to committee would be to reflect on Chair Speights's well stated view that there have been problems with transparency at GW in the past few years. He requested a direct answer from the President on whether the administration will share the Aramark report and recommendations made by David Dent to the administration about which changes would be made to campus buildings since November. If the answer to this question is in the affirmative, he suggested there might be an answer to the question Professor Marotta-Walters has suggested. Noting that the resolution isn't asking for information to be turned over to the Physical Facilities committee but to the Senate as a whole, he asked whether all information—the original report and all of the subsequent recommendations—would be made available to the Senate as a whole. President LeBlanc responded that he could not answer this question in the moment as he was not familiar with the entire list of data in question. Professor Cohen-Cole noted he was referring to the building assessment report commissioned by the university, referenced in GW Today, and discussed by the external consultant as well as David Dent's recommendations based on that report that have been referenced since (all as noted in the resolution). The President responded that he would need to do his homework and return to the group with a response to this specific question.

Professor Cordes stated that, in fact it is clear that the desired information would be made available to the Physical Facilities committee and would then be normally communicated to the Senate in the way other issues would be communicated from standing committees to the Senate, this

would be an acceptable route forward. However, he added, if this isn't clear, then the question is still open. He noted that the normal course would have been for the committee to receive the information it requested and report to the Senate. He asked whether, if the resolution were referred to the Physical Facilities committee, they will receive this information and then report to the Senate in the way they normally would. He expressed his frustration that a clear request is outlined in the resolution and that the President is not able to commit to providing that information in the moment. President LeBlanc responded that he would be happy to take a specific list of what is desired to his team and return a response as soon as possible.

Professor Parsons noted that everyone understands that something seriously bad happened that resulted in the community being misled. In the normal course of the corporate world, he suggested, the responsible party would be let go and a new person put in charge with explicit instructions not to repeat earlier mistakes. He expressed his sense that the current resolution should be on the record as an indicator that the Senate is very unhappy about this and that something needs to be done. In his view, data promises are less meaningful, and he wanted to see consequences for what he described as a "serious malfeasance."

Professor Grynaviski made two arguments against the motion to commit. First, he noted, the resolution is a request for information; upon receiving that request via the resolution, it is then up to the President to make a decision to share the requested information. It is in order for the Senate to make this request, especially with the knowledge that this request might not be granted. Second, he noted the sense of urgency around this matter, which impacts many university operations and functions and encompasses more than the Physical Facilities committee is naturally and normally equipped to handle. By the time the committee would be likely to receive the requested information, meet, determine whether the information is sufficient and next steps, more time will have passed; however, students are impacted and the news media is talking about the mold in GW's dorms today. This, he noted, is not a traditional issue that can wait months to resolve; the demand for information is pressing and urgent.

Professor Wagner agreed with Professor Grynaviski and added that the current resolution should also be understood as a statement and acknowledgment of fact and established history. It is now critical to obtain information that is specific. One follow-up step could be that the resolution's drafters list out for the President exactly what the points of information are that are being requested. That information can go also back to the Physical Facilities committee; she noted that the sharing of this information is not an either/or. She emphasized the urgency of the matter, noting that she is currently not comfortable working in her office, and this is a major detrimental effect of the current circumstances.

Professor Schultheiss commented that she did not see what would be accomplished by referring the resolution to committee that wouldn't be accomplished by passing the resolution as it is. Professor Roddis responded that the reason for her suggestion was because of what Chair Speights said earlier today regarding shared governance. She noted that she wanted to provide the President with a clear opportunity to ensure the Senate that the normal order will be followed even though it hasn't been up until now (with information requested by the Physical Facilities committee having been blocked to date). Referring the resolution to committee removes it from an adversarial path and places it back on a path of normal shared governance. She noted that, while she feels it is appropriate to try that route, it is clear that many of her colleagues don't agree this is the right path to take. She very much disagreed with Professor Parsons's assertion that there was malfeasance in this matter. She

noted that it is unfortunate that the consultant chose to use the “high/medium/low” terminology in their assessment, noting that DC Public Schools uses two categories (buildings either with central air handling or without), which, to her thinking, is a much clearer definition. ASHRAE guidelines state that buildings can be opened if they’re in either category and not that HEPA filters must be in every classroom or that HVAC must be redone for every building to reopen. She added that GW’s layered approach is due to its ability to require vaccinations for its full population; DCPS is not able to do so at this point.

Professor Parsons responded that the report circulated in June was comforting and that he was disturbed when he learned it wasn’t true, noting that the gross misinformation was the malfeasance to which he referred.

The motion to commit the resolution to the Physical Facilities committee failed by a vote of 19-7.

Professor Griesshammer expressed his support for the resolution, given President LeBlanc’s statement just now about the way he would entertain the requests it contains, given the President’s knowledge for two weeks that the resolution was en route, given that the resolution’s signatories were on the brink of pulling resolution on more than one occasion as they thought the information might be forthcoming, given the recent townhouse evacuations for mold, and given that this leads him to be concerned that there could be other significant issues that have not yet come to light.

Professor McHugh expressed his strong support for the resolution and asked whether language around “immediately” and “comprehensively” should be made more specific with dates by which information should be provided. Professor Grynawski responded that the call is to do this as quickly as possible, and “immediate” conveys this sense of urgency.

Professor Galston suggested adding “classrooms” as well as buildings to RC3. Professor Grynawski responded that the drafters removed “classrooms” from an earlier draft of the resolution, as the comprehensive assessment on ASHRAE guidance referenced in GW Today only mentions buildings. Understanding the spirit of the suggestion, he noted that the drafters would like classroom data as well but aren’t sure this exists. Professor Galston asked whether Professor Marotta-Walters could pursue the classroom angle in committee so that it did not need to be discussed further in this meeting. Professor Marotta-Walters noted that her understanding is that the current resolution preempts the Physical Facilities committee. Professor Galston withdrew her suggestion.

The resolution was adopted by a vote of 24-1, with one abstention.

President LeBlanc turned the meeting gavel over to Interim Provost Bracey, noting that he would need to depart during the next presentation.

REPORT: Shared Governance Principles for Discussion (Professor Shaista Khilji, Faculty Senate Executive Committee)

Referencing the [attached](#) slides and the [attached](#) report, Professors Khilji, Roddis, and Wilson reviewed the recent history of shared governance discussions at GW and efforts they have made in that time in conjunction with FSEC and other Senate members to prepare the groundwork for discussing shared governance with the trustees and the administration. This presentation and agenda item provide an opportunity for Senate members to offer their thoughts on the broad concept,

focusing on operationalizing the ideas to provide concrete steps and on providing constructive ideas. Specific suggestions for edits to the document should be emailed to the drafters.

Professor Griesshammer contextualized the report in view of Chair Speights's announcement at the beginning of today's meeting, noting that he was very encouraged by the FSEC discussion with the Chair earlier today. He noted that he found it striking that the Board took significant time this summer to discuss not only the presidency but also shared governance, inviting relevant personnel from AAUP and AGB to inform that discussion. Everyone wants to be on the same page around shared governance and to have a healthy dialogue on the topic. He noted that delaying the presidential search makes sense in order to avoid trying to do two big things at the same time. The proposed way forward means that a new president will not arrive with a vacuum around a shared governance definition at GW. Prioritizing an understanding among the Board, administration, and faculty makes a lot of sense, and he stated that the current document is an excellent starting point.

Professor Johnson suggested that it would be useful for the Senate to make a specific list of requests of the administration around what it wants with regard to shared governance.

Professor Gupta noted that the drafters did an excellent job of incorporating comments from the Appointments, Salary, & Promotion Policies (ASPP) committee. He endorsed the document, expressing his hope that it can be operationalized.

Professor Cohen-Cole noted that it is certainly possible for the Senate to specify what it wants. However, part of the problem is that there have been many of these requests (e.g., Professor Marotta-Walters's requests on building reports, Professor Wagner's request on the townhouses in March, Fiscal Planning & Budgeting requests for variance information, etc.) that haven't resulted in responses from the administration. He thanked the drafters for their hard work on the current document, which is a wonderful start. He hoped that, in moving toward completion, recommendations would emphasize that the ends of shared governance require transparency and particularly the timely availability of information around which conversations can happen (e.g., before committee meetings happen).

Professor Roddis added the attempts to obtain information on the AT/IT reorganization to Professor Cohen-Cole's list. She noted that one of the things she was adamant about including in this document is the appendix, pointing out that the present discussion is not about shared governance in general but rather about shared governance at GW—this makes the importance of GW's governing documents clear. All parties need to have a shared set of documents where they have institutionalized what the meaning of shared governance is at GW. She noted that she is happy to add to the current appendix with additional governing documents if anyone has further suggestions; the ones included so far provide what she saw as the most pertinent parts of the listed documents. They give clear specifics around the things asked of the administration, the faculty, and the Board but also explain the restrictions on some things these groups do not do. She emphasized that this discussion is about shared governance, not shared management.

Professor Tekleslassie noted that he opposed the idea of asking the administration for what the Senate wants. In the spirit of transparency, all involved parties need to sit around the same table and figure out what is good for GW. What the document includes is comprehensive and represents the faculty well. He asked whether the document could be shared with faculty in the schools for

additional, wider input. Professor Roddis responded that the document is available on the Senate website as part of the agenda for today's meeting and can be publicly accessed there.

Professor Marotta-Walters expressed her view that this document is a great start coming at just the right time. She suggested that an operationalization of this could follow the 2015 *Faculty Code* revision model, which included the trustees working directly with the faculty and administration on committees that studied the *Code* and made appropriate revisions. She suggested that the *Faculty Organizational Plan*, which is quite out of date, be added to this type of regular review (for example, the Assembly quorum needs review, as does the question of representation for contract faculty). Additionally, this process could be folded into the 3-year review of the Board's bylaws as a way of preparing for a new president.

Professor Wilson noted that one reason not to make a list of specific requests is that the faculty have historically asked for a lot of data. There have been no cases in which the faculty has asked for something it has no business requesting; rather than make a finite list of what it wants, the faculty should receive responses to its considered requests.

Professor Wirtz stated that this is an excellent document and complimented the work of the drafters; he suggested that it would not be productive to consider this in a faculty vacuum. Rather, the discussion of this should also be with the Board and the administration. In today's remarks, Chair Speights reflected her understanding of the absolute importance of shared governance, and, he noted, no document will be useful without the Board, the faculty, and the administration being on the same wavelength. He noted, however, that he was discouraged by the process that led up to today's interim president announcement; the Senate and FSEC should have been involved in the decision about an interim appointment. He noted that his remarks should not be construed as critical of the person selected to be the Interim President—the Board did an excellent job in its choice, but it was the Board which (without any faculty participation whatsoever—not even the FSEC Chair) first decided to postpone the search and second made the selection. He noted that, if Chair Speights is truly interested in working with the faculty and in trying to define shared governance, she needs to understand that the process leading to today's announcement was not a good one and should have involved the Senate. He suggested that FSEC convey to the Chair that continuation of these discussions with the Board needs to start with an understanding on this point.

Professor Khilji confirmed that Chair Speights shared with FSEC earlier today that she has reviewed this document and is interested in working with faculty on it in order to come to a mutual understanding of shared governance and becoming more transparent, including rebuilding trust.

Professor Parsons noted that all parties involved want the same thing—mutual respect; there has been a breakdown in this, and it will take work to fix.

Professor Griesshammer noted that the document isn't something the faculty will hand to the Board to sign. This isn't even a negotiation, as there is no list of demands and concrete things to be done. Rather, he noted, working on shared governance is working on an abstract concept that lives as much as the people representing the various parts of the university make it live. The document represents a starting point of a dialogue. Another starting point for the same dialogue was the Board sitting down with AAUP and AGB representatives this summer to better their own understanding of shared governance. This is not a matter of an eventual winner or loser.

Professor Galston noted that the document actually includes many concrete suggestions: for example, joint standing liaison committees, faculty membership on administrative bodies and governing boards, frequent trustee attendance at Senate and FSEC meetings, faculty attendance and participation in trustee meetings, among others. These suggestions are not exhaustive but represent important specific, structural recommendations. At today's lunch with FSEC, Chair Speights spoke enthusiastically and concretely about where she hopes the conversation about shared governance will lead. She wants to establish monthly meetings with faculty and has a timeline and concrete steps that she will convey for how the interaction between trustees and faculty on the subject shared governance will hopefully proceed. She hoped that, by May, this process will have produced a mutual agreement about the meaning of shared governance. Professor Galston added that transparency is important but only part of the package—beyond this, faculty want to be brought into the decision-making process at the time issues are first being discussed, not after decisions have been made, as faculty believe they have important input to convey.

Professor Cordes noted that this is as much about process as about specific outcomes. A good process is required to lead up to a final decision, by whomever is ultimately responsible for making that decision. He might still disagree with a decision, but the process makes a big difference. He highlighted the example of the 20/30 plan, which did not have a faculty-involved process leading up to the President's decision to implement.

Professor Wagner thanked the drafters, observing that a lot of work went into this document. She noted that Education Policy & Technology (EPT) committee feedback would be forthcoming following the committee's meeting later this month. She noted that she was very encouraged by what the Senate heard from Chair Speights today but that, as Professor Wirtz noted earlier, there is a problem between those words and the simultaneous announcement of the interim president. She hoped the Senate would register with the Chair that there is a dissonance between her encouraging words and the act of announcing an interim president without any faculty consultation. She noted that the Senate is very excited about the future and encouraged by her words, but she did not want this dissonance to go without notice.

Professor Roddis noted that Chair Speights said in the FSEC luncheon today that one essential element is building relationships—and that the Board had not been and needed to be doing this. Choosing an interim president was an important step in allowing a longer-term search for a permanent president to proceed in the best way possible, fully involving the faculty. She hoped that the Chair could be given the benefit of the doubt; Chair Speights clearly recognizes that necessary trusting relationships don't exist at the moment and need to be built. Professor Roddis stated that she was taking the generous point of view that the Board was not trying to ignore shared governance in its appointment of an interim president. Acknowledgment of this would be nice, but she believed the Chair was trying to do something good in the long run and that this is not indicative of her not having right ideas about shared governance.

Professor Sarkar noted that he was heartened to hear what Professors Galston and Roddis said after having had the initial perception in today's meeting that Chair Speights was saying one thing and doing the opposite.

Professor Wagner wanted to be clear that she was not looking for an apology from the Chair but was instead focusing on what happens going forward. She noted that she is trusting Chair Speights's

words, even though today's actions appear dissonant. She hoped that the message would be received that, moving forward, this can be done better.

At the conclusion of the discussion, the Senate congratulated the framers of this document for a job very well done.

GENERAL BUSINESS

I. Nominations for membership to Senate standing committees

The following committee appointments were approved by unanimous consent:

- Appointments, Salary, & Promotion Policies: Scott Kieff (LAW)
- Education Policy & Technology: Zak Wolfe (CCAS)
- Physical Facilities: Mark Reeves and Cynthia Rohrbeck (both CCAS)

II. Reports of Senate Standing Committees

- None

III. Report of the Executive Committee: Professor Arthur Wilson, Chair

Professor Wilson reviewed the [attached](#) FSEC report, highlighting the upcoming Special Faculty Assembly scheduled for the purpose of voting on the Faculty Consultative Committee (FCC) for the upcoming Presidential search. Today's announcement about the changed timeline for the presidential search will necessitate confirming FCC membership from those on the slate.

Professor Wirtz expressed concern about the apparent codification of the request that possible Senate agenda items should be submitted to FSEC a week prior to their meetings. Ms. Carlson noted the need to prepare agendas for the FSEC meetings in a timely fashion in order to permit reasonable advance notice of topics for discussion with the senior administrators on the committee. Professor Wilson added that there is always room for urgent exceptions, and that the wording is "should," not "shall."

IV. Provost's Remarks

Reopening: From an academic perspective, the first two weeks of classes back on campus have gone very well for students and faculty. It's clear the students are happy to be back in class, no matter if it's a homecoming for them or if it's their first time.

- There have been a couple of complaints from faculty and students about GW's safety protocols or other matters, but these instances are few and far between. Overall, students and faculty are more than willing to abide by the mask mandate while in class to keep themselves, and each other, safe. There have been a few complaints from students regarding faculty non-compliance (either not wearing a mask within six feet of students, or not wearing it properly over the nose and mouth). A review, tracking, and enforcement process that allows for escalation for repeat offenders has been developed.
- Faculty have had questions about what they should do in certain classroom scenarios regarding potential positive cases among students, accommodating students who may need to miss class, and more. The Provost [issued a message yesterday](#) to all full-time and part-time faculty that provides more detail about

what to do in these various situations. The message is comprehensive, and the Provost did not get into all its details in this update but noted a few specific items. Understanding some of the language in the message may have been incongruous, the Provost provided some clarification regarding the Covid Campus Support Team's (CCST) contact tracing process in the classroom.

- If a person in a class tests positive for COVID-19, CCST will manage all contact tracing, and they will reach out to those who are determined to be close contacts to provide next steps. This does not necessarily mean everyone in a COVID-19 positive person's class will receive a close contact exposure letter from CCST. CCST may determine that these close contacts do not include all faculty and students in a classroom and therefore may not contact everyone in a class. This could be because the COVID-19 positive student was not in that classroom in the relevant period, not everyone was in close proximity to the student, or because the student is able to identify those who would constitute close contacts in the classroom.
- However, if there is a positive case in a class, CCST will send the faculty member a letter of notification that someone in the class tested positive. This is not an "exposure letter"—it is merely informative. A student may inform a faculty member they tested positive before the faculty member receives this letter from CCST.
- Again, to be clear, not every person in every class will be contacted about a potential exposure, but every faculty member will be informed that someone in the class tested positive. This process allows CCST to devote its resources to working with those who likely were exposed, based on the information. CCST is in the best position to study the information around a COVID-19 positive case and determine who may have been exposed and who needs to be contacted, and we encourage all faculty to let the CCST do its job and to trust the process!
- The message also reminded faculty that GW has distributed masks to all schools in case replacements are needed. Masks have been sent to deans' offices, and they will distribute them in turn to various departments. And as Disability Support Services (DSS) communicated at the end of August, the university is also providing clear masks to instructors who may have students with hearing and communication disabilities in their classrooms. These instructors will have been contacted directly by DSS if this is the case.
- Faculty were also reminded in the message about the availability of voice amplifiers for those who teach in larger rooms and feel that they might need a little assistance making their voices heard while they're wearing a mask. If they aren't provided with the room, they are available in Rome B102 through GWIT.
- As always, the Provost expressed his thanks to the faculty for their commitment to maintaining a safe learning environment and for their patience as the community navigates this "new normal."

Enrollment

- On the first day of classes, the university's total enrollment was 25,983 students; this number was expected to grow as students continued to register for classes

through today. There were positive increases in new residential student enrollments and retention rates, and first-to-second year retention improved from 88% to 91%. The university also saw slight increases in the number of new first-generation, low-income, and traditionally underrepresented students.

- A number of schools grew their undergraduate or graduate enrollments slightly this year compared to Fall 2020. In particular, the Milken Institute School of Public Health (GWSPH) has shown strong growth since Fall 2019. Since two years ago, their undergraduate head count has increased by 120, and their graduate count has increased by 428. This tracks with trends being seen across the country; public health programs are experiencing enrollment surges due to the pandemic.
- As anticipated, overall graduate enrollment is slightly below the first day of classes in Fall 2020, while international and part-time enrollments are still being negatively affected by the pandemic.
- The first-year freshman class size is on target. At last month's Senate meeting, the Provost reported that yield models indicated the freshman class would have 2540-2580 students. This number was surpassed slightly on the first day of class, with 2,585 first year students, a 30% larger class than in Fall 2020. The incoming class has a strong profile. While only 44% of first-year students submitted an SAT or ACT score due to the pandemic, the first-year academic profile remained strong and consistent with profiles from the classes brought in over the past two years.

Vice Provost for Research

- Last week, GW [announced its new Vice Provost for Research](#), Dr. Pam Norris. She is currently Executive Dean of the University of Virginia School of Engineering and Applied Science. Along with having years of experience in research and academic administration roles, she's a globally recognized leading expert in her field and a fierce advocate for women in STEM, with an overall commitment to diversity, equity, and inclusion.
- This was a critical hire for GW, and she will be a strong leader overseeing the expansion and growth of our research enterprise across all fields. She joins the university at an exciting time for research at GW, with faculty and students back in the lab and on the path of discovery and innovation. The Provost looks forward to her joining his leadership team beginning November 1 and knows Dean Lach is looking forward to her joining the School of Engineering & Applied Science (SEAS) faculty.
- The Provost offered special thanks to Dean Wahlbeck for chairing the search committee during a very busy summer and helping to narrow a strong field of applicants to a few excellent final candidates.

Academic Leadership Academy Relaunch: Things are getting back to normal in terms of Provost support for the development of academic leaders at GW as well. The second cohort of the GW Academic Leadership Academy (GWALA) was placed on hold last year. Most remained enthusiastic despite the year hiatus, so the academy has been relaunched this fall. As when the program was first launched, the

Provost's office will offer some professional development programming for the entire campus community as opposed to just activities with the GWALA fellows.

Diversity, Equity and Inclusion Program Review: The Provost's office is also on the cusp of commencing its Diversity, Equity, and Inclusion program review. Vice Provost Caroline Laguerre-Brown and the Provost have developed an agreed-upon draft proposal for the review, using the best recommendations offered by two consultants retained to provide proposals. They will be meeting with ASPP to discuss the proposal and solicit input before finalizing and implementing.

Faculty Hiring: The process of replenishing the ranks of faculty has begun, and schools and departments have begun their search processes. They are also beginning the tenure and promotion review process. The university is getting back in stride when it comes to hiring.

Fall Planning: The Provost's office will soon be reaching out to the deans to schedule fall planning meetings. School-level strategic academic planning will resume, with five-year planning and budget assumptions, so that schools can move from the current reactive posture to a more proactive posture.

Remarks Shared on Behalf of President LeBlanc:

- The university is off to a productive start to the fall term, and the President especially thanked all the faculty and staff for their hard work on behalf of GW's students during this year of many transitions. Compliance with health and safety measures has been strong. As university leadership continue to monitor the pandemic and adjust our protocols, the President highlighted the recent message about the testing cadence changing from every 30 days to every 15 for vaccinated members of the GW community. The university is also recommending testing after travel outside the DMV area.
- GW now have approximately 6,500 residential students on campus. During the past couple of weeks, the community has once again been able to experience the excitement of being on campus. The university has held Convocation for new first-year and transfer students, service days, orientation, a faculty reception, picnics on the Mall, First Night, a coffee stand on the first day of classes, the Multicultural Student Services Center Block Party, and many more. President LeBlanc had the pleasure of attending several of these events and noted that it has been a real joy to see the community together in person again. It also was an honor to be able to address GW's new students at both orientation and Convocation. He has been emphasizing the importance of health and safety, supporting one another, and fostering an inclusive community. GW has many new members of its community, and many who had never been on campus until last week, so it is especially important that everyone does all they can to support GW's students during this significant transition in their lives.
- The university announced changes to its dining program recently, with some improvements already made to Mount Vernon Pelham Commons. There are many more changes to come over the next few years as the university focuses on improving the student experience through a dining program with on-campus

dining halls focused on community, choice, quality, accessibility, and affordability.

- The first month of the fall semester always is busy, but this year it is especially so given the culmination of GW's bicentennial celebration and Commencement on the Mall, which is now less than a month away. The President noted he is excited to welcome Senator Warren to Commencement as well as to recognize three of the heroes of the pandemic, who represent the many frontline workers and scientists on our campus and in the country who have worked so hard to keep us healthy and safe. Dr. Fauci and Professors Cindy Liu (of GWSPH) and Andrew Maurano (of the School of Medicine & Health Sciences and the Medical Faculty Associates) will receive the President's Medal at Commencement on October 2. Faculty are encouraged to attend the many events happening that weekend for the GW Centuries Celebration in support of students who were deprived of these celebrations in May 2020 and 2021.
- Finally, President LeBlanc recognized the 20th anniversary of 9/11 tomorrow, understanding that everyone in the community is certainly thinking about where they were and how they felt on that day in 2001. This always is a sobering time of year, as the community reflects on the nine GW alumni lost and the many sacrifices of the first responders, servicemembers and their families that day and in the two decades since. The university held its annual remembrance event today and, as is tradition, many members of the GW community will participate in a day of service tomorrow in memory of those lost.

BRIEF STATEMENTS AND QUESTIONS

Professor Johnson requested confirmation of his understanding that faculty with at least six feet of distance between their podium and students may lecture without masks. Provost Bracey responded that this is indeed the case but that some students have expressed concern when unmasked faculty begin to walk about the room while lecturing, resulting in less than six feet of spacing.

Professor Parsons noted that he is losing faith in the CCST. He noted that he has a small seminar class of 15; all were in attendance the first week. Two students reported in the second week that they had COVID and could not attend class, but Professor Parsons noted that he hadn't yet heard anything from the CCST. He asked what rule is being used when two of 15 students have COVID but class can continue as normal; he asked for clarification of the specific rules being used so faculty are sure they are being protected in these cases. Provost Bracey responded that the guidance he just read out is new and confirmed as of today. He noted he would pass the message back to the CCST so that they can publish the specific criteria for how close contacts are defined on the website.

Professor Galston noted that the GW dashboard on COVID positivity rates on campus have indicated a dramatic increase over the past week. She asked whether this data can be disaggregated by campus employee/student status, and, if so, where this information can be obtained. Professor Vyas responded in her capacity as an advisor for the CCST, noting that this information is available on the dashboard itself; there are tabs one can click on to review data by employee/student status and campus location.

Professor Clarke expressed a concern over the religious exemption for vaccinations and the thinking behind it. He noted that religious beliefs are not medical conditions over which one has no control but are rather a choice. The university is of course not granting vaccination requirement exemptions for those who just don't want to be vaccinated. He noted that, while religious holiday observations do not impact others' health and safety, the same cannot be said for religious exemptions from vaccine requirements. He expressed his hope that the administration would reconsider the religious exemption, particularly if the numbers get worse.

Professor Cohen-Cole inquired about the CCST's rules for deciding whether or not someone is a close contact. He noted that previous communications included being in the same room or within three feet, but different air handling mechanisms can impact this, and some rooms on campus do not have the current recommended number of air exchanges per hour. He wondered if it would be more effective to simply test everyone in a class rather than invest time and effort in tracing close contacts. Professor Vyas responded that a close contact is defined as someone within six feet for more than 15 minutes. Data on close contacts is obtained via thorough case investigations; the case subject has to share these details with the CCST regarding who they were around and for how long; DC Health does additional contact tracing as well. She noted that, early in the term, a student may not know who they are seated next to; this would result in the whole class being contacted with a "possible exposure" notification. She noted that, in the last week, about 100 classrooms were affected in this way, and the notifications are probably taking a little longer. However, not having been contacted can also mean that the case knew who was within six feet of them, negating the need to contact everyone in the classroom. Professor Cohen-Cole asked whether the CCST is not concerned about evidence that COVID travels by aerosol and can remain in a space for up to 12 hours. Professor Vyas responded that the CCST is using the best practices on protocols issued by the CDC.

Professor Griesshammer stated it was very nice to be back in the State Room and to see his Senate colleagues, and he asked the Senate to join him in thanking Ms. Carlson and Ms. Chaojareon as well as the other unsung heroes who have assisted on the technical front for all their efforts to keep the Senate running smoothly throughout the pandemic.

Professor Kieff noted that the past many months have been very tricky. The Senate and administration now have the chance to work together going forward. He asked the Provost whether he had any words to offer on how best to help the Senate work together with him. Provost Bracey responded that many in the group have already worked with him and understand the values he holds closely: namely, transparency, clarity, and thoughtfulness of communication. He noted the importance of authenticity when talking together, sharing perspectives with candor and respect to arrive at the issues requiring attention and reach the right outcome. He noted that process sometimes matters more than the issue or outcome and can devour the substance of a matter; caution needs to be exercised to avoid that rabbit hole. Ultimately, the goal is to arrive at the best outcomes on the issues that are in the best interest of the faculty, staff, and students of the university. He invited the Senate to work with him as he extends his hand to each member of the group as a partner, working together to move things forward. He reminded the Senate that the faculty and administration are in the "people business"—which is about the large-scale multiplication of individual success stories.

Professor McHugh noted that some faculty members have asked him how to respond to students who say they don't feel well. Understanding that faculty are not supposed to ask why students are

missing class or their COVID status, he asked whether faculty should suggest students be tested. Professor Vyas responded that faculty may always suggest students make symptomatic testing appointments at Colonial Health Center. Provost Bracey added that faculty should also tell students not to come to class if they feel symptomatic.

Professor Grynawski stated that, in the past, the department would have students communicating to faculty that they were positive but that the class wasn't being notified. This resulted in confusion as the old policy stated that everyone would be notified in the event of a positive case. He noted that the new policy is a good clarification: faculty will be notified if a student in one of their classes tests positive; they just won't know who it is. Provost Bracey confirmed that this is the policy.

ADJOURNMENT

The meeting was adjourned at 4:59pm.

A RESOLUTION ON THE READINESS OF GW'S BUILDINGS

1

Recent Buildings Guidelines and Recommendations

- In 2020 and 2021, many sets of guidelines included recommendations for university buildings
- Key issues:
 - Ventilation and Filtration as tools to manage COVID
 - General preparation (mold inspection, etc.)

Filtration Design Criteria/ Guideline

1. Follow 2019 ASHRAE- Applications Handbook, chapter 8, table 7 for minimum Filtration Efficiency
 - Apply the highest Minimum Efficiency Reporting Value (MERV) filter for the HVAC units (local, central and DOAS) given limitations with increase pressure drop. MERV 13 is the recommended minimum; MERV 14 is preferred; per [Filtration and Disinfection Guidance](#) consider HEPA filters in critical areas.
2. Introduce terminal or portable, all electric HEPA/UV Machines in each classroom
 - Target highest achievable air change rate for units that will not generate excessive noise or negatively impact space air distribution
 - Ensure flow patterns maximize mixing of air in classrooms

Checklist No. 1: Checklist for Unoccupied Buildings Prior to Occupying | [Return to Top](#)

- ✓ Review design guidance for potential system modifications to comply with this guidance.
- ✓ Review air distribution conditions of existing spaces (look for covered diffusers, blocked return grilles, overly closed supply diffusers/registers and return/exhaust grilles creating short cycling, possible measurements of airflows by commissioning or balancing professionals, possible review of overall system configuration by design professional, etc.)
- ✓ Review existing Indoor Air Quality issues, if any, records of documents and investigate current status of complaint and address any deficiencies identified, if possible.
- ✓ General inspection of spaces to identify any potential concerns for water leaks or mold growth that could negatively impact occupant health.

Source: ASHRAE. Reopening Schools and Universities. August 20, 2020.

2

What the Resolution Requests

Information about our buildings.

- The results of the 2020-2021 comprehensive assessment of GW buildings that assessed our buildings against these guidelines.

An explanation for inconsistent messaging about GW buildings.

- Why did GW announce in June that our buildings were aligned with these recommendations and then announce in late August that there is remaining work still incomplete

3

Reasons Information is Important

Buildings are described by GW as an important secondary mitigation factor in the pandemic. Yet important for:

- The unvaccinated population
- Individuals with unvaccinated children or family with certain health conditions
- Areas where mask compliance is low (e.g., dining spaces)
- Other health issues (e.g., mold)

Individuals also have a simply right to health related information

- Presumption of transparency for safety of living and workplace conditions
- Individuals may choose to engage differently in different spaces depending on their own health, if they have unvaccinated children at home, or immunosuppressed faculty
- Individuals have the right to make fully informed decisions

4

Quick Background

5

November Announcement: Building Assessment Done

- In November 2020, GW announced that it had completed a comprehensive assessment of university buildings
 - “part of an effort to proactively assess equipment capabilities aligned against COVID-19 recommended guidelines.”
 - Scored buildings along five metrics derived from ASHRAE guidelines for university reopening.
 - Scored 120 buildings in three baskets: high, medium, and low suitability by their alignment with these guidelines

Issue • GW Conducts Comprehensive HVAC Assessment

GW Conducts Comprehensive HVAC Assessment

The university completed a broad evaluation of its current heating and cooling mechanical capabilities as part of an initiative to boost safety.



November 24, 2020

News

Senior Scientist, Research Office
Electrical Engineering and Faculty Senate

November 12, 2020

The university released the spring
academic calendar and President M. Brian
Baker provided an update on academics.

The Lab Behind GW's COVID Testing
Effort

November 12, 2020

A team of Johns Hopkins School of
Public Health researchers, led by
Professor Craig A. Henne, GW's
COVID-19 testing provides rapid,
convenient and accurate results.

6

February Announcement Work Begun

- In February 2021, GW announced that it had completed work on eight buildings and was preparing for work on others to be undertaken shortly. It also announced “more detailed facilities condition assessments are scheduled for completion at the end of February.”

GW Prepares for Fall with HVAC Optimization, Increased COVID-19 Testing

HVAC initiative moves into its second phase, while Milken SPH lab has introduced self-collected testing and “pooling” samples for faster analysis.



February 04, 2021

News
GW Conducts Coronavirus HVAC Assessment
November 24, 2020
The university completed a broad evaluation of its current heating and ventilation mechanical equipment as part of an initiative to boost safety.

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June Announcement Work Completed

- “We **have** updated heating, ventilation and air conditioning (HVAC) systems where necessary. Our buildings **align** with the Centers for Disease Control and Prevention (CDC) recommendations for building reopenings and industry-leading guidance from the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) for ventilation, filtration and air exchange.”

Update on Campus Facilities, Health and Safety

June 07, 2021

To: GW Community Members

We want to emphasize and reinforce with this message that our residence halls, classrooms, libraries, offices and other spaces are safe and ready for our community members to occupy.

Our Facilities, Planning, Construction and Management (FPCM) team has been hard at work as we prepare for the fall semester. We continue to prioritize critical health and safety maintenance projects and address any potential health issues associated with the prolonged closure of certain buildings. We would like to share some of our progress across all of our campuses with you:

- We have updated heating, ventilation and air conditioning (HVAC) systems where necessary. Our buildings align with the Centers for Disease Control and Prevention (CDC) recommendations for building reopenings and industry-leading guidance from the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) for ventilation, filtration and air exchange.
- We have continued ongoing cleaning in all campus spaces.
- We have installed high-efficiency particulate air (HEPA) filters where applicable.
- We have continued preventative pest control services.
- We have performed preventative maintenance checks on all mechanical systems in every building.
- We are performing monthly water flushes in buildings to minimize the risk of diseases associated with stagnant water.
- We are performing full building air flushes where applicable prior to the start of the academic year to improve indoor air quality.
- We have updated public health guidance signage.
- We are working with property management groups in our leased spaces to ensure spaces are safe to occupy and have similar signage.

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Senate Activity

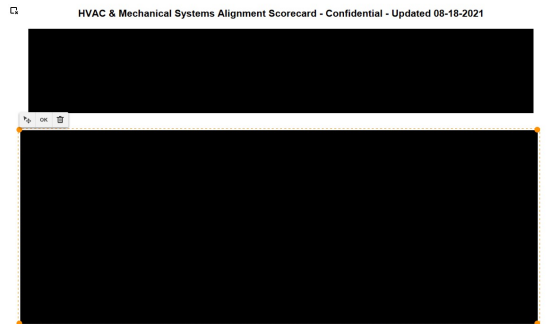
- Before the June statement, the Physical Facilities Committee met with David Dent at its spring meeting.
 - Not all buildings were ready for fall. There were three categories and most buildings fell into the lowest.
 - Potential for older building stock to be taken offline in fall for renovation.
 - Importance of continuing work all summer.
- Throughout the summer, Professor Marotta-Walters consistently requested information about which buildings fell into which categories (described as low, medium, and high "suitability" in GW Today).



Source: Faculty photo of office, Building P (2108G). September 2, 2021.

August Facilities Meeting

- In August, the Physical Facilities Committee received a briefing marked confidential
 - The confidential information led to a complaint that the public statements about buildings were false.
 - This information remains confidential to the best of my knowledge.



Source: Provided after meeting to Physical Facilities Committee. Redacted by Eric Grynaviski to Preserve Confidentiality

August Correction Work Ongoing

- On August 28, GW issues a correction. It stated that “We did not intend for this to be interpreted that the work is complete.”
- An attached spreadsheet showed that the majority of work in one area – filters – had not yet begun and many buildings were marked “TBD” implying that they did not have a full assessment of the building.

Complex	Name	Address	MERV 11 or Equivalent	MERV Filtration in Class.	Year Built
Foggy Bottom	Leahurst House #2	606 21st Street	Installed	N/A	1938
Foggy Bottom	Lemon Hall	2000 H Street	Installed	N/A	1964
Foggy Bottom	Lemon Hall 4-4 Addition	2000 H Street	To Be Installed	Handled/inspect work out.	2002
Foggy Bottom	Lemon Auditorium	702 21st Street	To Be Installed	N/A	1942
Foggy Bottom	Lemon Hall	2000 H Street	Installed	N/A	1938
Foggy Bottom	Madison Hall	702 21st Street	N/A	Installed	1942
Foggy Bottom	Madison Hall Public Space	802 21st Street	Installed	N/A	2002
Foggy Bottom	More Buildings	615 23rd Street	N/A	TBD	1999
Foggy Bottom	Olden Building	900 New Hampshire Ave	Installed	N/A	2014
Foggy Bottom	Olden Hall	140 9th Street	To Be Installed	N/A	1928
Foggy Bottom	Olden Hall	1715 G Street	Installed	N/A	1931
Foggy Bottom	Olden Hall	2121 G Street	N/A	Installed	1937
Foggy Bottom	Old Washington Circle	1 Washington Circle	N/A	Installed	1960
Foggy Bottom	Olden Hall	814 23rd Street	N/A	Installed	1982
Foggy Bottom	Olden House	2021 F Street	Installed	N/A	2008
Foggy Bottom	Olden Hall	818 23rd Street	N/A	Installed	1982
Foggy Bottom	Olden Hall	2000 G Street	Installed	N/A	1972
Foggy Bottom	Olden Hall	2028 H Street	N/A	Installed	1933
Foggy Bottom	Olden & Engineering Hall	802 23rd Street	Installed	N/A	2014
Foggy Bottom	Olden Hall	818 23rd Street	Installed	N/A	2002
Foggy Bottom	Olden Center	802 23rd Street	Installed	N/A	1975
Foggy Bottom	Olden Hall of Art	814 23rd Street	N/A	Installed	1982
Foggy Bottom	Olden Hall	2121 F Street	Installed	N/A	2009
Foggy Bottom	Olden Building	102 23rd Street	N/A	TBD	1999
Foggy Bottom	Olden Hall	702 20th Street	To Be Installed	N/A	1924

Source: <https://facilities.gwu.edu/air-filtration>, accessed September 6, 2021

Since August 28

- Additional evidence that the guidelines had not been followed (at least the spirit of the guidelines)

PODCAST **Hatchet**

Townhouse Row residents visit hospital with flu-like symptoms following mold outbreak



PHOTOGRAPH BY ABBY KENNEDY FOR HATCHET PODCAST
Sheets of plastic covered furniture and appliances in Kappa Delta and Alpha Phi's townhouses alongside equipment from Bellor Property Restoration, which conducts mold removal and remediation services.

Podcast By Abby Kennedy, Isha Trivedi and Zachary Blackburn Sep 7, 2021 3:28 AM
Updated: Sept. 7, 2021 at 6:59 p.m.

Dear GW Students, Faculty and Staff,

As you may know, residents in two Townhouse Row units on 23rd St. reported environmental concerns in their units. GW's Division of Safety & Facilities conducted an assessment and observed high humidity and what appeared to be mold in two of the units. We determined that the safest thing to do was to immediately and temporarily move all residents of these connected townhouses to local hotels. We also engaged outside experts—industrial hygienists and remediation specialists—to conduct a deeper investigation. That investigation is ongoing.

We want to emphasize that the health and safety of our community is our top priority. To provide additional reassurances to our community, over the next two to three weeks, our Facilities team will inspect all residential buildings with nationally accredited mold assessors to identify and remedy any other issues as necessary. If you have specific concerns that require immediate attention in your space, you should submit a [fault request](#) (a GVID is required) to obtain a prompt assessment of the space and, if necessary, appropriate remediation.

We appreciate your understanding and your patience as we work to quickly remedy this situation.

Sincerely,

Scott Burnotes
Vice President for Safety and Facilities

Kathleen Fox
Assistant Vice President, University Resilience

Baxter Goody
Associate Vice President for Facilities, Planning and Construction Management

Outstanding Questions

- Which buildings fall into which suitability level?
- What other issues were identified by the comprehensive assessment?
- What actions has GW undertaken with respect to COVID and also general building reopening (e.g., mold)?

SPORTS OPINIONS MULTIMEDIA PODCASTS **Hatchet** ARCHIVES ADVERTISE DONATE CONTACT

Officials updated HVAC systems, refined building air quality for campus reopening



Source: GW Hatchet, June 9, 2021.

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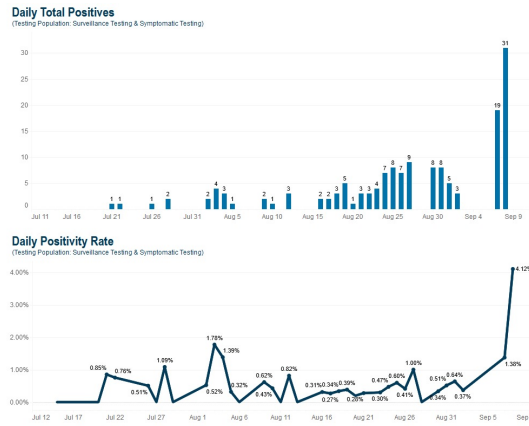
The Resolution

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The Resolution

- Whereas clauses
 - The Senate should recognize buildings are only one part of the COVID response
 - Yet, individuals have a right to know about the health conditions of the buildings where they live and work, especially during a pandemic



Source: GW COVID-19 Testing Dashboard. 11:04 am. September 10, 2021. (Only Students)

The Resolution

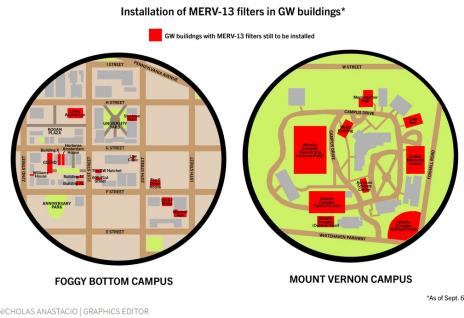
- Recommendation Clauses
 - Strongly recommends the administration convey to the Faculty Senate the process which led to the misinformation provided to the community on June 7 2021;
 - Strongly recommends the central GW administration immediately release for Faculty Senate review all reports, recommendations, and technical analyses (including those produced by external consultants) pertaining to the level of alignment with ASHRAE and CDC guidelines for GW buildings; and
 - Strongly recommends the administration immediately provide for the GW community a list of all GW buildings and its assessment as to how each measures on the five metrics described in the comprehensive assessment or in an alternative format agreed to by the FSEC that serves the purpose of providing individuals with accurate information regarding how building limitations may affect their health; and

Building Assessment Summary							BALLINGER
BUILDING	NSF AVAILABLE UPON COMPLETION OF SEH	BUILDING STRUCTURE	EXTERIOR FINISHES/ROOF	LIFE SAFETY CAPACITY	MECHANICAL INFRASTRUCTURE	ELECTRICAL INFRASTRUCTURE	FIRE PROTECTION / PLUMBING INFRASTRUCTURE
CORCORAN HALL	17,674 NSF	●	○	●	○	○	○
BELL HALL	7,831 NSF	●	○	●	○	○	○
TOMPKINS HALL	22,610 NSF	●	○	●	○	○	○
PHILLIPS HALL	35,001 NSF	●	○	●	○	○	○
STAUGHTON HALL	8,171 NSF	○	○	○	○	○	○
SAMSON HALL	5,180 NSF	○	○	○	○	○	○
TRENDS		STRUCTURES IN GOOD CONDITION, MINOR COLUMN AND SPACING	ENVELOPES NEED REPAIR, LITTLE THERMAL RESISTIVE VALUES	EXCESS CAPACITY, ACCEPTABLE ELEVATION NEED REINFORCEMENT	BAR OF LOCAL HEATING/COOLING SYSTEMS AND FUNCTIONAL, BUT AT END OF USEFUL LIFE	ELECTRICAL AND FIRE ALARM SYSTEMS ARE FUNCTIONAL, BUT AT END OF USEFUL LIFE	PARTIAL OR NON-EXISTENT SPRINKLER SYSTEM
LEGEND		● Good Condition	○ Average Condition	○ Aging Condition			

Source: Senate Minutes, December 2014.

The Resolution

4. Strongly recommends that these reports not be marked confidential or privileged so that they can be shared with members of the GW community as appropriate; and
5. Strongly recommends the administration immediately and comprehensively describe to the Faculty Senate all actions that have been taken since its comprehensive assessment (or are currently being taken) to bring all GW buildings into alignment with the spirit of ASHRAE guidance for the Reopening of Schools and Universities.



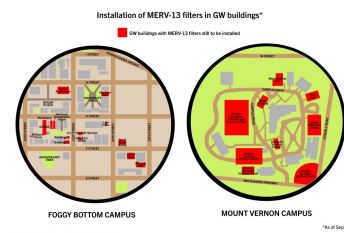
Source: GW Hatchet, September 7, 2021.

Building	MECHANICAL SYSTEMS	MECHANICAL SYSTEMS	MECHANICAL SYSTEMS	MECHANICAL SYSTEMS	MECHANICAL SYSTEMS	MECHANICAL SYSTEMS
LEONARD HALL	●	○	●	○	○	○
WELLS HALL	●	○	●	○	○	○
TEMPERLEY HALL	●	○	●	○	○	○
PROCTOR HALL	●	○	●	○	○	○
ROBERTSON HALL	○	○	○	○	○	○
WELLS HALL	○	○	○	○	○	○

Thanks!

Checklist No. 1: Checklist for Unoccupied Buildings Prior to Occupying | Return to Top

- ✓ Review design guidance for potential system modifications to comply with this guidance.
- ✓ Review air distribution conditions of existing spaces (look for corner diffusers, blocked return grilles, overly closed supply diffusers/registers and return/exhaust grilles creating short cycling, possible measurements of airflow by commissioning or balancing professionals, possible review of overall system configuration by design professional, etc.)
- ✓ Review existing Indoor Air Quality issues, if any records of documents and investigate current status of complaint and address any deficiencies identified, if possible.
- ✓ General inspection of spaces to identify any potential concerns for water leaks or mold growth that could negatively impact occupant health.





A RESOLUTION ON THE READINESS OF GW'S BUILDINGS (22/3)

WHEREAS, The Faculty Senate recognizes that GW is adopting a multilayered approach in which vaccines, masks, and testing provide the primary means to protect the GW community; and

WHEREAS, The Vice President for Safety and Facilities describes the optimization of buildings as a secondary mitigation measure¹; and

WHEREAS, In the Fall of 2020, the GW administration completed a “comprehensive assessment”² of more than 120 buildings along five metrics derived from the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) guidance for the Reopening of Schools and Universities³; and

WHEREAS, In June of 2021, the Vice President for Safety and Facilities, Public Health School Dean, and University COVID-19 Coordinator announced⁴ that GW’s buildings’ systems already aligned with ASHRAE guidance for university reopening; and

WHEREAS, The June communication was written to “emphasize and reinforce with this message that our residence halls, classrooms, libraries, offices and other spaces are safe and ready for our community members to occupy.”

WHEREAS, On August 19, 2021, the Faculty Senate Physical Facilities Committee was advised and the Faculty Senate Executive Committee (FSEC) received documents which noted that (in contrast to the prior announcement) many of GW’s buildings were not well aligned with ASHRAE guidance for university reopening; and

WHEREAS, On August 28, 2021, the Vice President for Safety and Facilities announced that the work described as completed in June would not be finished until two weeks into the fall semester; and

WHEREAS, On August 28, 2021 an online spreadsheet was posted that listed 39 buildings without filters installed and many systems in which their filtration systems were “TBD”⁵; and

¹ <https://onward.gwu.edu/update-facilities>

² <https://gwtoday.gwu.edu/gw-conducts-comprehensive-hvac-assessment>

³ <https://www.ashrae.org/technical-resources/reopening-of-schools-and-universities>

⁴ <https://coronavirus.gwu.edu/update-campus-facilities-health-and-safety>

⁵ <https://facilities.gwu.edu/air-filtration>

WHEREAS, Buildings on this list included residence halls where students already lived and office space where faculty and staff were already working on this date; and

WHEREAS, Information about GW's buildings is important for many individuals to feel confident in fully engaging on campus; and

WHEREAS, The GW community, including students, faculty, and staff, may use information about GW buildings in their individual assessments about how to safely participate in campus life; and

WHEREAS, Consistent, transparent, and honest leadership is important in moments of crisis;

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

1. Strongly recommends the administration convey to the Faculty Senate the process which led to the misinformation provided to the community on June 7, 2021;
2. Strongly recommends the central GW administration immediately release for Faculty Senate review all reports, recommendations, and technical analyses (including those produced by external consultants) pertaining to the level of alignment with ASHRAE and CDC guidelines for GW buildings; and
3. Strongly recommends the administration immediately provide for the GW community a list of all GW buildings and its assessment as to how each measures on the five metrics described in the comprehensive assessment or in an alternative format agreed to by the FSEC that serves the purpose of providing individuals with accurate information regarding how building limitations may affect their health; and
4. Strongly recommends that these reports not be marked confidential or privileged so that they can be shared with members of the GW community as appropriate; and
5. Strongly recommends the administration immediately and comprehensively describe to the Faculty Senate all actions that have been taken since its comprehensive assessment (or are currently being taken) to bring all GW buildings into alignment with the spirit of ASHRAE guidance for the Reopening of Schools and Universities.

September 1, 2021

Sponsors

Jamie Cohen-Cole

Harald Griesshammer

Eric Grynawski

Alexa Alice Joubin

Shaista Khilji

John Lill

Katrin Schultheiss

Sarah Wagner

Phil Wirtz

Adopted by the Faculty Senate

September 10, 2021

Strengthening Shared Governance at GW

Version 2.0

September 10, 2021

Shaista E. Khilji, Art Wilson & Kim Roddis

1

A recent history of the shared governance discussion at GW

1. In Aug 2020, FSEC initiated efforts to discuss shared governance with the President and the Provost;
 - On Aug 21, 2020: Provost Blake shared a slide deck outlining his vision and practice of shared governance.
2. On Sept 3, 2020: I, on behalf of FSEC, forwarded the *Statement of Government and Colleges* to the Provost and President;
3. On Sept 8, 2020: I, on behalf of FSEC, shared Shared Governance Version 1.0 with Provost Blake; and
4. On Oct 7, 2020: Some members of FSEC met with the Provost.

2

Recent history of the shared governance discussion (contd.)

- On Oct 8, 2020: I, on behalf of FSEC, emailed the meeting summary to Provost Blake. The email emphasized:
 - involving, a) faculty members and staff, who are directly impacted by research pods, and the shared services, and b) FSEC and senators.
 - *Joint* thought and *joint* action (as proposed in the Statement of Government and Colleges)
 - We also offered to help him apply principles of 'shared governance' in implementing any idea/ initiative with impact on 'academic mission' of the University.

3

FSEC Chair & Grace Speights, Chair of GW's Board of Trustees

May 2021

- May 13, 2021: Art Wilson spoke with Trustee Speights. As reported to FSEC, Chair Speights mentioned that trustees and faculty need to come to a shared understanding of the meaning of shared governance. Art mentioned Shared Governance Version 1.0 document that FSEC supported and shared with Provost Blake but received no further action from the Provost.
- May 14, 2021: Art Wilson forwarded the Provost's PPT and the FSEC response document on shared governance to Chair Speights.
- May 19, 2021: Chair Speights sent email to the faculty on shared governance.

4

Charge

Prepare groundwork for discussing shared governance with the trustees and the administration.

Shared Governance Version 2.0

(Aug 28, 2021)

5

How did we arrive at Version 2.0?

Joint effort of FSEC members and Chairs of Senate Subcommittees

- June 11, 2021: FSEC members met and agreed to write a brief document to present a framework of shared governance.
 - Purpose: To create buy-in and help GW engage in joint planning
 - This *brief* document should:
 - Refer to Version 1.0;
 - Articulate our understanding of shared governance based on the Statement of Government and Colleges (refer to page 1); and
 - Operationalize to offer specific/concrete steps for moving forward (pages 2-3)

6

How did we arrive at Shared Governance 2.0

Joint effort of FSEC members and the Chairs of the Senate standing committees

1. Late July- early Aug 2021: Authors (Shaista, Kim, and Art) prepared an initial draft;
2. Early Aug 2021: Received input from other FSEC members;
3. Aug 19, 2021: FSEC met with the Senate subcommittee chairs; and
4. Mid-late Aug 2021: Authors also sought feedback from the senate standing committees. Received input from ASPP, FPB Committee.

7

For today's discussion

Refer to the most recent version (Aug 28, 2021)

- Focus on operationalizing the ideas to offer concrete steps (based on our collective experiences at GW with previous administrations);
- Focus on providing constructive ideas; and
- Provide content-specific input (all language/grammatical input can be shared via email).

8

Strengthening Shared Governance at GW: Critical Steps Forward VERSION 2.0 (Rev: August 28, 2021)

Introduction

The American Association of University Professors (AAUP) and the Association of Governing Boards of Colleges and Universities (AGB) Board of Directorsⁱ affirm their joint commitment to shared governance. For shared governance to work, the three components (i.e., trustees, the administration, and the facultyⁱⁱ) need a solid understanding of shared governance, its current practice and codification, and its history at that specific institution. This document offersⁱⁱⁱ a starting point to advance the discussion of what “shared governance” means and how to strengthen it at GW. The Faculty Senate aims to work with the administration and the trustees to reach a mutual understanding of shared governance in order to implement it more effectively at GW. While shared governance also applies to how various schools are managed, this document focuses on university-wide issues that impact more than one school at GW. The current document (Version 2.0) builds upon the previous efforts of the Faculty Senate Executive Committee (FSEC), initiated in September 2020, to operationalize shared governance at GW^{iv}. Please refer to Appendix A for relevant extracts from GW governance documents.

What is Shared Governance?

Shared governance refers to the process whereby faculty, administration, and trustees work together to make informed decisions for the university. Its most fundamental description, referred to as the [Statement on Governments of Colleges and Universities](#), was adopted in 1966 by the American Council of Education (ACE), the AGB, and the AAUP. Scott (2020)^v explains,

This statement of principles was built on a long history of efforts to define the roles of trustees in overall fiduciary responsibility for a campus or system; the president's role as the executive responsible for fulfilling the mission in a legally, ethically, and financially sound manner; and the faculty's role in setting academic standards and admission requirements, establishing the curricula, hiring and nurturing faculty, maintaining institutional and programmatic accreditation, and participating in strategic planning, setting priorities, and searches for senior administrators.

In describing shared governance, the [Statement on Government of Colleges and Universities](#) underscores the following (emphasis added in light of recent experiences):

- I. Shared governance recognizes **interdependencies** of its various components (i.e., trustees, administration, and the faculty): Because of the different roles, while the final responsibility for any given decision may rest with one component, the other components will be directly affected. It is therefore important to involve all components in major decisions. A culture of genuine consultation realizes early, careful, and meaningful faculty participation in institutional planning.^{vi} Hence, it can help strengthen mutual respect for distinct roles as well as emphasizes interdependencies.
 - a. This interdependence should not be confounded with the **independence** of each component. They should speak freely. For example, the [Statement on Government of Colleges and Universities](#) states that shared governance must ensure that faculty input is independent and represents faculty expertise.
- II. Shared governance **encourages transparency** and **frequent communication**.
- III. **Mutual trust** helps establish a strong foundation of shared governance.

Some Recent Examples from GW

Successful Shared Governance (Modifying the Faculty Code: 2018-2019): Former Provost Maltzman worked collaboratively with the Senate to modify the Faculty Code. The Senate standing committee on Professional Ethics and Academic Freedom (PEAF) independently proposed resolutions, reviewed the proposals presented by the administration, and generated new proposals while also working with the Senate, Provost Maltzman, and all PEAF members to create an inclusive process. Provost Maltzman's approach was not simply to listen to faculty concerns and do what he thought best but to negotiate language that everyone was comfortable with. He did not merely invite input but sought consensus. This was an iterative process involving many members and meetings, which continually narrowed differences to arrive at acceptable revisions to the administration and faculty.

Failed Shared Governance (Restructuring Research Administration: 2020): A few years ago, a joint task force of faculty, staff, and trustees reformed the research administration. The results were generally praised. However, in 2020 the administration decided to introduce research “pods” with minimal faculty involvement. While a few faculty members were added to the already assembled Shared Services Committee, the decision to introduce the pod model was taken against their advice as well as against the advice of most Deans. The Associate Deans for Research were not even consulted. The faculty on the committee pointed out the pitfalls of the proposed pod system, which proved sadly prophetic. Unfortunately, the results have been disappointing in terms of pod performance and demoralizing for both faculty and staff.

Suggestions

It is clear from the above principles that shared governance requires dedicated commitment from all components. Hence, to strengthen the foundation of shared governance at GW, we offer the following suggestions:

- **Jointly establish clear and frequent communication channels between the faculty, administration, and trustees:** The means of communication among the faculty, administration, and governing board may include (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards.^{vii} Whatever the communication channels, they should be diverse, formal and informal, with enough duplication so that major decisions should not surprise faculty, administration, or trustees.

Why: Shared governance refers to the process whereby faculty, administration, and trustees work together to make informed decisions for the university. For this to happen, mechanisms for healthy and direct communication between various components should be established. This is necessary for building trust and seeking faculty input. Clear and frequent communication channels also ensure productive exchange of ideas, perspectives, and concerns and provide complete and timely access to relevant data (enrollment numbers and aggregated and disaggregated financial data).

How: To establish stronger, direct, and frequent communication with faculty, the following mechanisms should be initiated at each level:

- Encourage frequent trustee attendance at Faculty Senate and FSEC meetings and increase faculty attendance and participation in trustee meetings.
- Faculty members should have a role in introducing and explaining shared governance during

- the new trustee orientation.
- In general, only individuals nominated and elected by the faculty represent the faculty view. In many cases, this refers to the Faculty Senate and/or its standing committees. In other cases, such as during the summer or emergencies, that might mean the FSEC. However, we expect that more critical decisions will demand broader faculty input, which should be ensured by a) working closely with FSEC and Senate members to seek additional representation and b) linking committees and task forces to existing Senate committees so they can work together in an integrated manner. It is important to mention that shared governance requires that the faculty should select faculty representatives according to procedures determined by the faculty^{viii}.
 - Secrecy and confidentiality breed distrust. Since shared governance also requires robust, direct communication among the faculty, faculty representatives must provide informed feedback to the entire faculty. Hence, they should not (in general) be sworn to secrecy nor bound by confidentiality. The [AAUP Report on Confidentiality and Faculty Representation in Academic Governance](#) (2013) states that “requiring faculty members to sign confidentiality agreements as a requirement to serve on university committees is in most cases inconsistent with widely accepted standards of shared governance and with the concept of serving as a representative.”
- **Establish joint effort in the internal operation of the university:** The variety and complexity of the tasks in higher education institutions produce an inescapable interdependence among trustees, administration, and faculty. Therefore, adequate communication among these components and full opportunity for appropriate joint planning and effort is required.^{ix}

Why: Joint effort reflects respect for localized knowledge and recognizes the vital role each component plays in the effective operation of the university. For example, the expertise of the School of Medicine and Health Sciences, the Milken Institute School of Public Health, and the School of Nursing were important in our responses to the pandemic. The diversity of faculty expertise in various fields (such as education, business, engineering, etc.) is a tremendous asset for the university.

How: There are several important areas which demand consultation and exploration of different viewpoints. For example:

- **Selecting the President:** The selection of a president “should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president’s dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.”^x
- **Faculty consultation in senior administration hiring:** The recent controversy involving the hire of a new VP of Communication has led to the realization that senior administrators can have a dramatic effect on students, faculty, staff, and trustees. This resulted in an agreement that the faculty will play a more significant role in hiring senior administrators.
- **Budgeting:** The allocation of resources among competing demands is central to the governing board's formal responsibility, the administrative authority, and the faculty's educational and research functions. Hence, each component should have a voice in the determination of short-term and long-term priorities. From the faculty’s perspective, this requires sharing of perspectives and agreement with the trustees and administration on how

fiscal resources are allocated to support the mission of teaching (salaries, increases, and new hires; technology to support that mission; scholarship and the like to recruit a diverse student body; etc.) and research (support for grant-seeking efforts, new research agendas, young research faculty, Ph.D. student support, etc.). As a result, faculty should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range fiscal projections. Without timely access to such information, faculty, trustees, and administration cannot engage in productive discussions regarding budget planning. The AAUP's statement on [The Role of the Faculty in Budgetary and Salary Matters](#) (1990) states, "The soundness of resulting decisions should be enhanced if an elected representative committee of the faculty participates in deciding on the overall allocation of institutional resources and the proportion to be devoted directly to the academic program" and that such a committee will be of "critical importance in representing faculty interests and interpreting the needs of the faculty to the governing board and president." Further, it suggests that "imposing a blanket requirement of confidentiality on committees that advise the administration on budgetary matters is inconsistent with this basic AAUP-recommended governance standard."

- **Strategic planning:** Strategic planning should begin with the University's mission statement. Budgetary considerations are essential for the financial health of the University, but they should be considered within the context of the institution's larger academic mission. Both long-range and short-range planning should involve all three components of the university: faculty, administration, and trustees. Further, as recommended by the [Statement on Colleges and Universities](#), "effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. A distinction should be observed between the institutional system of communication and the system of responsibility for making decisions."
- **Internal Restructuring:** The research and teaching role of the faculty is central to GW's mission. Accordingly, efforts to modify administrative support for research or teaching, such as for grant administration and IT, should require the clear approval of the faculty.
- **Operations:** Routine administrative responsibilities need to be clearly stated. Also, all operational decision-making should be subject to a periodic review by all components.
- **Physical resources:** Decisions regarding existing or prospective physical resources are critical for the smooth operation of the university. Hence, faculty should be briefed adequately. They should also be able to provide input on decisions regarding existing and prospective physical resources on campus while the administration's plans are still in the formative stage.
- **Review of the Faculty Code and Faculty Organizational Plan (FOP):** Some of the above suggestions will work best if considered in concert with efforts to fulfill or modify the Faculty Code and FOP. Therefore, we suggest a joint faculty-trustee task force be formed to undertake this critical task. For example, the definition of a quorum for the Faculty Assembly and the role and representation of non-tenure-track faculty should be discussed (refer to Appendix A). Some extracts particularly relevant to shared governance from the Faculty Code and FOP are attached as Appendix A.

Conclusions

We recognize that various factors (including institutional size, mission, history, and external environment) impact how the governance standards apply in specific situations. In this document, we have provided a few examples and outlined initial concrete steps to strengthen a culture of shared governance at GW. Current campus circumstances represent an opportunity and urgency to address these issues and rebuild trust. We look forward to working with the trustees and administration in encouraging transparency and frequent communication among the different components to ensure the long-term success of our shared academic mission. We hope that the ideas expressed in this document “will lead to the correction of existing weaknesses and assist in establishing sound structures and procedures.”^{xi}

For questions and comments, please contact us directly.

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Appendix A Strengthening Shared Governance at GW

Following are some key extracts from several GW documents that contain essential information regarding shared governance.

The Charter of the George Washington University:

Purposes

Section 2

The purposes of the University are —

1. to educate individuals in liberal arts, languages, sciences, learned professions, and other courses and subjects of study,
2. to conduct scholarly research and publish the findings of such research,
3. to operate hospital and medical facilities, and
4. to engage in any activity incidental to the foregoing purposes. Such purposes shall be accomplished without regard to the race, color, creed, sex, or national origin of any individual.

Authority of the Board of Trustees

Section 5

- a. The board shall be responsible for the exercise of all powers and the discharge of all duties of the University in a manner consistent with this Act, shall have full authority over all personnel and activities of the University, and may appoint or elect any person to serve as an officer, professor, lecturer, teacher, tutor, agent, or employee of the University. Any person so appointed or elected may be removed by the board.
- b. The board may, by a vote of two-thirds of the individuals then serving as members of the board, adopt, amend, or repeal any bylaw of the University for—
 1. the conduct of the purposes, business, and affairs of the University,
 2. the regulation of the internal government of the University.
- c. The board may, by a vote of two-thirds of the individuals then serving as members of the board, vote to merge the University with any other nonprofit organization.

University Mission Statement:

The mission of the George Washington University is to educate individuals in liberal arts, languages, sciences, learned professions, and other courses and subjects of study, and to conduct scholarly research and publish the findings of such research.

Bylaws of The George Washington University:

ARTICLE III. BOARD OF TRUSTEES Section 1. General Powers of the Board of Trustees. The management, direction, and government of the University shall be vested in the Board of Trustees, hereinafter sometimes referred to as the "Board."

ARTICLE X. FACULTY CODE

The Board of Trustees shall have authority to adopt and amend a Faculty Code by an affirmative vote of two-thirds (2/3) of the individuals then serving as members of the Board of Trustees. The Board shall exercise this authority only after the Board is satisfied that there has been a process of considered consultation with the faculty, including the Faculty Senate, and the President and Provost.

Faculty Code:

IX. FACULTY ROLE IN UNIVERSITY DECISION MAKING

A. The regular faculty shares with the officers of administration the responsibility for effective operation of the departments and schools and the university as a whole. In the exercise of this responsibility, the regular faculty plays a role in decisions on the appointment and promotion of members of the faculty and the appointment of the President, deans, departmental chairs, and other administrative officials with authority over academic matters. The regular faculty also participates in the formulation of policy and planning decisions affecting the quality of education and life at the university. This participation includes an active role in the development, revision, or elimination of curricular offerings of each department or school. The regular members of the faculty of a school are also entitled to an opportunity to make recommendations on proposals concerning the creation, consolidation, or elimination of departments, institutes, or other academic or research units making up a part of that school. The Faculty Senate or an appropriate committee thereof is entitled to an opportunity to make recommendations on proposals concerning the creation, consolidation, or elimination of schools or other major components of the university.

B. The faculty cannot perform an effective and responsible role in university decision making without the cooperation of the administrative officers of the university. This cooperation includes the provision of such information as is necessary to the development of sound, well-informed recommendations. Faculty bodies charged with responsibilities for particular policy and planning areas are entitled, to the extent feasible, to be informed sufficiently in advance of important decisions within their areas of competence to be able to provide their advice or recommendations to the appropriate university officials.

The George Washington University Faculty Organization Plan:

Article I. Purpose and Power

SECTION 2. STRUCTURES AND POWER

The Faculty Organization shall consist of two bodies: the Faculty Assembly (hereafter “Assembly”), which shall consist of academic personnel holding the rank of professor, associate professor, assistant professor, or instructor who are in full-time service and the administrative personnel provided for hereafter; and the Faculty Senate (hereafter “Senate”), which shall be a representative body acting for the Faculty as the whole in legislative and advisory capacities. The powers, duties, and privileges of the Assembly and Senate shall be exercised in accordance with the Charter of the University and subject to the authority of the Board of Trustees, and they shall relate to matters that are of concern to more than one college, school, or division, or to the Faculty.

SECTION 4. Functions

The functions of the Assembly shall be to: (1) Receive information from the President, and such members of the University administration as he may designate, of matters of general University interest or faculty concern. (2) Receive reports from the Senate as to action it has taken and the activities of its committees, and, to the extent than anticipated, its proposed agenda and committee programs for the future. The Assembly shall have the power to direct the Senate to include in the agenda of the Senate or any of its committees, or to study and report back to the Assembly, or to take such other action as may be appropriate with respect to any matter of concern to the Assembly. The Assembly shall also have the power to review any action taken by the Senate and take such action on the basis thereof as the Assembly may deem appropriate. (3) Act as a referendum body on questions referred to it for that purpose by the Senate.

Article III. The Faculty Senate

SECTION 1. FUNCTIONS

The Faculty Senate, on behalf of the Faculty, shall, with respect to matters that are of concern to more than one college, school, or division, or to the Faculty: (1) Formulate principles and objectives and find facts, so as to recommend policies to the President; (2) Provide the President and the Board of Trustees with advice and counsel on such matters as they may request; (3) At the direction of the Assembly — or may, at the request of the faculty of any college, school, division or of individual faculty members, or on its own initiative — consider any matters of concern or interest to more than one college, school, or division, or to the Faculty, and make its recommendations or otherwise express its opinion with respect thereto, to the Assembly, the President, or through the President to the Board of Trustees; (4) Be the Faculty agency to which the President initially presents information and which he consults concerning proposed changes in existing policies or promulgation of new policies.

ⁱ [AGB Board of Director’s Statement on Shared Governance](#). (2017).

ⁱⁱ “Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.” ([Statement on Government of Colleges and Universities](#))

ⁱⁱⁱ We have reviewed a variety of articles, case studies, survey results (for example, 2021 AAUP Shared Governance Survey) from a variety of sources to prepare this document. In addition, Arthur Wilson and Shaista Khilji attended the 2021 AAUP Conference, that was held virtually in June 2021.

^{iv} Version 1.0- “Operationalizing Shared Governance” – this document was shared with Provost Blake and President LeBlanc in September 2020, and with the trustees in May 2021.

^v Scott, R. (2020). [Leadership threats to shared governance in higher education](#). *AAUP Journal of Academic Freedom*, 11, p.1-17.

^{vi} Appropriate joint planning and effort mean that all components get to participate. As per the [Statement on Government of Colleges and Universities](#), “Important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components.”

^{vii} [Statement on Government of Colleges and Universities](#).

^{viii} [Statement on Government of Colleges and Universities](#).

^{ix} [Statement on Government of Colleges and Universities](#).

^x [Statement on Government of Colleges and Universities](#).

^{xi} [Statement on Government of Colleges and Universities](#).



Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)
September 10, 2021
Arthur Wilson, Chair

Upcoming Special Faculty Assembly

Last Friday, the Senate office posted the agenda for the upcoming Special Meeting of the Faculty Assembly, which has been called for the purpose of voting on the slate of the Faculty Consultative Committee (FCC). The agenda—including the resolution naming the slate—is available on the Faculty Senate website. The meeting will be held in a hybrid format for voting-eligible Faculty Senate members, who may attend in person or online (note that online attendance requires pre-registration by September 16). All non-voting Assembly members are welcome to attend in person. FSEC thanks the faculty who have accepted nominations to the FCC and encourages the Assembly to approve this slate, which will have an important role to play during the upcoming Presidential search.

Return to Campus

FSEC has engaged closely with the Office of the Provost as well as with Scott Burnotes and members of the Campus COVID Support Team (CCST) on issues around the safe reopening of campus, including building safety and the clarity of communications around how to proceed under various classroom scenarios. Some of these issues were discussed earlier in this meeting, and further updates are expected from the Provost. FSEC greatly appreciates the Office of the Provost's responsiveness and engagement on these important issues.

Standing Senate Committee Charges

Charges for the Senate standing committees for the 2021-2022 session are still being drafted. Suggestions for specific committee charges are still welcome; please email them to Liz and Jenna as soon as possible.

Board of Trustees

Members of FSEC joined Board Chair Speights for a collegial lunch immediately prior to today's Senate meeting. FSEC looks forward to continued collaboration and communication with the Board, particularly around the presidential search and the process of arriving at consensus on the definition of shared governance.

Personnel Actions

There are no active grievances at the university.

Calendar

The next regularly scheduled meeting of the Faculty Senate Executive Committee is September 24, 2021. Any agenda items to be considered by the FSEC for the October 15 Faculty Senate agenda should be submitted to Liz no later than September 17.

A MESSAGE FROM

Christopher Alan Bracey

Interim Provost and Executive Vice President
for Academic Affairs



September 9, 2021

Dear Colleagues,

The semester is now fully underway, thanks to your efforts in preparing for a robust and engaging in-person instructional environment. Our students are thrilled to be back on campus and learning in our classrooms and labs. I appreciate everyone being patient and flexible this semester as we work to establish a “new normal.”

Our Medical Advisory Group (a team of GW medical and health experts) continues to monitor and evaluate the latest data on COVID-19 transmission in our community as well as the local and national public health guidance in order to provide expert guidance and recommendations to the university. For those who want to know more, the Onward [plan](#) and [website](#) are a great resource.

Nevertheless, the reality is that the Delta-variant of COVID-19 is highly transmissible, and with waning immunity, new and breakthrough infections are possible, even with our community’s extremely high vaccination rate. This may result in the need to accommodate students who miss class, provide additional direction with regard to masking, or otherwise respond if/when a student in your class has a positive COVID-19 test.

This memorandum provides you with some basic guidance in order to ensure that you are fully prepared for such scenarios.

Accommodating students who need to miss class. The university has instructed all students, faculty and staff to refrain from coming onto campus or into classrooms if they have COVID-19 symptoms. It is important that everyone follows this guidance for the health of the community. For this reason, we are likely to have more than the usual number of students who will miss class for legitimate reasons (e.g. international students who are still arriving, isolation following a positive COVID-19 test, quarantining for close contacts who have a vaccine exemption). Students in these situations can and should expect that they will have access to the in-class materials that they missed because they were following the policy.

Please trust students who report a legitimate need to miss class. If a student reports that they have a positive COVID-19 test and need to isolate, you do not need to verify medical documentation in order to excuse the absence. Students who are quarantined or have a positive COVID-19 test are told to inform their faculty immediately that they cannot attend class. However, such students are also told that they are not required to disclose the positive test result or reason for quarantine. Students experiencing symptoms are told to remain at home. It is important that you trust students who need to miss class because they are ill or adhering to our current campus health policies.

Please ensure that students who miss class for legitimate reasons are able to obtain access to the material they missed. Make sure that you provide information on how such students can access the material they have missed on your syllabus or posted in Blackboard. Faculty are encouraged to record their lectures so that they can be made available to a student who needs that content and to include the statement about the use of electronic recorded materials on your syllabus. If you are not recording, please indicate how you will provide this course content to the student in your syllabus and/or on Blackboard. As a reminder, you can set up your class to automatically be recorded using Echo 360 by scheduling class lecture capture in Blackboard. Here are the links: Enable Lecture Capture for your Classroom ([PDF](#)) ([Video](#)) and Limit Student Access to Recordings in Blackboard ([PDF](#)).

Please help students (and faculty) comply with the masking mandate. Masks are required in all GW buildings. This means that students in class and faculty, staff and students in public academic spaces should be masked. Masks have been delivered to department offices, so if a student arrives to class and their mask is broken or they forgot a mask, you can send them to the nearest department. You might consider having a mask or two with you in case a student comes without one.

While faculty were quite concerned about students not wearing masks, we are hearing from some students that they are uncomfortable with the faculty members who remove their masks to lecture or are not wearing their mask properly (i.e., failing to cover the nose and mouth). If you have chosen to remove your mask to lecture, please make sure to communicate with your students around the policy that allows for this (you can point them to the [FAQ](#)), and that you remain at least 6 feet away from the students. You might also consider, if your students express their concerns to you, whether using a mask and microphone or voice amplification would be a better option. If you feel that you cannot be heard in your class when masked because your class does not have built in room microphone, voice amplification devices are available from GWIT in Rome B102.

If you get sick, test positive for COVID-19 at GW, or have COVID-19 symptoms, do not come to campus. Instead, you should contact [Occupational Health](#) at 202-677-6230. You can also sign up for a [symptomatic test](#).

If you have been exposed to COVID-19 or test positive for COVID-19 outside of GW, faculty should contact Occupational Health for guidance and the outside positive test or exposure should be reported [here](#). A healthcare provider and the CCST will follow up with you. If you are on quarantine or isolation but feel able to work, you may conduct your class remotely from home. If you are unable to teach your class, please contact your chair or program director.

If a student in your class tests positive for COVID-19, the Campus COVID Support Team (CCST) handles all contact tracing and they will send those who have been traced as close contacts information on exactly what to do.

Please note that it is not your responsibility to inform the class. When a GW student, faculty or staff member tests positive, they are immediately contacted by Colonial Health or Occupational Health to assess them for symptoms, ensure they get adequate healthcare, and inform them of how to go into isolation. They are interviewed by the Campus COVID-19 Support Team (CCST) to determine who their close campus contacts were in the past 48 hours. CCST will in turn contact each one of those people. CCST will inform any confirmed close contact of whether and how to go into quarantine and the requirement for a symptomatic COVID-19 testing after the exposure (which varies according to vaccination status). If the person was at an event or in a class, all persons at the event or class are notified of the possible contact and given instructions.

Just because you are in a class in which someone tests positive for COVID-19 does not necessarily mean that you have been exposed. Individuals may or may not have been exposed, since exposure requires that you have been in close proximity to the person (not just in the same classroom). If you have any symptoms of COVID-19, stay home, contact Occupational Health and schedule a symptomatic test in the [medical portal](#).

Please note that it is possible that a student will tell a faculty member that the student tested positive but the faculty member and class might not be notified of an exposure. This could happen because, in doing the contact tracing, the CCST learns, for example, that the student was not in that classroom in the relevant period, or that the student is able to identify those who would constitute close contacts in the classroom. If you receive notification from a student, but the class is not similarly informed, you should not conclude that the contact tracing protocol is not working properly. I encourage you to allow the CCST to do their jobs and to trust the process.

Finally, if your class is informed that a student in the class tested positive, that does not mean you must move your class to remote learning. In this situation, vaccinated students and faculty will be instructed to get a COVID-19 test within 3-5 days and monitor symptoms. Vaccinated students and faculty do not need to quarantine unless they have symptoms. Unvaccinated students and faculty will be required to quarantine and get a test immediately after being identified and, if negative, test again in 4 days (on Day 5) after last exposure or immediately if symptoms develop during quarantine.

I hope that you find this guidance useful as you navigate this “new normal,” and I thank you for your sustained efforts to ensure that the university provides a safe and efficacious learning and research environment for our students.

Sincerely,

Christopher Alan Bracey
Interim Provost and Executive Vice President for Academic Affairs
Professor of Law