



# Faculty Senate

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

Present: Interim Provost Bracey; Faculty Senate Executive Committee Chair Wilson; Parliamentarian Binder; Registrar Amundson; Senate Staffers Liz Carlson and Jenna Chaojareon; Deans Ayres, Bass, Feuer, Goldman, Henry, Mehrotra, and Wahlbeck; Interim Dean Feuer; Professors Baird, Borum, Callier, Clarke, Cohen-Cole, Cordes, Galston, Griesshammer, Grynawiski, Gupta, Gutman, Johnson, Joubin, Khilji, Kulp, Kurtzman, Lewis, Lill, Marotta-Walters, McHugh, Mylonas, Prasad, Roddis, Sarkar, Schultheiss, Tekleslassie, Tielsch, Vyas, Wagner, Wirtz, Yezer, and Zeman.

Absent: President LeBlanc; Deans Lach and Matthew; Interim Dean Slaven-Lee; Professors Agnew, Briggs, Garris, Kieff, Parsons, and Vonortas.

### CALL TO ORDER

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

### APPROVAL OF THE MINUTES

The [minutes](#) of the October 15, 2021, Faculty Senate meeting were approved unanimously without comment.

The Provost noted that, as of November 1, Professor Jason Zara has taken on the role of Associate Dean for Undergraduate Studies in the School of Engineering and Applied Science. With this role, he has stepped down from the Faculty Senate. He will remain an active committee member with Educational Policy & Technology, but he will no longer serve as co-chair for this committee. A new SEAS Senate member will be elected as soon as possible. Provost Bracey expressed his thanks to Professor Zara for all his hard work on behalf of the Senate.

### INTRODUCTION: Vice Provost for Research Pam Norris

Provost Bracey introduced Dr. Pamela Norris, GW's new Vice Provost for Research, stating:

“In this transitional period at the George Washington University, it is important — perhaps now more than ever — for us to make strategic decisions anchored to an academic vision that will advance the institution. Obviously, a major component of our academic vision is pushing the frontier of knowledge with the production and dissemination of impactful research. And a critical component of that aspect of our mission exists at the top, with leadership.

“So I am thrilled to welcome a new leader to the George Washington University: Dr. Pamela Norris, our new vice provost for research. She also holds a faculty position in the School of Engineering and Applied Science. You may know that Dr. Norris was previously 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 is a globally recognized leading expert in nanoscale heat transfer and a fierce advocate for women in STEM, and while at UVA, she served as a trusted mentor for students and junior faculty members. She is also demonstrably committed to diversity, equity, and inclusion, which aligns well with the DEI review that is underway.

“Dr. Norris is ready to hit the ground running. In fact, she already has — her very first day was November 1, and she served as the keynote speaker during the School of Engineering and Applied Science’s Biomedical Engineering Day, or BME Day. That is a lot for anyone’s first day at a new job, and it speaks volumes about Dr. Norris’s enthusiasm for her new role and her desire to connect with our colleagues and the student body.

“I am very happy to have Dr. Norris on my senior leadership team, and I know she will be a strong leader and partner to us all as we remain committed to the attainment of preeminence as a comprehensive global research university.”

Dr. Norris gave the following remarks:

“Thank you for the introduction and for the warm welcome I’ve received from the entire community over my first two weeks. I am thrilled to join the GW community. During the interview process, and over these last two weeks, I have encountered a campus that is full of world class faculty, students and staff—individuals that are having a huge impact in the world. And they are poised to contribute even more with just a little support from the research enterprise. I sense pent-up potential, and that is what most excited me about taking on this role at GW.

“I firmly believe that the world’s most pressing challenges will best be addressed by broadly diverse teams of broadly educated individuals, and comprehensive universities such as GW have an important strategic advantage in this regard. As VPR, my goal will be to grow the capacity of those teams by creating infrastructure that lets faculty focus on what they do best, while others are focusing on the administrative tasks to contribute to their goals of original research and scholarship and teaching the next generation of leaders.

“GW should take pride in its status as a comprehensive research-intensive university. That status speaks not just to how much research it conducts but also to the high-quality education and training made possible by its research-active faculty. I firmly believe students come to comprehensive, world-class, research institutions such as GW because they want to learn from scholars that are making the discoveries and writing the textbooks. It is a value proposition that is worth touting. And so the integration of the academic and the research missions is absolutely critical. We look forward to offering even more ways for our undergraduate students to get involved in the research enterprise.

“We’ll have some good things to talk about in detail soon, like the new electronic research administration system that is rolling out this spring. It will be a major step in the direction of modernizing GW’s core research infrastructure. In the meantime, good ideas come from all places. My inbox is open; I am listening: [pamnorris@gwu.edu](mailto:pamnorris@gwu.edu). I have the ecosystem review reports, and I

have the high-impact research strategic report. I really appreciate all the work your committee put into those.

“I pride myself on assembling talented teams to address problems and to build solid infrastructure, and I look forward to doing that with you and with your input. I am so looking forward to working with all of you. Thanks, again, for such a warm welcome!”

RESOLUTION 22/4: Of Appreciation for the Service of President Thomas J. LeBlanc (Robert Zeman, Faculty Senate Executive Committee)

Dr. Zeman read the [attached](#) resolution, which will also be shared with President LeBlanc, into the record.<sup>1</sup>

REPORT: Technology Subcommittee of the Educational Policy & Technology Committee (Eric Grynawski, Subcommittee Chair)

Referencing the [attached](#) slides, Professor Grynawski reviewed the committee’s mandate—to study GWIT’s services with an eye to moving forward—structure, and areas of focus. He noted that Professors Wirtz and Griesshammer are the two other Senate members serving on the subcommittee, which also enjoys a close partnership with GWIT and Libraries and Academic Innovation (LAI) leadership.

Professor Grynawski noted that four sets of issues were introduced as part of the GWIT restructuring: a dramatic reduction in staff; a move to a centralized GWIT (shared services); a reporting shift to the CFO; and rapid leadership turnover with no clear plans. Recognizing the need to treat reforms in these areas separately, the subcommittee is studying each in isolation to the extent feasible. He presented data on classroom support calls (given how essential this service is to the mission of the university) and on the backlog of support requests in the IT system. He also briefly reviewed some very high-level support data by school, noting that support needs in the schools are about much more than the relative size of each school, extending to specialized technology needs particular to each school. The pods for IT support, however, were created essentially the same and did not take these differing needs into account.

Professor Grynawski reviewed a [slide](#) on the subcommittee’s findings from its fall focus on data. Reviewing issues in each area, he noted that the subcommittee will make recommendations to the Educational Policy & Technology (EPT) committee around IT staffing, the reporting structure of a new Chief Digital (or Information) Officer, the question of having one IT shop as opposed to two (for academic and administrative support requirements), and whether IT support should be centralized or localized to schools and divisions. As the committee considers these recommendations, resolutions may be forthcoming from EPT for Senate consideration. Professor Grynawski closed by noting that services like this require careful planning and should still expect painful transition periods. GW has already paid the cost of one radical transition, and the

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<sup>1</sup> The [December Faculty Senate meeting](#) addressed and corrected a procedural issue with the formal adoption of Resolution 22/4.

subcommittee recognizes the need to be careful before embarking on a second, carefully studying the issues.

Professor Wirtz congratulated Professor Grynawski on an excellent presentation and expressed his complete agreement with its content. He stated that the personnel currently staffing GW's IT functions are the real heroes of the university. They have done extraordinary work under very adverse circumstances. He thanked Associate Vice President Jared Johnson and commended everyone in the IT operation, noting they have been absolutely critical in the effort to keep the university operating during the pandemic.

Professor Griesshammer emphasized again that the IT staff is doing superhuman work and added that they are limited by the resources they have been allocated. He stressed the need to be kind to them; the present situation is not their fault, and responsibility for it goes well above the staff on the ground. He expressed his view that the situation in GWIT will likely get worse before it gets better, as it is much easier to fire people than to hire them. Hiring requires advertising for and attracting qualified candidates as well as onboarding them with GW's systems, and this will take time.

Professor Galston thanked Professor Grynawski for an extraordinary report, noting that she was especially struck by the subcommittee's resisting the temptation to push for simply unraveling what was done in favor of identifying a deliberate path forward. She asked about conversations that need to be had as part of solving these problems (who would be consulted, how, and on what timeline) as well as whether there are plans to bring this report to the trustees. She noted that this issue speaks directly to the Board's desire for GW to be a world-class research institution.

Professor Grynawski responded that GWIT staff are incredibly good partners in this and have been integrated into the subcommittee's process throughout its work. He noted that subcommittee members are talking with GWIT weekly (if not more often) as well as with LAI staff. He emphasized that they are wonderful partners and that the subcommittee couldn't have provided this report without their support and collaboration. At this point, the subcommittee is determining the flow of its work on the abovementioned issues; it will engage in discussions with EPT and the Provost to determine what a collaborative process might look like. Some of this will depend on the status of a CIO search. He suggested that deeper conversations will be required around the question of whether IT services should be kept central or returned to a local model, noting that the deans have varying opinions on this issue and that considering this issue will require a multi-step process.

On the trustee question, Professor Wirtz noted that the faculty has had a history of working hand in hand with the Board on these kinds of issues (e.g., his own service on a Board committee that was dedicated to technology issues) and that he would love to see a return to that model. More recently, the faculty have been shielded from the Board, but the Faculty Senate Executive Committee (FSEC) now has a much better relationship with the Board than has been characterized in recent years. With that said, he noted that this is a subcommittee of EPT and, as such, needs to work with the EPT co-chairs and with FSEC in trying to reestablish the wonderful relationship the faculty used to have with the Board on these issues. He wholeheartedly agreed that the Board should see this report.

Professor Griesshammer added that this is a burning enough issue that FSEC might want to directly approach the Board on this issue. He noted that the bigger picture is that GWIT isn't the only part of GW staff that is struggling right now; GW CARE, GW CAPS, academic advising, libraries, HVAC, Title IX, sponsored research, and other areas all also have shortages—these are the areas

best known due to the fact that faculty and students interact with them frequently. He expressed his regret that the President was not in attendance at today's meeting as he would like to ask him what he had taken under advisement—as per his earlier comments in the Senate in response to expressed concerns about staffing and hiring—and what decisions or actions have been taken.

Professor Tielsch expressed his hope that any attempt by FSEC and EPT to engage the Board also engage VP for Research Norris and Senior Vice Provost Murphy in its process, given their fundamental responsibilities in this area.

Professor Cohen-Cole thanked the subcommittee for their thorough report and the IT staff for their hard work under difficult circumstances. He asked whether the position of the Huron Group, which characterized the difficult nature of IT reorganizations as requiring increased staffing and taking multiple years to do in a way that did not have significant negative downstream effect, is something that is well known and that institutions should be obviously aware of as they begin these reorganizations. He further asked whether there are any metrics indicating how these staffing problems are harming research and the student experience. Professor Grynawski responded that he referenced the Huron Group due to the fact that the subcommittee had a meeting with them, and their consultants are focused on this very question. Their take would be that the general and expected difficulty of these transitions is widely known and in all the relevant literature. These transitions are painful, especially when done all at once, as several things are changing at the same time. It is much harder to change five things at once rather than one at a time (e.g., changing email servers at the same time as changing login IDs and wifi systems); doing everything at once means support systems become necessarily overwhelmed. He added that GWIT needs not only staffing but also “rumor-busters” to counter inaccurate messages in the user community, something IT staff can't currently do as they have lost their in-house communications team. He indicated he wasn't sure how the university would know exactly how this impacts students but noted that, based on anecdotal evidence (referencing a student email forwarded to him by Dean Henry), students are very concerned about a variety of issues in this area. They can tell there are problems happening in the classrooms. He hoped that year-end evaluations will provide some data on this, but he noted that students are, for the first time in his memory, universally complaining about IT disasters they are observing in the classroom.

Professor Roddis asked about the immediate need to support as best as possible the current IT staff across the university, in particular letting them know that someone is working on their behalf with regard to hiring, communications, and other issues. She noted a lack of respect in the way staff colleagues have been treated and asked how faculty can do something now to improve this, including providing resources to Associate Vice President Johnson for his staff. She noted that there are practical, immediate needs that have to be addressed in order to repair the working environment for the people who are here now, or the university will never catch up as staff will keep leaving.

Professor Griesshammer responded that, even if the CFO were to put \$5 million on the table today to combat this problem, there would still not be notable improvements in IT for several months, given the time it takes to recruit, hire, and onboard new staff. There is no quick fix, he noted, and the university in the meantime can only hang in and hope that Mr. Johnson and his team do not leave in the meantime. He added that he fears more IT people may leave GW because other entities in the area offer better salaries and more stable working hours. He expressed that the mistakes made in the IT area were catastrophic and were made despite faculty warnings over a year ago about the need for increased support ahead of the campus reopening.

Professor Grynaviski added that faculty can help by being kind and understanding to staff, who are burned out and sometimes make mistakes. Both staff and faculty are frustrated, which can lead to an environment of negative interactions. He recommended that faculty be understanding about the fact that the person coming into classroom might be a new temp who is brand new to classroom support or might be on their 7<sup>th</sup> hour of classroom support that day. Faculty can help concretely by being patient with the IT staff.

As a coda to these comments, Professor Wirtz expressed his complete agreement with these comments but asked that faculty also keep in mind that the subcommittee is on top of this, is very active, and will not be letting up on this issue. He invited anyone with any views about what's happening or what should happen in IT to be in touch with the subcommittee. Professor Griesshammer added that the subcommittee has very good communication lines to the Provost and Senior Vice Provost, who have been instrumental in their support. He reiterated that it will take time to dig out of this hole.

Professor Cordes requested and obtained unanimous consent to change the agenda order and present his report prior to the Resolution 22/5 agenda item.

REPORT: Fiscal Planning & Budget Committee (Joe Cordes, Co-Chair)

Using the [attached](#) slides as reference points, Professor Cordes reported that the news on the financial side is positive. The university is not struggling financially; it survived the pandemic in pretty good shape, and the current fiscal year is shaping up to be a healthy one in terms of budget. He noted that the university has the resources to address issues such as those Professor Grynaviski just reported, once determinations are made about how to proceed. He noted that he is providing just broad highlights today ahead of the full annual University Fiscal Planning and Budget report to the Senate in December.

Professor Cordes focused first on the fiscal year ending June 30, 2021, looking first at the balance sheet, or net wealth, of the university, then at the operating performance of the university, and finally at the current status of GW's endowment. He reported that the university's net worth increased quite substantially in FY2021 over FY2020; this increase came from two main areas:

1. GW, like many other universities, experienced very strong performance in its investment portfolio (approximately a 30% year-over-year improvement); and
2. Some issues in terms of how the endowment was valued led to the decision to revalue GW's existing endowment, resulting in a higher endowment value. Professor Cordes noted his December report would include more information about this. He noted that endowment payouts are done based on a three-year moving average, not the endowment's annual value, so an increase in endowment payouts will not be realized until later than the current fiscal year.

For FY2021, Professor Cordes noted that GW broke even in the final analysis, taking into account changes in both expenses and revenues. Most of the gains the university experienced were not on the operating side but were instead realized through its investments.

Professor Cordes then turned to the current fiscal year, noting that the university is currently projecting a small surplus in FY2022—despite higher expenses—because of higher revenues.

Finally, Professor Cordes noted that the financial statements are now consolidated to include the Medical Faculty Associates (MFA) and asked Professor Kulp to provide a broad explanation of this. Professor Kulp stated that this simply means that the university and the MFA report as one entity, so that any flows between the two entities are canceled out at the top level (noted as “eliminations” in the financial statements). Professor Cordes confirmed that more information on this would be forthcoming in the December report, as the Fiscal Planning & Budgeting (FPB) committee will provide more explanation on the connections between GW and the MFA.

Professor Cohen-Cole inquired about the [MFA column](#) and its meaning. Professor Cordes responded that this relates to the consolidation Professor Kulp described. The MFA is an independent entity (a 501(c)3 nonprofit corporation) with its own financial statements to file each year, as the university does. The column Professor Cohen-Cole asked about represents the MFA’s financial statement, and consolidation is the mechanism that organizations with multiple entities can choose to use to report activities (as shown in the “eliminations” column). The numbers here do indicate that the MFA struggled financially in FY21. Professor Kulp added that consolidation considers a revenue item for GW that is an expense item for the MFA by taking out the inter-company transactions to consolidate them; more detail exists under the numbers provided here. Professor Cordes noted that his committee hopes to acquire this detail for its report in December.

Professor Yezer noted that this update reflects on the last and the current fiscal years and stressed that what is important is what is coming in the next five years. He referenced a Senate resolution passed several years ago stating that the university should present the Senate with a 5-year financial plan of projected revenues, expenses, and opportunities; this is needed for any kind of future planning (e.g., major capital projects). Professor Cordes credited Professor Yezer with the attempt to move to something other than single-year planning at the university. He noted that this fell by the wayside around the time of the pandemic and that GW needs to return to longer-term financial planning. He expected that FPB would likely bring forward a resolution on this issue.

RESOLUTION 22/5: For Positioning the Strategic Campus Facilities Master Plan for Success in Fulfilling the University’s Overall Teaching and Research Mission (Joe Cordes, Co-Chair, Fiscal Planning & Budgeting Committee, & Sylvia Marotta-Walters, Co-Chair, Physical Facilities Committee)

Professor Marotta-Walters began with some contextual statements for the [attached](#) resolution in order to explain what its purpose is and is not. She noted that the resolution is in no way saying that the process followed to date to reach this point needs to be redone or undone. That process yielded what the Senate has now seen regarding the Strategic Campus Facilities Master Plan (SCFMP). This resolution is intended to extend that successful planning exercise now that there is an actual product to review in the form of five conceptual endeavors. The resolution provides enough history to ground the Senate in where it goes from here and presents the relevant history to move toward next steps (therefore not including all of the logistics of the planning history and activities around the SCFMP) and how best to do so under Senate committee consultation. This is a resolution designed to position the SCFMP for success as a comprehensive plan, taking into account the medical center while not ignoring academic campus needs. She noted that the specificity of the current plan

demonstrates that there is a space issue on the academic side for classrooms, residences, and research space that will have to be considered in order to get some components of the plan moving forward.

She added that the Whereas Clauses (WCs) are the history relevant to moving the SCFMP forward from this point. Both committees worked very hard to put this together quickly. Acknowledging that the resolution includes many more WCs than resolutions usually include, Professor Marotta-Walters noted that the large number of WCs will be useful to the relevant Senate committees as they begin their work in this area. The WCs on the Regulatory Plan (RP) note crucial dates, and the WCs also mention that there have been significant financial issues that have been raised around issues such as financial aid, diversity on campus, residential spaces, and research spaces, among others. The resolution is written to put the Senate on record with a way to move forward to position the SCFMP to be successful—and to do so in consultation with the relevant Senate committees. For example, FPB will be working on some aspects of the plan, Physical Facilities (PF) will continue its work on overall academic space needs across the university, and a significant role can be envisioned for EPT on IT and educational space issues. The resolution is meant to be an umbrella to create a plan under which Senate committees can take the details of the plan and implement them to meet the needs of the entire university enterprise.

Professor Cordes added that much of the resolution material is properly from PF. FPB contributed in obvious places around financial planning, and he noted that there was spirited discussion of this resolution in FPB prior to the committee vote to jointly sponsor the resolution with PF.

Before opening the floor to questions about the resolution, Professor Marotta-Walters reviewed the resolution's Resolving Clauses (RCs).

Professor Griesshammer noted his slight disagreement with the resolution's take on the Board's position on the SCFMP, noting that the Board has made it clear that the plan and its components haven't yet been formally approved, and none of the projects is a done deal. Professor Marotta-Walters agreed, noting that the Board has just endorsed the plan in concept. Professor Griesshammer noted that the administration's process appears currently driven by the square footage remaining for development under the RP and the timeline for developing that in order to retain the balance of the allotted space under the plan. He emphasized that pressure is a bad advisor. He stressed that the university, as a community, needs to identify and evaluate its space needs and their prioritization. That, he noted, is the discussion and work that will come from this resolution, and so this resolution is an important starting point for the discussions the Board wants to have with the faculty and administration. Professor Marotta-Walters expressed her complete agreement with Professor Griesshammer's comments.

Professor Galston wondered why, given the widespread view that the pressure imposed by the RP timeline will force decisions to be made in a way that some believe is hasty or ill-advised, the resolution's RCs did not include a request for the administration to work with the DC government to extend the RP deadline. Such a request would be logically based on the difficulties imposed by the pandemic and the fact that the university will, in the next year and a half, be searching for and hiring a new president. Issues around the expiration of the RP, she noted, are relevant considerations to how the SCFMP is addressed.



Professor Marotta-Walters recalled hearing in one of the venues where the SCFMP was discussed that the DC government was approached previously regarding a change in the RP and that the request was denied and the university left with the clear impression that the District would not be open to making changes to the current plan. Professor Galston wondered if there might now be a better relationship with the DC government that could be the basis for a good-faith attempt to extend the RP deadline. She expressed her sense that this avenue should be pursued before proceeding with rushed planning and stated she would suggest a fourth RC on this point when the resolution is opened to amendment.

Professor Roddis noted that she has been confused about the scope of the SCFMP planning effort—is the SCFMP indeed an urban planning project focusing on the overall Foggy Bottom campus and how to bring more order to the campus as it evolves over time? Professor Marotta-Walters responded that this is one piece of the plan (the proposed H Street open space). She noted that there is a faculty member who is an urban planner involved in considering that piece of the plan, but that is in a very preliminary stage.

Professor Roddis stated that, up until now, everything reported back on the SCFMP represented “big ideas” fitting into an urban planning effort for the campus. If the SCFMP is not that, she asked whether a space needs study was done as part of the SCFMP project. Professor Marotta-Walters responded that this has not yet been done; the SCFMP is conceptual, and this space study is needed as part of the next steps. Professor Roddis asked, given this, whether the five projects conceptualized in the SCFMP are merely exemplars to show how the plan’s big ideas might be accomplished or are actual projects that have been prioritized. Professor Marotta-Walters stated that there has been no prioritization, and nothing has moved into a project/blueprints stage. Professor Roddis responded that, if these project concepts are just exemplars (with no space needs study having been conducted), then the whole discussion has conflated the RP and the SCFMP and arrived at the idea that five concrete projects are being discussed. She noted that no concrete information has ever been made available to the Senate on what space needs are being met and where these projects are coming from. To her, this resolution is much more involved than what she sees as being the main problem, which is that a space study needs to be done. Without that, the SCFMP needs to be clearly viewed as *not* presenting the university with prioritized projects, and any projects put forward require shared governance to make them happen. As written, she noted that the resolution seems to say that the proposed five projects are in fact what’s been proposed as opposed to the big ideas of the SCFMP. Professor Marotta-Walters noted that a wording change would be appropriate to indicate that these are conceptually endorsed aspects of a master plan and are not actual projects.

Professor Zeman asked whether it is known for certain that no space planning assessments and efforts were part of the SCFMP process. Professor Marotta-Walters responded that any space work was not done with an eye to specificity of space usage but that, very early in the process, some metrics were associated with the spaces Cooper Robertson considered. Professor Zeman expressed a concern about the potential delay for urgent, important projects if space assessment work is inadvertently duplicated. He also expressed a concern with the 4<sup>th</sup> to last WC, which seems to suggest that the plan overly focuses on the School of Medicine and Health Sciences (SMHS) while seeming to miss the fact of existing collaborations across the schools in allied health fields. Professor Marotta-Walters responded that this WC arose from a concern that the two faculty members on the SCFMP steering committee were both from SMHS (although one was appointed in her capacity as chair of PF). She noted that early parts of the planning process included town halls with faculty,

staff, and students that resulted in a great deal of data being brought into the planning process as early as May 2020.

Professor Grynawski noted that he has encountered the most frustration around conflicting reports about what the Board has endorsed or not around the projects named in the SCFMP and where the SCFMP sits in its timeline; the Senate needs real knowledge about this in order to proceed. He asked whether anyone had authoritative knowledge about whether a feasibility study has begun on any of these projects. He recalled that Vice President Burnotes told PF that the Board approved a feasibility study for an ambulatory care center but no steps beyond that. Professor Grynawski noted that the concern posed to Mr. Burnotes was then what happens if, due to financial constraints, only the ambulatory care center comes to fruition, taking out two undergraduate-focused buildings in the process. Mr. Burnotes indicated that he would take that question back. Professor Marotta-Walters responded that the issue of space studies needs to be begun; if it is true that a feasibility study has been approved, it can't be very far along. This, she noted, is why PF and FPB were in a hurry to get this resolution passed to ensure Senate committee involvement in any planning activities already getting underway. Faculty input will be critical to be sure that necessary academic spaces are preserved. Professor Grynawski asked whether FSEC might obtain a clear statement from the Board and administration to clarify the status of these planning efforts. Professor Wilson, addressing Professor Grynawski's point, noted his understanding that the Board has not approved a campus master plan or any component of it; rather, it has approved the concept of a campus master plan and has approved the administration looking forward and exploring the plan ideas. This is not the same as approving specific projects, however.

Professor Cohen-Cole referenced a slide from last month's presentation on the SCFMP that indicates the feasibility study for an ambulatory care center is about  $\frac{3}{4}$  done and asked whether there is any further information available on this. He also asked whether that study addresses the feasibility of including Madison Hall in the proposed ambulatory care center, specifically because another slide shows that Madison Hall would be part of that project. (The slides Professor Cohen-Cole referenced are [attached](#).) He further asked whether CFO Diaz has walked back his comments to the Hatchet that the Board approved this plan, noting that the SCFMP is not ready for endorsement. It requires a space needs assessment first, and he recalled other instances in which the current administration moved very quickly to do things without full consideration (e.g., the 20/30 plan). Professor Marotta-Walters responded that this question was the purpose of the resolution's RCs. The picture is very unclear, and PF hasn't received information on Madison Hall. She added that, should an ambulatory care center be approved for the next phase of a project, it would require that Tompkins Hall be taken offline; this would also need to be addressed. Professor Cohen-Cole asked whether anyone has heard any public statements about the SCFMP's project components not being endorsed by the Board; he suggested that the 7<sup>th</sup> WC might best be revised to indicate that the presentations the Senate has received on the SCFMP specifically say that the projects were endorsed by the Board.

Professor Yezer noted that the plan currently appears to have one concrete project moving forward, while the rest are smoke and mirrors. Fiscally, he stated, the plan is not justifiable. He suggested that the problem with the resolution is that the university needs to focus on whether an ambulatory care center is academically and fiscally viable. He added that he hasn't heard anyone in the administration talk about the basis for consolidating the Columbian College of Arts & Sciences (CCAS); the resolution doesn't differentiate between the immediate, concrete project and the possible, mythical projects. Professor Cordes noted that he would feel more strongly about this point if he knew that a

given project is in fact not mythical; if a project is in the works and going forward, then this analysis would be helpful, but it is not clear this is what is happening. He noted conflicting statements about what has been approved (and not) and that it is not clear what's real.

Professor Griesshammer stated that there is obviously a lot of confusion resulting from how the SCFMP was presented by the top of the administration to the faculty and the wider university community. He referenced the CFO's presentation to the Senate in October, which included a fairly solid timeline of five things to be built; each item had a named timeline, and one was listed as having begun in January 2021. He noted that that kind of confusion, which borders on misinformation, calls for this kind of resolution. The current resolution mirrors back the confusion on this issue and is a shot across the bow to anyone who might want to move ahead single-handedly; it covers the bases for any project going forward.

Professor Wagner agreed, noting that the resolution's drafters did an excellent job of laying out the facts, and those facts in turn result in confusion and a lack of clarity. She noted that the earlier presentation and discussion around GWIT's issues are microcosmic for the confusion reflected in this resolution. These issues result from a lack of shared governance. She noted she was struck by the rushed nature of last year's IT changes and their long-term ramifications. In considering the current SCFMP, it's not clear what has already moved ahead into a concrete stage, and she hoped to avoid another situation like IT's current problems. She also agreed with Professor Galston's earlier point about determining whether an extension of the RP might be possible. She understood that there might be real interest on the part of the medical faculty to move forward but noted that this doesn't necessarily represent what the other entities at the university want. If nothing else, she stated, the process should be slowed; if IT is any indication, rushing things does not serve the entire community's best interest.

Professor Zeman noted that a space needs assessment started from scratch could take quite some time—requiring funding to begin and then extensive work on identifying the areas of greatest need and prioritizing those needs. He noted that, while what the Senate is trying to achieve here is muddied to him, he absolutely supports transparency and having all the schools involved in the planning process. However, he added, he was unclear about the execution of the resolution.

Professor Cohen-Cole asked whether PF could talk about the current master planning docs that were presented last month that represent the two-year SCFMP process. He noted, in hearing from people who were involved in the SCFMP process on the initial steering committee and who then commented on the process and the outcome, a disjunction between what went on in the committees and what was represented as the five priorities in the presentation the Senate received. For example, they indicated that their process was very schematic with broad ideas around H Street and the campus diagonal but that the five components identified were not part of that committee's consideration. He also noted that, having watched the videos of the presentation Cooper Robertson gave, he observed a significant disjunction between the voting of the people in those groups and the outcome of the project, even on the conceptual level the Senate saw. For example, he noted that even the undergraduates in the Cooper Robertson meetings didn't indicate that they prioritized new athletic facilities, but the plan includes three new athletic facilities as a significant priority. He wondered whether the master plan the Senate currently has actually represents the history of the process or whether the push to get these major projects done took place after the work of the master planning group.

Professor Marotta-Walters responded that the plan presented to PF was not presented with the level of definition CFO Diaz provided in the Senate presentation. She noted that, at the outset, she would not have concurred with ambulatory care center as the first priority, given what she knows about excruciatingly bad classroom situations, particularly in graduate education. After several conversations, however, she came to understand the critical need for it (and its potential as a revenue generator). She noted that, if it is true that significant progress is already being undertaken on this project, a “both/and” needs to take place to make sure that the classroom space situation is handled as a way of laying the groundwork for an ambulatory care center. She stated that she was not in any way suggesting this project is a done deal but that she has evolved in her own thinking about it. However, she added, she is still confused about how a decision goes from a consultant report to a master plan and who is making those decisions.

Professor Galston vented her frustration by piggy-backing on what so many others have said already with regard to differing, uncertain, and inconsistent information. This should not be accepted as a baseline for proceeding. She indicated that she planned to propose a new RC to ask the Board to meet with the Senate urgently to discuss the SCFMP and their views on how it will move forward. The Senate should not have to engage in an extremely long discussion with the main point of that discussion being that the group doesn’t know precisely what it is discussing and which facts are correct. She noted that an open discussion with the Board could actually hasten the process.

She added that she thought she heard Chair Speights say that GW can’t have the SCFMP until there is a strategic campus academic plan and that the latter depends on shared governance. If that statement is indeed the case, then the administration is getting ahead of where the Board wants to be (allowing for a non-monolithic opinion on these matters on the Board). In addition, she stated that she is not confident that the Board understands all of the issues related to this (e.g., classroom quality or lack thereof), as the faculty does not currently have an avenue of getting concerns to the Board. Professor Wilson noted that his understanding, from speaking with Chair Speights on this matter, is that she did not disagree with his stated opinion that an academic strategic plan is needed before a facilities plan.

He agreed that the faculty needs to be in contact with the trustees to clarify what’s going on with this plan. In a sensible world, he noted, the university wouldn’t be pushing plans by an administration that is concluding in a few weeks’ time, and his impression was that the trustees understand this; there may be an entirely different conversation in January. He noted that he would make an overture to Chair Speights on this point. Professor Galston expressed her concern that irrevocable things could happen in the next seven weeks and that meeting with the Board would help reassure her on this point. Professor Wilson noted that he is already planning this communication and that an additional RC is not necessary to take that step. He added that, with this planned communication, he is not focused as much on the specific resolution as he is on the need for a faculty seat at the table for broad-brush planning. The presentation the Senate received last month illustrates the extent to which that did not happen in the case of the SCFMP.

Professor Roddis referenced the point in the GWIT report earlier today that trying to do multiple things at once doesn’t make sense and can result in damage done to mission-critical areas, noting that the present discussion could make those concerns look tiny in comparison. She noted her support for the resolution because of the need for the Senate to go on the record about being disturbed by this process. She noted that Professors Marotta-Walters and Cordes and their respective committees did the best they could with a confusing situation. She recalled that the

Provost was going to pursue finding out who knows the true status of this effort and asked if he had had any luck with that. Provost Bracey responded that he raised this issue with President LeBlanc and is awaiting a response.

With regard to the question of where the university stands on the question of the relationship between the SCFMP and an academic strategic plan, Professor Cohen-Cole referred the group to the October Senate minutes, where the President noted that “the reality is that GW is on the clock with this particular issue and that some decisions can be made that are consistent with GW’s future without knowing what the next strategic planning process might produce.” Professor Cohen-Cole noted that this viewpoint may be in divergence with what the trustees intend and hoped for clarification on this at some point.

Professor Zeman suggested that the resolution may require an amendment to reach out to the Board to clarify where the process stands and to express the Senate’s opinions on faculty involvement moving forward. He wondered if this is something Professor Wilson is already doing. Professor Wilson responded that he has every plan to reach out to Chair Speights. He reported having spoken with her several times over the past couple of weeks and noted that he has a draft communication prepared for her on this. He added that he would explore a larger meeting of faculty and trustees. Given this, an explicit RC on this point is probably not required.

Professor Marotta-Walters moved that the Senate accept the resolution with any subsequent amendments. Professor Wilson seconded the motion, and the floor was opened for amendment suggestions.

Professor Marotta-Walters presented a set of four amendments. The first three come from herself and Professor Cordes (in their capacities as chairs of PF and FPB, respectively) drafted for today’s meeting. She noted that the purpose of these amendments was to promote inclusivity of all schools and not single out any one school in the resolution. The fourth results from today’s discussion. The amendments are:

1. WC16: strike “rather than focusing exclusively on the School of Medicine and Health Sciences”
2. RC2a: replace “by” with “in coordination/consultation with”
3. RC2e: strike “into MFA space”
4. WC7: reword first clause to “The Senate received from the Board of Trustees components of a proposed SCFMP, to wit:”

Professor Wilson suggested changing the reference to the Board of Trustees in WC7 to “the administration” as the administration was the entity actually presenting the SCFMP to the Senate and as the trustees have not unambiguously gone on record with this plan. Professor Marotta-Walters accepted this suggested edit.

Professor Grynawski noted that the key concern in RC2e is that space currently being used for undergraduates would be converted to space that would not be used in support of the residential student experience. He stated that he would favor either the original RC2e wording or a rewording to clarify that non-academic space is what is meant in this clause. Professor Marotta-Walters accepted the edit of “non-academic space” in place of “MFA space.”

A motion was made and seconded to adopt these four amendments as a group. The motion passed by a vote of 27-1.

Professor Yezer proposed an amendment to RC2d so that the clause reads as follows: “The university administration provides to the Senate (via the Fiscal Planning and Budget Committee) a detailed 5-year financial plan which demonstrates the financial implications of each individual project proposed as part of the SCFMP.”

Professor Wirtz suggested adding “and academic” between “financial” and “implications;” Professor Yezer accepted this edit to his amendment, noting that FPB does not normally considering educational implications but would in this case.

Professor Tielsch clarified whether Professor Yezer meant to remove the phrase “to ensure that each does not depend primarily on student tuition dollars” from this clause. Professor Yezer responded that he did want to remove this clause, as it is implied that a proper financial plan takes sources and uses into account. Professor Cohen-Cole asked whether Professor Yezer would be opposed to retaining this phrase. Professor Yezer noted his concern that the trustees proceed with a professional business plan showing some degree of fiduciary responsibility. Professor Gupta observed that most people are not economists and that leaving this phrase in would provide clarity. Professor Tielsch stated that he didn’t understand why a classroom building wouldn’t be funded in part by tuition dollars; this phrase would exclude the potential for doing so. Professor Kulp agreed with Professor Tielsch, noting that the Senate may not want to delineate how projects are funded. Faculty can review provided business plans and opine on what is the right funding model for that project. Professor Zeman noted his support for the amendment as revised.

Professor Wagner expressed her preference to retain the mention of tuition dollars with an eye toward EPT’s major concerns around enrollment and financial planning; she added that she understood that the implications for 5-year planning depends on tuition dollars. Noting his agreement with Professor Wagner, Professor Grynawiski moved to amend Professor Yezer’s amendment, replacing the struck “to ensure that each does not depend primarily on student tuition dollars” phrase with “and is sensitive to faculty concerns about student tuition dollars being used to support projects that do not benefit the educational mission of the university.” Professor Cohen-Cole seconded the motion. Professor Yezer indicated his opposition to this amendment as obtaining financial implications should be accomplished first, after which point debate can ensue on funding. Professor Galston opposed the amendment, noting that “sensitive to faculty concerns” is too vague and creates a loophole for the administration.

A vote on Professor Grynawiski’s amendment to Professor Yezer’s amendment failed 16-9.

Professor Cohen-Cole moved to amend Professor Yezer’s amendment, replacing the original phrase about tuition dollars with “and explain the extent to which the specific project is supported by undergraduate tuition dollars.” Professor Galston seconded the amendment. Professor Yezer opposed the amendment, noting that, at a university of this size, everything is so fungible that it would be easy to say something is not supported by tuition. Professor Cohen-Cole noted the phrase is simply meant to ask which budget is supporting a given project. Professor Baird suggested removing “undergraduate” from the proposed phrase so that it would read “and explain the extent to which the specific project is supported by tuition dollars.” Professor Tekleslassie supported this suggestion, given that graduate students also pay tuition.

A vote on Professor Cohen-Cole's amendment to Professor Yezer's amendment passed 18-7.

A vote on Professor Yezer's amended amendment passed 25-1.

Professor Galston moved to amend the resolution with a new RC4 that would read: "That the Provost, together with the Fiscal Planning & Budget and Physical Facilities Committee Chairs, enter into negotiations with the District of Columbia to extend the deadline contained in the Regulatory Plan." Professor Wirtz seconded the motion. Professor Wilson suggested including the University and Urban Affairs committee chair in this amendment given that the conversations would engage the District; Professor Galston accepted this suggestion.

Professor Yezer asked whether the parties named in the amendment are empowered to negotiate for the university as the amendment indicates. Provost Bracey responded that he would have to look at the university organizational plan to determine what authority he has in this matter. Professor Galston noted that the amendment is only to enter into negotiations; if initial negotiations were to prove productive, the Provost could then find the appropriate university official to finalize any agreement with the District. Interim Vice President and General Counsel Barber noted that only the DC Zoning Commission has the authority to amend the regulatory plan, and this would only be done via a university application through the commission's regular procedure (not via a negotiation). This would be a university action filed on behalf of the university that the Board would presumably have to approve and authorize the administration to undertake. He understood the intent of the proposed amendment was to seek an extension to the RP deadline but that it would likely need to be reworded.

Provost Bracey departed the meeting due to a prior commitment and turned the virtual meeting gavel over to Professor Wilson.

Professor Galston expressed her concern that she did not want the exiting president or the current CFO to be the ones initiating these discussions, as they oppose an extension to the RP. Professor Wirtz suggested rewording the amendment to encourage the Board to seek a continuance; Professor Galston indicated that her stated concern applies to the Board as well. Professor Galston asked whether wording the amendment to recommend that the Provost work to determine whether the District would be willing to entertain a request for an extension of the RP. Mr. Barber again noted that the Board would be the party to approve any such action and that the best path to the desired thrust of the amendment would be the Senate asking the Board to direct the administration to see the desired extension. Professor Grynawski suggested alternate wording for the amendment: "Recommends that the Provost engage in discussions with the Board of Trustees and, if possible, the District of Columbia government to determine whether an extension of the Regulatory Plan may be possible." Mr. Barber indicated that this wording would capture the intent of Professor Galston's original amendment. Professor Galston accepted this wording as a friendly amendment replacing her initial amendment.

Professor Zeman noted that the new hospital is a long-term building exercise demonstrating that building plans can be approved by the RP deadline without having to complete building by that deadline. Professor Tielsch suggested that the amendment include wording to have these discussions begin in January, following the conclusion of the current administration. Professor Galston noted

that the CFO would still be at GW at that point; she added her impression that the Provost believes the DC government might be open to this and that she would like him engaged in this discussion.

A vote on Professor Galston's amendment passed 22-3.

Professor Tielsch suggested an amendment to delete the sixth to last WC (re: Gateway Health), noting that there are many projects that might not benefit the university community as a whole, even though they might be incredibly important to one piece of the university and would strengthen the overall university. He added that the Gateway Health concept isn't a solid enough plan to rise to this level of comment in the resolution. Professor Wilson noted that he was inclined to agree, given that earlier amendments removed a sense of bias for or against any particular school. Professor Marotta-Walters noted that, while she is agnostic about this clause remaining in the resolution, this WC represents CCAS views from programs with allied health components who wish to have their input considered as this concept is developed. Professor Grynawski added that this WC is a description of the history leading to the resolution; part of that history is that there were members of PF from CCAS (he noted having heard the same concern from others) who want to know about whether there was a discussion about how to include allied medical health fields. This WC is simply, therefore, a statement that several schools have questions about how the Gateway Health is being conceptualized and designed and whether the planners have thought about ways to include the university community as a whole with the Gateway Health district proposal. Professor Tielsch noted that the clause also references the use of student tuition dollars. Professor Grynawski responded that this was the concern—that there are a lot of students who would benefit from the inclusion of the allied health fields in the Gateway Health district plan. He noted that, in the spirit of inclusion, he would want to encourage the allied health fields to have their concerns expressed in this WC but that he would be amenable to eliminating the tuition dollar clause in the clause.

Professor Cohen-Cole stated that he was in support of leaving this WC in the resolution on the grounds that, often, when thinking about the university as a whole, there is a concern about how, building by building, the university mission is collaboratively supported. The resolution is necessarily concerned about taking out a building if that action would be extremely detrimental to a program. Professor Tielsch asked if this thought wouldn't therefore apply to every project possibly emanating from the plan. Professor Cohen-Cole noted that this is the apparent top-line project in the SCFMP, with a feasibility study already underway. Professor Tielsch responded that Gateway Health and the ambulatory care center aren't the same project, as indicated by the slides presented last month. He noted that he would be fine with removing just the tuition dollar clause from this WC and accepted Professor Grynawski's amendment to his amendment, retaining the clause but removing the "which will at least in part be paid for with student tuition dollars" phrase. Professor Baird suggested making this WC more general to all listed projects. Professor Marotta-Walters suggested that removing "the medical projects included in" from the clause while retaining the Gateway Health reference, given that the schools want to understand how a Gateway Health plan will benefit everyone; this would satisfy the needs of the allied health fields. Professor Tielsch accepted this amendment as well.

A vote on Professor Tielsch's amendment passed 23-2.

A vote on the amended resolution passed 20-4.



## GENERAL BUSINESS

- I. Nominations for membership to Senate standing committees
  - Appointments, Salary, & Promotion Policies: Susan LeLacheur as Co-Chair
  - Appointments, Salary, & Promotion Policies/floor nomination from Chair Murli Gupta: Eugene Abravanel (CCAS/Emeritus) for committee membership
  - Educational Policy & Technology/floor nomination from Chair Sarah Wagner: Irene Foster as Co-Chair
  - University & Urban Affairs/floor nomination from Chair Sarah Baird: Amy Cohen as Co-Chair

These nominations were approved by unanimous consent.
  
- II. Report of the Executive Committee: Professor Arthur Wilson, Chair

See [attached](#) for Professor Wilson's FSEC report.
  
- III. Provost's Remarks

Due to a prior commitment, the Provost had to depart the meeting at 5:15pm; his planned remarks are [attached](#).

## BRIEF STATEMENTS AND QUESTIONS

Referencing Professor Wilson's statement in the FSEC report on the Code of Ethical Conduct training email issue, Professor Wirtz expressed his view that this was a miscommunication. The intent was merely to convey to the faculty an invitation to review benign changes to the Code of Ethical Conduct, and someone badly mis-phrased the email's subject and one line of content. A new email was issued just prior to the Senate meeting today that corrects what had appeared to be an attempt to assign an ethical training course to faculty.

Professor Gutman provided one clarification to Professor Wilson's comments on this matter in the FSEC report: "(Professor Wilson) stated that last year's PEAFF determined that the modifications to the Code did not warrant Faculty Senate consultation or review. That is not my understanding. PEAFF inquired whether it should be subject to Senate consideration, and it was determined by others that it did not."

## ADJOURNMENT

The meeting was adjourned at 5:57pm.



**A RESOLUTION OF APPRECIATION FOR THE SERVICE OF  
PRESIDENT THOMAS J. LEBLANC (22/4)**

**WHEREAS**, President Thomas LeBlanc has served for more than four years with distinction as the President of the George Washington University; and

**WHEREAS**, President Thomas LeBlanc demonstrated outstanding leadership during the COVID-19 pandemic by prioritizing the safety and well-being of students, faculty, and staff, involving numerous health experts to help the University formalize its response based on scientific evidence, and collaborated with colleagues at other academic institutions in the District and with the District of Columbia government; and

**WHEREAS**, President Thomas LeBlanc led a team which oversaw transitioning of the entire University to virtual and hybrid learning during the peak of the pandemic, brought our campus back to life in the Fall of 2021, and oversaw a deeply meaningful Bicentennial Celebration on the Mall; and

**WHEREAS**, President Thomas LeBlanc enhanced the student experience by developing double majors in STEM and Non-STEM fields, expanding the ability of students to take courses across traditional school boundaries, included the 18<sup>th</sup> credit hour in existing tuition, expanding community spaces, promoting sustainability, and beginning the renovation of Thurston Hall; and

**WHEREAS**, President Thomas LeBlanc increased alumni engagement and philanthropy with a special priority on student aid; and

**WHEREAS**, President Thomas LeBlanc oversaw and championed expanding the eligibility for full financial aid, in particular of PELL awardees; and


**WHEREAS**, President Thomas LeBlanc recruited several outstanding deans who have contributed in great measure to the university's stature and reputation; and

**WHEREAS**, President Thomas LeBlanc undertook a transformative initiative, with far-reaching implications for the George Washington University, to reintegrate the Medical Faculty Associates into the University, renegotiate the fundamental University relationship with the George Washington University Hospital and Universal Health Systems, and develop a plan for expanding the George Washington University physician presence at the new hospital on the St. Elizabeth's campus, which will provide care to the most underserved, vulnerable populations in the District of Columbia;

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

The Faculty Senate of the George Washington University expresses its appreciation to President Thomas J. LeBlanc for his more than four years of distinguished service and commends him for his leadership and many contributions to the University.

Arthur J. Wilson, Chair, Faculty Senate Executive Committee  
December 10, 2021

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A blue callout box with a downward-pointing arrow is centered on the page.

# Technology Subcommittee Update

# What is the Technology Subcommittee?

## MANDATE

- Study GWIT's services with an eye to moving forward.

## MEMBERS

- Eric Grynaviski (Chair, CCAS)
- 12 Members
- GWIT and LAI Represented

## TIMELINE

- Committee created mid-summer
- Fall focus on service and support
- Winter/Spring Focus on Computer Replacement and Organization

# Reorg: A Primer

## UNDERSTANDING WHAT HAPPENED

- Four sets of issues were introduced as part of reforms of GWIT
  - Reduced Staff
  - Centralized GWIT (Shared Services)
  - Shifted to CFO
  - Rapid leadership turnover and no clear plans

## CRUCIAL POINT

- These reforms need to be treated separately // To the extent feasible we are studying them in isolation of one another
- Example 1: Number of IT staff is a separate question from shared services
- Example 2: Shared services is a model that does not require a specific reporting chain
- Example 3: Many universities take several years to slowly transition, doing it piece by piece (WUSTL 2015-2021). Before and after surveys were conducted to identify issues, with clear plans. GWIT transitioned in weeks with no clear plan.

The background features a series of concentric, overlapping circles in light gray and white, some solid and some dashed, creating a subtle pattern. A large, solid blue speech bubble is centered on the page, pointing downwards. The text "Issue 1: Staffing and Resources" is written in white, sans-serif font inside the speech bubble.

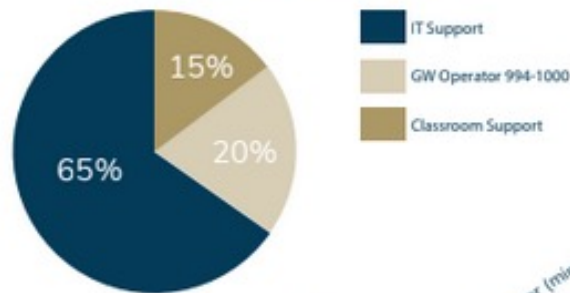
# Issue 1: Staffing and Resources

A focus on  
service and  
support

- Fall meetings sought to capture service and support data
- Today briefly show two themes—
  - Classroom calls
  - Backlog

# A focus on calls

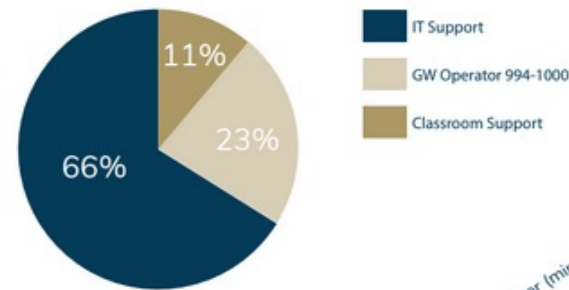
Incoming calls by support type



Support Type	Total calls	Calls answered	% answered	Avg speed to answer (min)	Avg time to abandon	Avg handle time (min)
IT Support	<u>4379</u>	3024	69.0%	3:11	2:44	6:31
GW Operator	1341	807	60.1%	1:32	1:26	1:58
Classrooms	<u>989</u>	762	77.0%	1:19	1:20	3:55
Total	6790	4957	73.0%	2:34	2:24	5:09

September

Incoming calls by support type



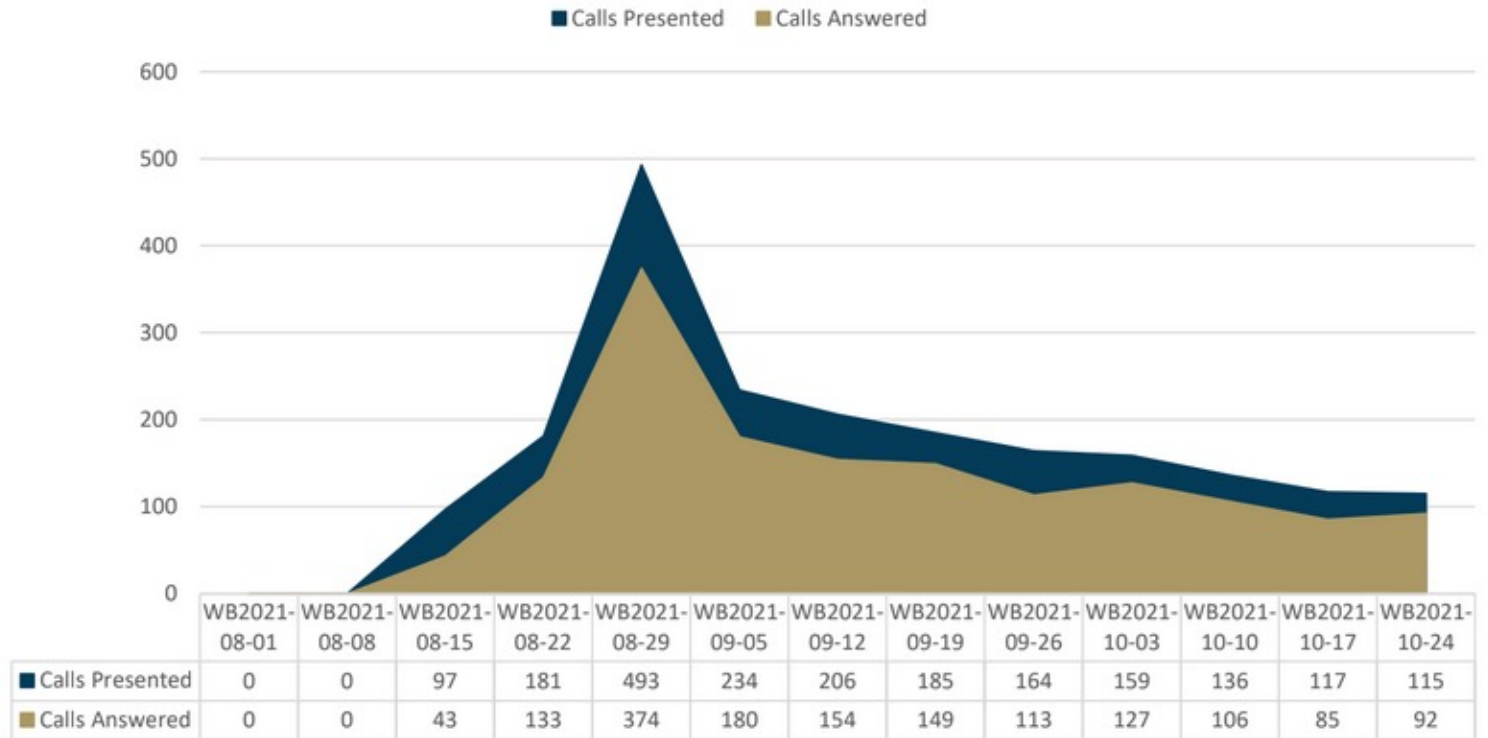
Support Type	Total calls	Calls answered	% answered	Avg speed to answer (min)	Avg time to abandon	Avg handle time (min)
IT Support	<u>3206</u>	2556	79.7%	2:33	1:12	7:19
GW Operator	1108	664	59.9%	1:13	1:16	1:47
Classrooms	<u>540</u>	417	77.2%	1:23	1:20	3:39
Total	4854	3637	74.9%	2:11	1:13	5:48

October



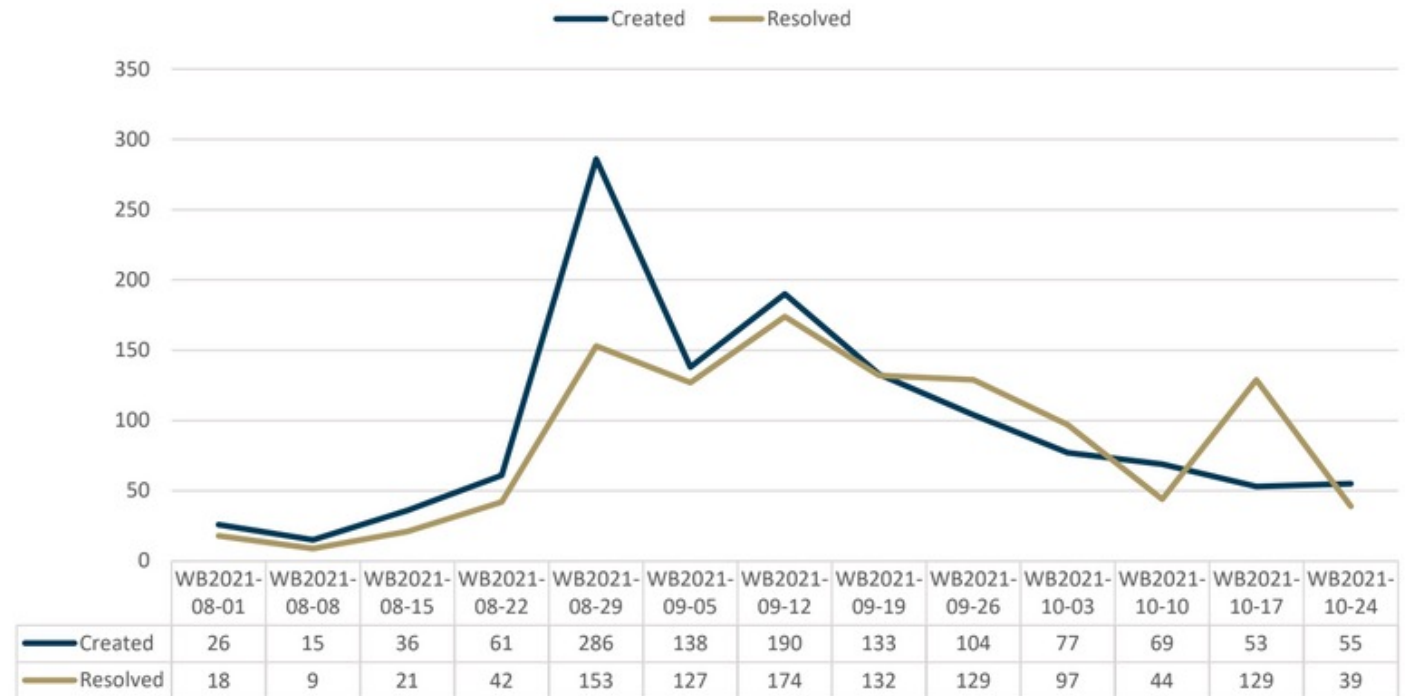
# A focus on the classroom: Dropped Calls

## Weekly Classroom Support Calls

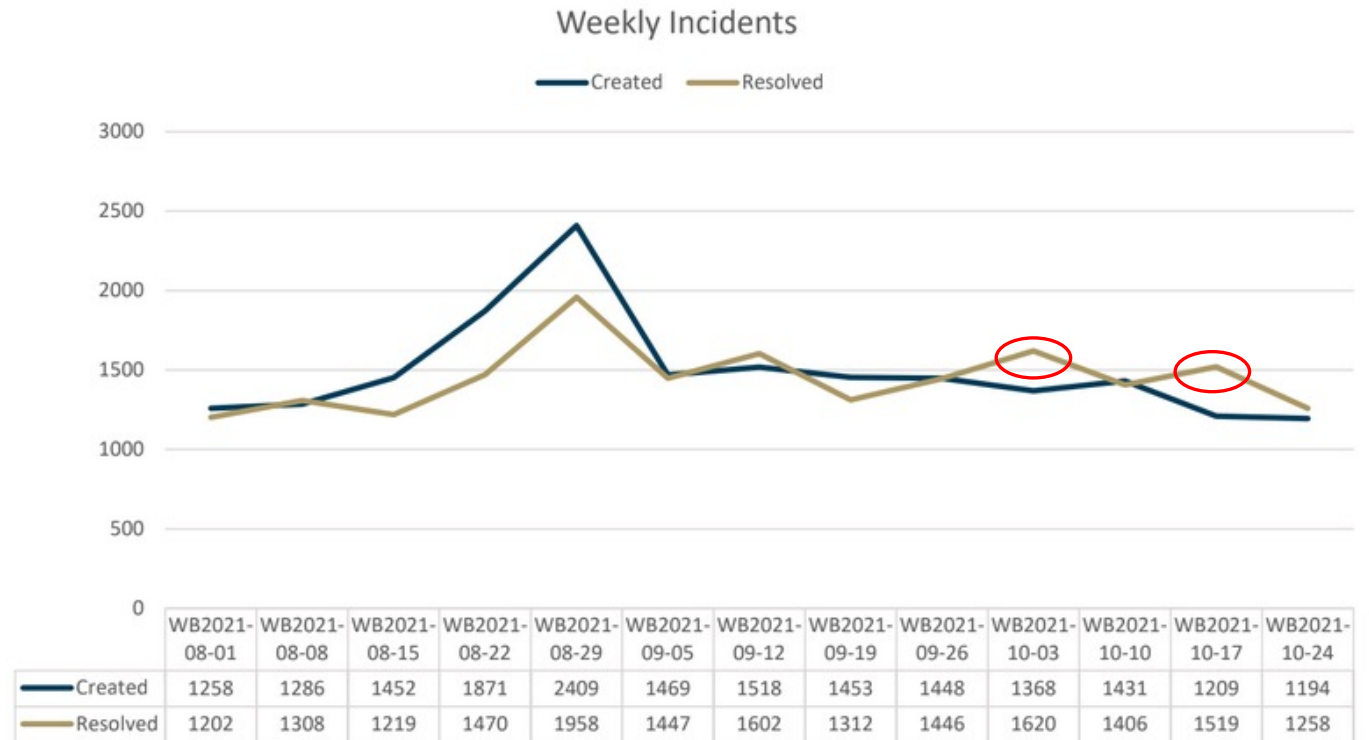


# A focus on the classroom: Tickets

### Weekly Classroom Support Requests (INC+WO)



Same backlog in general tickets

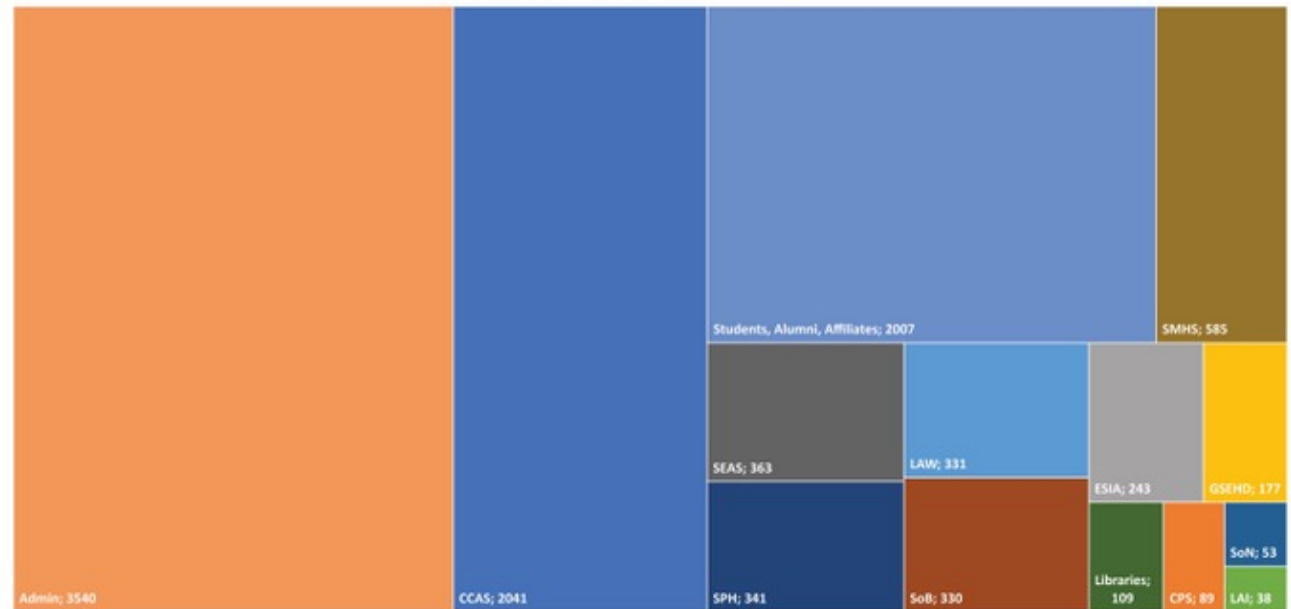


**Note: Red circles indicate areas of known need for data refinement. They are instances in which a surge of closures could happen in areas of very old tickets (e.g., 12 months or longer)**

# By School

An example of a need for data improvement (September Data)

REQUESTS BY CUSTOMER ORGANIZATION



## Findings from Fall focus on data

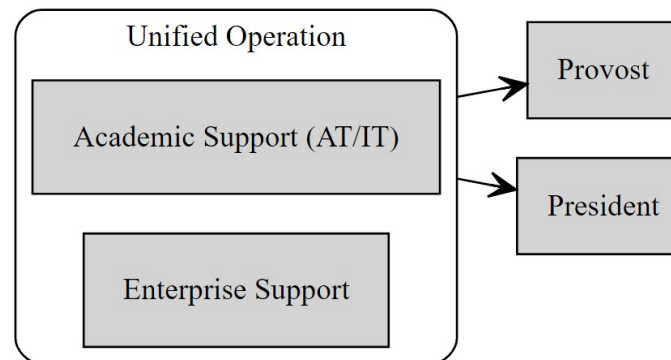
- The subcommittee believes no organizational model would be sufficient with current staffing levels.
- IT services have degraded such that many are having difficulties teaching and conducting research; this is below the minimal acceptable level of service for a modern university.
  - 1 in 4 class calls not answered in September and October
  - 1 in 3 class support calls not answered in September
  - Large and possibly growing backlog
  - Long delays until service done
  - No sustained period where IT has exceeded demand
- Concerned about further degradation, especially the staff burnout and attrition problems.

## Reductions in Staff

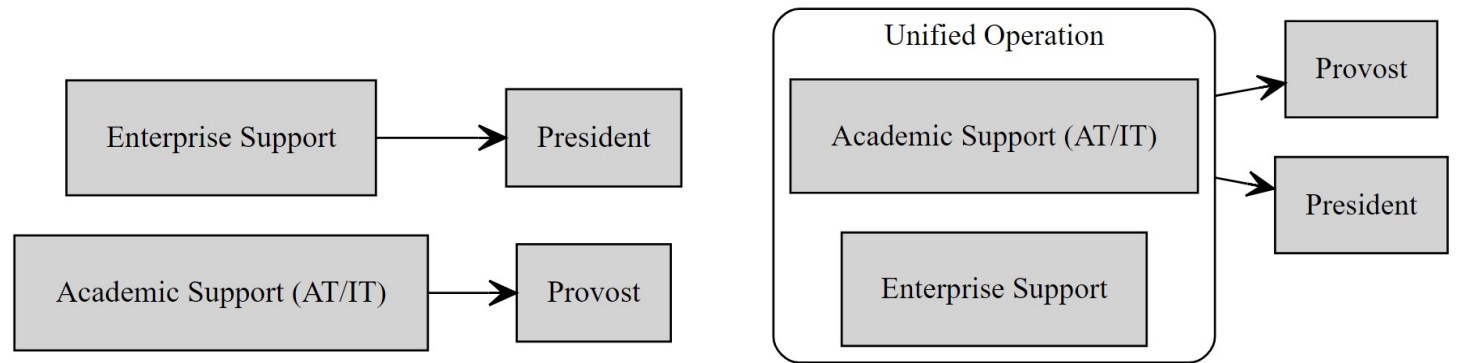
- Given the crisis in GWIT, we have focused on resources thus far.
  - Created a set of shared expectations with GWIT for short and medium term hiring.
  - If these expectations are not met, we may send recommendations to EPT for a resolution in support of resources.
- Progress to date
  - Short term – hiring temps and additional student workers
  - Medium term – four new positions are on the way to approval (two roughly in Academic Technology and two roughly for the regional pods)
  - **This is not nearly enough and we expect more hiring.**

## Next Issue: CIO

- Last year there was a failed search for a Chief Digital Officer (really CIO). The plan was to have the CIO report to the CFO.
- This search will eventually need to be started. Before the search restarts, the subcommittee believes we may need to rethink who the CIO reports to.
- Three national models
  - CIO report to President
    - Direct Report
    - Designee such as COO/CAO/CFO
  - CIO report to Provost
  - CIO dual report
- *Given recent degradation to basic university computing, we are concerned about reporting to CFO as the cost emphasis has led to reductions below the minimal acceptable level of service.*



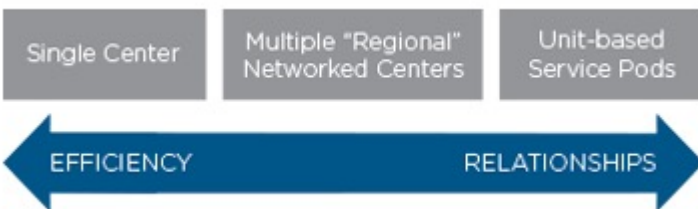
## Future Issue: One Central IT or Two



- Traditionally GWIT had two shops
  - AT/IT under Provost and Schools and Enterprise under President
- Currently has one shop
  - All presently united
- Need to study: national standard is unified as it recognizes that most enterprise systems have academic functions and may realize efficiency gains; although literature on academic IT organization emphasizes need to fit to culture of university



# Future Issue: Central v Local



Source: Huron  
Consulting Group

- Traditionally GW had School Level Centers
  - Large schools had elaborate systems, like OTS
  - Smaller schools had limited support and depended on Central/other schools (GSEHD or ESIA)
- Today we have centers (“pods”)
- Agreement that schools need more of role in their pods for customization and accountability, but...
- A return to local control would be difficult
  - Brain Drain – would need to substantially rebuild pod staff; estimates range from 1-4 years because of hiring issues and interschool competition
  - Systems absorbed or moved – as part of centralization, some systems that existed at school level have been integrated and moved to other schools’ former systems (e.g., SMHS data now stored in more reliable SEAS systems).
  - IT skills are not easily transferable – we cannot mix and match staff however we like (e.g., we cannot rebuild service pods with people trained in cybersecurity).
- This issue needs more study
  - Options include status quo, return to school pods, a hybrid model where pod leaders report to dean and head of GWIT service (one model Huron describes)

## Final thoughts: The transition and planning

- All literature on shared services describes very painful transitions (even among advocates). It requires careful planning.
- The transition perhaps should have been independent of drastic resource cuts.
  - The shared services model, as described by the Huron Group, is a way to invest in staff by allowing for specialization, creation of peer groups, and ladders for advancement. They describe how many universities achieve savings over time by not replacing redundant staff. These are to be “long term” savings.
  - This marks IT as different from other areas, such as HR, where universities (e.g., Michigan, OSU) used shared services as financial mitigation measures during the pandemic. The gains from IT usually need to be more incremental.
- GW has already paid the cost of one radical transition. We need to be careful before embarking on a second and carefully study the issues.



Thank the GWIT Staff

# George Washington University Financial Highlights FY 2021 & FY 2022, Q1

Presented at Oct, 22 Meeting

George Washington University Faculty Senate

**Supplemental Schedule to the Consolidated Financial Statements**  
**Consolidating Balance Sheet**  
**As of June 30, 2021**  
*(in thousands)*

	<u>GWU</u>	<u>MFA</u>	<u>Eliminations</u>	<u>Total</u>
<b>ASSETS</b>				
Cash and cash equivalents	\$ 238,919	\$ 41,228	\$ -	\$ 280,147
Accounts receivable, net	75,600	70,187	(5,031)	140,756
Contributions receivable, net	31,382	-	-	31,382
Investments	2,880,195	43,346	(3,109)	2,920,432
Loans and notes receivable, net	58,567	-	(42,127)	16,440
Property, plant, and equipment, net	1,686,937	66,631	-	1,753,568
Other assets	80,951	50,724	(17,278)	114,397
<b>Total assets</b>	<u>\$ 5,052,551</u>	<u>\$ 272,116</u>	<u>\$ (67,545)</u>	<u>\$ 5,257,122</u>
<b>LIABILITIES</b>				
Accounts payable and accrued expenses	\$ 290,768	\$ 171,945	\$ (22,361)	\$ 440,352
Deferred revenue	104,599	11,827	-	116,426
Long-term debt, net	1,990,537	167,555	(42,075)	2,116,017
Funds advanced for student loans	19,996	-	-	19,996
<b>Total liabilities</b>	<u>2,405,900</u>	<u>351,327</u>	<u>(64,436)</u>	<u>2,692,791</u>
<b>NET ASSETS</b>				
Without donor restrictions	1,775,849	(79,211)	(3,109)	1,693,529
With donor restrictions	870,802	-	-	870,802
<b>Total net assets</b>	<u>2,646,651</u>	<u>(79,211)</u>	<u>(3,109)</u>	<u>2,564,331</u>
<b>Total liabilities and net assets</b>	<u>\$ 5,052,551</u>	<u>\$ 272,116</u>	<u>\$ (67,545)</u>	<u>\$ 5,257,122</u>

The accompanying notes are an integral part of these consolidating financial statements.

**Supplemental Schedule to the Consolidated Financial Statements**  
**Consolidating Balance Sheet**  
**As of June 30, 2020**  
*(in thousands)*

	<u>GWU</u>	<u>MFA</u>	<u>Elimination</u>	<u>Total</u>
<b>ASSETS</b>				
Cash and cash equivalents	\$ 694,983	\$ 1,446	\$ -	\$ 696,429
Short-term investments	100	-	-	100
Accounts receivable, net	88,886	58,822	(18,682)	129,026
Contributions receivable, net	29,349	-	-	29,349
Investments	2,289,706	42,560	(3,109)	2,329,157
Loans and notes receivable, net	22,636	-	(1,653)	20,983
Property, plant, and equipment, net	1,706,871	64,436	-	1,771,307
Other assets	87,595	62,063	(25,751)	123,907
<b>Total assets</b>	<u>\$ 4,920,126</u>	<u>\$ 229,327</u>	<u>\$ (49,195)</u>	<u>\$ 5,100,258</u>
<b>LIABILITIES</b>				
Accounts payable and accrued expenses	\$ 272,164	\$ 167,527	\$ (44,433)	\$ 395,258
Deferred revenue	124,601	15,653	-	140,254
Long-term debt, net	2,169,089	77,221	(1,653)	2,244,657
Funds advanced for student loans	25,030	-	-	25,030
<b>Total liabilities</b>	<u>2,590,884</u>	<u>260,401</u>	<u>(46,086)</u>	<u>2,805,199</u>
<b>NET ASSETS</b>				
Without donor restrictions	1,643,344	(31,074)	(3,109)	1,609,161
With donor restrictions	685,898	-	-	685,898
<b>Total net assets</b>	<u>2,329,242</u>	<u>(31,074)</u>	<u>(3,109)</u>	<u>2,295,059</u>
<b>Total liabilities and net assets</b>	<u>\$ 4,920,126</u>	<u>\$ 229,327</u>	<u>\$ (49,195)</u>	<u>\$ 5,100,258</u>

The accompanying notes are an integral part of these consolidating financial statements.

**Supplemental Schedule to the Consolidated Financial Statements  
Consolidating Statement of Activities  
Year Ended June 30, 2021  
(in thousands)**

	<u>GWU</u>	<u>MFA</u>	<u>Eliminations</u>	<u>Total</u>
<b>OPERATING REVENUE</b>				
Student tuition and fees, net of \$323,230 University funded scholarships	\$ 722,907	\$ -	\$ (205)	\$ 722,702
Patient care, net	-	287,771	-	287,771
Grants and contracts including indirect cost recoveries	226,634	2,121	-	228,755
Auxiliary enterprises, net	15,054	857	-	15,911
Endowment income distributed for operations	90,813	-	-	90,813
Medical education agreements	67,581	19,014	(24,445)	62,150
Contributions	18,631	-	-	18,631
Investment income used in operations	13,228	2,265	(733)	14,760
Net assets released from restrictions	7,977	-	-	7,977
Other	43,443	111,185	(29,554)	125,074
<b>Total operating revenue</b>	<u>1,206,268</u>	<u>423,213</u>	<u>(54,937)</u>	<u>1,574,544</u>
<b>OPERATING EXPENSES</b>				
Salaries and benefits	675,739	279,341	(235)	954,845
Purchased services	232,775	76,764	(38,708)	270,831
Depreciation	84,763	6,137	-	90,900
Interest	73,847	3,840	(733)	76,954
Scholarships and fellowships	22,509	-	-	22,509
Other	109,957	105,268	(15,261)	199,964
<b>Total operating expenses</b>	<u>1,199,590</u>	<u>471,350</u>	<u>(54,937)</u>	<u>1,616,003</u>
<b>INCREASE (DECREASE) IN NET ASSETS FROM OPERATING ACTIVITIES</b>	<u>6,678</u>	<u>(48,137)</u>	<u>-</u>	<u>(41,459)</u>
<b>NON-OPERATING ACTIVITIES</b>				
Investment income, net	372,600	-	-	372,600
Net assets released from restriction	(7,977)	-	-	(7,977)
Contributions, net	30,619	-	-	30,619
Endowment income distributed for operations	(90,813)	-	-	(90,813)
Other	6,302	-	-	6,302
<b>Total non-operating activities</b>	<u>310,731</u>	<u>-</u>	<u>-</u>	<u>310,731</u>
<b>INCREASE (DECREASE) IN NET ASSETS</b>	317,409	(48,137)	-	269,272
<b>NET ASSETS AT THE BEGINNING OF THE YEAR</b>	<u>2,329,242</u>	<u>(31,074)</u>	<u>(3,109)</u>	<u>2,295,059</u>
<b>NET ASSETS AT THE END OF THE YEAR</b>	<u>\$ 2,646,651</u>	<u>\$ (79,211)</u>	<u>\$ (3,109)</u>	<u>\$ 2,564,331</u>

The accompanying notes are an integral part of these consolidating financial statements.

**Supplemental Schedule to the Consolidated Financial Statements  
Consolidating Statement of Activities  
Year Ended June 30, 2020  
(in thousands)**

	<u>GWU</u>	<u>MFA</u>	<u>Elimination</u>	<u>Total</u>
<b>OPERATING REVENUE</b>				
Student tuition and fees, net of \$340,440 university funded scholarships	\$ 784,524	\$ -	\$ -	\$ 784,524
Patient care, net	-	278,212	-	278,212
Grants and contracts including indirect cost recoveries	207,478	5,303	(3,648)	209,133
Auxiliary enterprises, net	89,716	671	-	90,387
Endowment income distributed for operations	86,581	-	-	86,581
Medical education agreements	69,031	18,981	(26,540)	61,472
Contributions	27,248	-	-	27,248
Investment income used in operations	17,108	1,349	(136)	18,321
Net assets released from restrictions	12,200	-	-	12,200
Other	32,345	99,942	(15,261)	117,026
<b>Total operating revenue</b>	<u>1,326,231</u>	<u>404,458</u>	<u>(45,585)</u>	<u>1,685,104</u>
<b>OPERATING EXPENSES</b>				
Salaries and benefits	744,233	298,365	140	1,042,738
Purchased services	265,396	37,843	(36,299)	266,940
Depreciation	86,623	7,185	-	93,808
Interest	68,790	5,299	(136)	73,953
Scholarships and fellowships	26,471	-	-	26,471
Other	150,971	98,720	(9,290)	240,401
<b>Total operating expenses</b>	<u>1,342,484</u>	<u>447,412</u>	<u>(45,585)</u>	<u>1,744,311</u>
<b>DECREASE IN NET ASSETS FROM OPERATING ACTIVITIES</b>	<u>(16,253)</u>	<u>(42,954)</u>	<u>-</u>	<u>(59,207)</u>
<b>NON-OPERATING ACTIVITIES</b>				
Investment income, net	49,751	-	-	49,751
Net assets released from restriction	(12,200)	-	-	(12,200)
Contributions, net	48,270	-	-	48,270
Endowment income distributed for operations	(86,581)	-	-	(86,581)
Other	(620)	-	-	(620)
<b>Total non-operating activities</b>	<u>(1,380)</u>	<u>-</u>	<u>-</u>	<u>(1,380)</u>
<b>DECREASE IN NET ASSETS</b>	<u>(17,633)</u>	<u>(42,954)</u>	<u>-</u>	<u>(60,587)</u>
<b>NET ASSETS AT THE BEGINNING OF THE YEAR</b>	<u>2,346,875</u>	<u>11,880</u>	<u>(3,109)</u>	<u>2,355,646</u>
<b>NET ASSETS AT THE END OF THE YEAR</b>	<u>\$ 2,329,242</u>	<u>\$ (31,074)</u>	<u>\$ (3,109)</u>	<u>\$ 2,295,059</u>

The accompanying notes are an integral part of these consolidating financial statements.



**THE GEORGE WASHINGTON UNIVERSITY**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
**JUNE 30, 2021 AND 2020**

Summarized below are the changes in endowment funds by net asset classification. During the year ended June 30, 2021, the University has reclassified internal debt previously allocated to quasi-endowment investment real estate properties.

*(in thousands)*

	<b>June 30, 2021</b>		
	<b>Without Donor Restrictions</b>	<b>With Donor Restrictions</b>	<b>Total</b>
Endowment net assets, beginning of year	\$ 1,242,373	\$ 560,283	\$ 1,802,656
Investment return, net	185,861	174,460	360,321
Contributions	276	16,560	16,836
Endowment payout	(69,872)	(29,668)	(99,540)
Reinvestment of payout and internal transfers	29,128	5,424	34,552
Reclassification of allocated internal debt	296,447	-	296,447
Endowment net assets, end of year	<u>\$ 1,684,213</u>	<u>\$ 727,059</u>	<u>\$ 2,411,272</u>

*(in thousands)*

	<b>June 30, 2020</b>		
	<b>Without Donor Restrictions</b>	<b>With Donor Restrictions</b>	<b>Total</b>
Endowment net assets, beginning of year	\$ 1,235,985	\$ 542,574	\$ 1,778,559
Investment return, net	47,347	(3,441)	43,906
Contributions	69	48,538	48,607
Endowment payout	(55,858)	(35,037)	(90,895)
Reinvestment of payout and internal transfers	14,830	7,649	22,479
Endowment net assets, end of year	<u>\$ 1,242,373</u>	<u>\$ 560,283</u>	<u>\$ 1,802,656</u>

**Underwater Endowment Funds**

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor requires the University to retain as a fund of perpetual duration. Endowment corpus that is to be maintained in perpetuity totaled \$257.2 million and \$250.3 million as of June 30, 2021 and 2020, respectively.

As of June 30, 2021, a deficiency of \$2.2 million existed on an original gift value of \$41.5 million. As of June 30, 2020, a deficiency of \$25.2 million existed on an original gift value of \$169.4 million. The University's policies permit spending from underwater endowment funds, unless otherwise precluded by donor intent or relevant laws and regulations.

**Investment Objectives and Risk Parameters**

The objective of the Endowment is to preserve and enhance the corpus of the endowment over time while also supporting the spending needs of the University. While it is the University's goal to maintain purchasing power in practice, it is not the University's accounting policy to accommodate purchasing power adjustments by classifying any additional portion of net appreciation as funds to be maintained in perpetuity. The level of risk is measured by the annualized standard deviation of quarterly portfolio returns and is expected to be that incurred by university endowments of similar size with similar return objectives over a complete market cycle.

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THE GEORGE WASHINGTON UNIVERSITY

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WASHINGTON, DC

## **Financial Highlights**

FY 2022, Quarter 1

# THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

## FY 2022 Q1 Forecast (Dollars in millions)

Statement of Operations	FY 2021	FY 2022	FY 2022	Favorable (Unfavorable) Variance from			
	Actual	Budget	Q1 Forecast (as of 8/31/21)	PY		Budget	
<b>Revenue</b>							
Tuition and Fees - Net	\$ 729.9	\$ 781.3	\$ 789.5	\$ 59.6	8.2%	\$ 8.2	1.0%
Indirect Cost Recoveries	34.3	34.2	34.2	(0.0)	(0.0%)	(0.0)	(0.0%)
Medical Education Agreements	67.6	68.9	69.7	2.1	3.1%	0.8	1.2%
Contributions, net	26.6	28.3	28.3	1.7	6.4%	0.0	0.1%
Endowment Support	90.8	99.4	99.4	8.6	9.5%	-	0.0%
Investment and Interest Income	13.2	18.8	18.8	5.6	42.4%	0.0	0.0%
Auxiliaries	15.1	102.8	102.8	87.7	582.9%	(0.0)	(0.0%)
Other Income	36.7	31.7	35.3	(1.4)	(3.8%)	3.5	11.1%
<b>Total - Revenue</b>	<b>1,014.1</b>	<b>1,165.6</b>	<b>1,178.1</b>	<b>164.0</b>	<b>16.2%</b>	<b>12.5</b>	<b>1.1%</b>
<b>Expenses</b>							
Compensation and Benefits	594.1	655.4	656.0	(61.9)	(10.4%)	(0.6)	(0.1%)
Purchased Services	156.1	176.3	182.2	(26.1)	(16.7%)	(5.9)	(3.3%)
Depreciation and Amortization	84.8	86.2	86.2	(1.4)	(1.7%)	(0.0)	(0.0%)
Occupancy	51.3	58.7	58.6	(7.3)	(14.2%)	0.1	0.2%
Scholarships and Fellowships	14.7	14.2	14.3	0.4	2.5%	(0.1)	(0.9%)
Interest	73.8	79.2	82.4	(8.6)	(11.6%)	(3.3)	(4.1%)
Other	37.6	68.58	71.17	(33.6)	(89.5%)	(2.6)	(3.8%)
Contingency	-	4.0	-	-	0.0%	4.0	0.0%
<b>Total - Expenses</b>	<b>1,012.4</b>	<b>1,142.5</b>	<b>1,150.9</b>	<b>(138.5)</b>	<b>(13.7%)</b>	<b>(8.4)</b>	<b>(0.7%)</b>
<b>Operating Margin (normalized)</b>	<b>\$ 1.7</b>	<b>\$ 23.1</b>	<b>\$ 27.2</b>	<b>\$ 25.5</b>	<b>N/A</b>	<b>\$ 4.1</b>	<b>17.8%</b>
Project New Day Expenses	4.7	2.8	3.0	1.7		(0.2)	
COVID Mitigation Expenses	17.9	8.4	8.4	9.5		-	
Dining Lease Buyouts	0.5	1.0	0.8	(0.3)		0.2	
Faculty Voluntary Retirement Buyout	0.4	-	-	0.4		-	
HEERF Allocation	(21.7)	-	-	(21.7)		-	
Insurance Reimbursements - COVID	(1.0)	-	-	(1.0)		-	
Bicentennial	-	1.3	2.8	(2.8)		(1.5)	
October Commencement	-	-	2.1	(2.1)		(2.1)	
2021 Virtual Commencement	1.1	-	-	1.1		-	
<b>Operating Margin (incl. non-recurring items)</b>	<b>\$ (0.1)</b>	<b>\$ 9.6</b>	<b>\$ 10.1</b>	<b>\$ 10.2</b>	<b>N/A</b>	<b>\$ 0.5</b>	<b>5.4%</b>

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# THE GEORGE WASHINGTON UNIVERSITY

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WASHINGTON, DC

## FY 2022 Q1 Forecast vs. FY 2022 Budget

Normalized operating forecast projects a **\$27.2M** surplus, which is \$4.1M favorable to the FY 2022 budget.

- ❖ FY 2022 Revenues are projected to be **\$12.5M** favorable to budget.
  - Total Net Tuition and Fees is favorable to budget by \$8.2M. Undergraduate Tuition, Online Tuition and Fees are favorable, partially offset by unfavorable variances in Graduate Tuition, Summer Tuition and Non-Degree Tuition. (Details provided on the following slide.)
  - Other Income is projected to be favorable by \$3.5M due to the reclassification of the MFA integration originally budgeted as an offset to expense and greater than anticipated royalty income.
- ❖ FY 2022 Expenses are projected to be **\$8.4M** unfavorable to budget.
  - Purchased Services are projected to be unfavorable by \$5.9M primarily driven by GWSPH's favorability in Online Tuition and the associated 3<sup>rd</sup> party revenue share (\$2.2M), EEOC settlement (\$1.0M), GW Health Branding Initiative and unplanned non-capitalizable facilities projects..
  - Interest Expense is projected to be unfavorable by \$3.3M primarily driven by the change in the treatment of pooled debt (\$2M) and the term loan that was assumed at the start of the pandemic has not yet been repaid (\$700K).
  - Other Expense is unfavorable by \$2.6M primarily due to an increased trend in self-insurance claims (\$700K), relocation of residential students (\$500K) and distributions related to unplanned royalties (\$400K).
- ❖ FY 2022 Non-recurring Items are projected to be \$3.6M unfavorable to budget.
  - Incremental expenses related to Bicentennial/Centuries Weekend.

Total 2022 Q1 Operating Margin forecast after non-recurring items is a **\$10.1M** surplus, which is \$0.5M favorable to budget.

The FY 2021 contribution of university assets related to COVID mitigation will be paid back from operations over 3 years: FY 2022 - \$2M | FY 2023 - \$4M | FY 2024 - \$4M



**A RESOLUTION FOR POSITIONING THE STRATEGIC CAMPUS FACILITIES MASTER PLAN FOR SUCCESS IN FULFILLING THE UNIVERSITY’S OVERALL TEACHING AND RESEARCH MISSION (22/5)**

- WHEREAS,** In October of 2019, the university administration appointed a “steering committee” comprised of students, faculty, staff, and administrators with goals of articulating a vision and guiding principles for GW’s physical development planning, and to establish standards for a unified campus identity; and
- WHEREAS,** Faculty representation on this steering committee included representatives from only one of the university’s schools (the School of Medicine and Health Sciences); and
- WHEREAS,** In October 2021, the university administration presented to the Faculty Senate a “Strategic Campus Facilities Master Plan” (“SCFMP”) which had been previously presented to and endorsed by the Board of Trustees; and
- WHEREAS,** The proposed projects identified in the SCFMP are likely to have far-reaching consequences for the University and its students; and
- WHEREAS,** The SCFMP is to be distinguished from the regulatory plan (“RP”) with the District of Columbia that is due to expire in 2027 and which has granted the university the rights to add 3.5 million square feet of development across more than 20 campus development sites; and
- WHEREAS,** The RP stipulates that 70% of the aforementioned additional 3.5 million square feet of development must be either built or approved to be built by the 2027 expiration date of the RP; and
- WHEREAS,** The Senate received from the Administration components of a proposed SCFMP, to wit:
- 1) The Ambulatory Care Center
  - 2) New Student Center
  - 3) CCAS Consolidation at the present University Student Center
  - 4) Research and Innovation Building
  - 5) H Street Open Space Project; and
- WHEREAS,** The Ambulatory Care Center initiative would require the removal of Tompkins Hall, which is heavily used by several schools for classroom and research purposes; and
- WHEREAS,** The Faculty Senate is uncertain about whether Madison Hall will continue to be used as a residence hall and has not received information on this important subject; and,
- WHEREAS,** At the September 2021 Faculty Senate meeting, members of the Faculty Senate noted (with the concurrence of President LeBlanc) that University-wide discussions had not occurred – and needed to occur – regarding whether the priorities highlighted in the SCFMP should preempt previously-identified university priorities (such as increased student financial aid and previously agreed upon building priorities); and

**WHEREAS**, During the month of October, the Senate Physical Facilities Committee (PFC) solicited reactions from nine schools to the SCFMP, in terms of the research and teaching implications of the plan, and with the intention of conveying this information to the full Faculty Senate; and

**WHEREAS**, PFC found that there is not a clear understanding of the SCFMP's vision for its spaces, such as the purpose and function of an Integrated Arts and Sciences building or how Research and Innovation Hall will concretely be used; and

**WHEREAS**, PFC also found that few expressed enthusiastic support for the SCFMP as a whole, highlighted a large number of urgent classroom and research needs that may be worsened by the SCFMP, and affected schools emphasized that they had not been consulted in the designation of new space intended for their use; and

**WHEREAS**, Several schools want to understand how the Gateway Health part of the plan will benefit the university community as a whole; and

**WHEREAS**, The SCFMP, as currently constituted, does not appear to have included or been informed by a university-wide discussion of the future size of the student body, the focus of which has been of particular interest to the faculty in recent years; and

**WHEREAS**, There is a strong desire by all faculty to participate in decision making on the SCFMP, including faculty in allied health fields, who would like to participate in discussions about how the SCFMP might more broadly advance the health sciences in all of the schools in which they are located; and

**WHEREAS**, The allocation of university resources has a direct effect on the University's academic priorities; and

**WHEREAS**, Any implementation of the SCFMP would require the commitment of substantial, scarce university financial resources; and

**WHEREAS**, The faculty is committed to ensuring a sustainable path for all the components of the SCFMP, while also factoring in the university's academic needs;

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

- (1) That the consultative process that began in 2019, with faculty, students, and administrators, now be expanded to include faculty in *all* schools of the university, in consultation with and concurrence of the relevant committees of the Faculty Senate;
- (2) That, prior to embarking on *any* commitment to, funding for, or further study of the feasibility or design of the SCFMP or any one building project identified therein,
  - (a) The SCFMP be fully vetted and, where appropriate, modified in coordination/consultation with the Faculty Senate to address the educational and research priorities of the university;
  - (b) The SCFMP be expanded to include key university priorities, including (but not limited to) size of the student body, Diversity, Equity, and Inclusion (DEI) priorities, and financial aid priorities;

- (c) The university administration include in its planning practical assumptions about the need for classroom and other instructional space and explain how those needs will be met before taking Tompkins Hall offline;
  - (d) The university administration provides to the Senate (via the Senate Fiscal Planning and Budget Committee) a detailed 5-year financial plan which demonstrates the financial and academic implications of each individual project proposed as part of the SCFMP and explain the extent to which the specific project is supported by tuition dollars;
  - (e) The university administration clarify whether Madison Hall will continue to be a residence hall and, if not, how the repurposing of student residence halls into non-academic space will affect enrollment and the student experience;
- (3) That the formulation of the financial framework be developed in consultation with the schools of the university and the relevant standing committees of the Faculty Senate; and
- (4) Recommends that the Provost engage in discussions with the Board of Trustees and, if possible, the DC government to determine whether an extension of the Regulatory Plan may be possible.

Committees on Physical Facilities and Fiscal Planning and Budgeting  
November 2, 2021

Adopted as amended by the Faculty Senate  
November 12, 2021

# PROJECT OVERVIEW

Slide referenced by Professor Cohen-Cole (1)

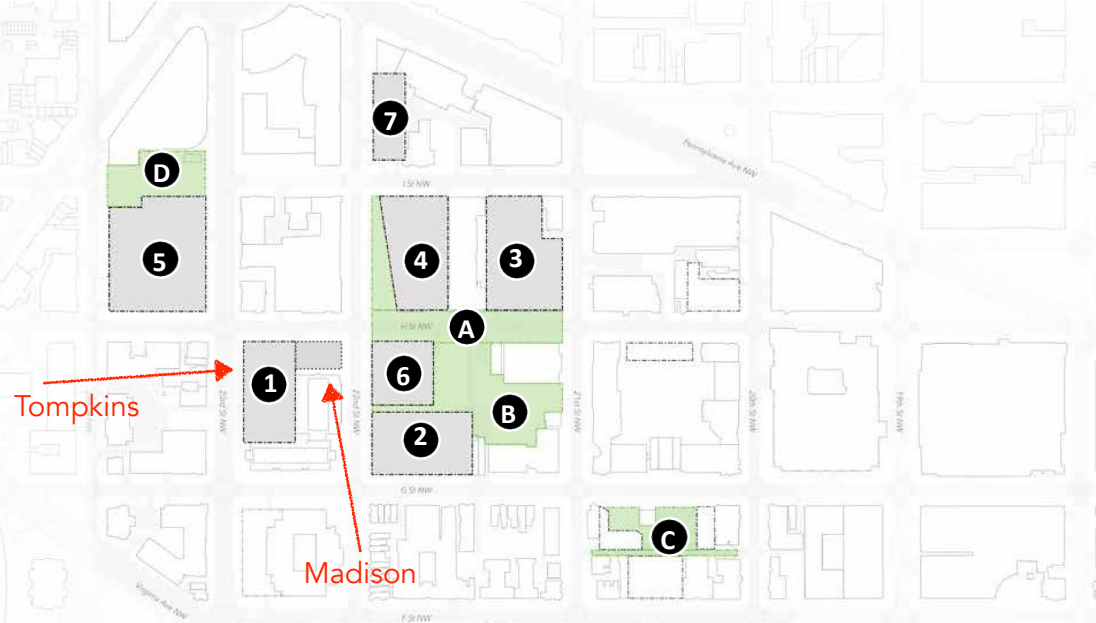
## FOGGY BOTTOM

### Building Projects

- 1 Ambulatory Care Center
- 2 New Student Center
- 3 University Student Center (CCAS)
- 4 Research and Innovation Building
- 5 Ross Hall
- 6 Gelman Library Renovation
- 7 Health Sciences + Clinical Building

### Open Space Projects

- A H Street
- B Kogan Plaza
- C Potomac Square
- D Metro Plaza



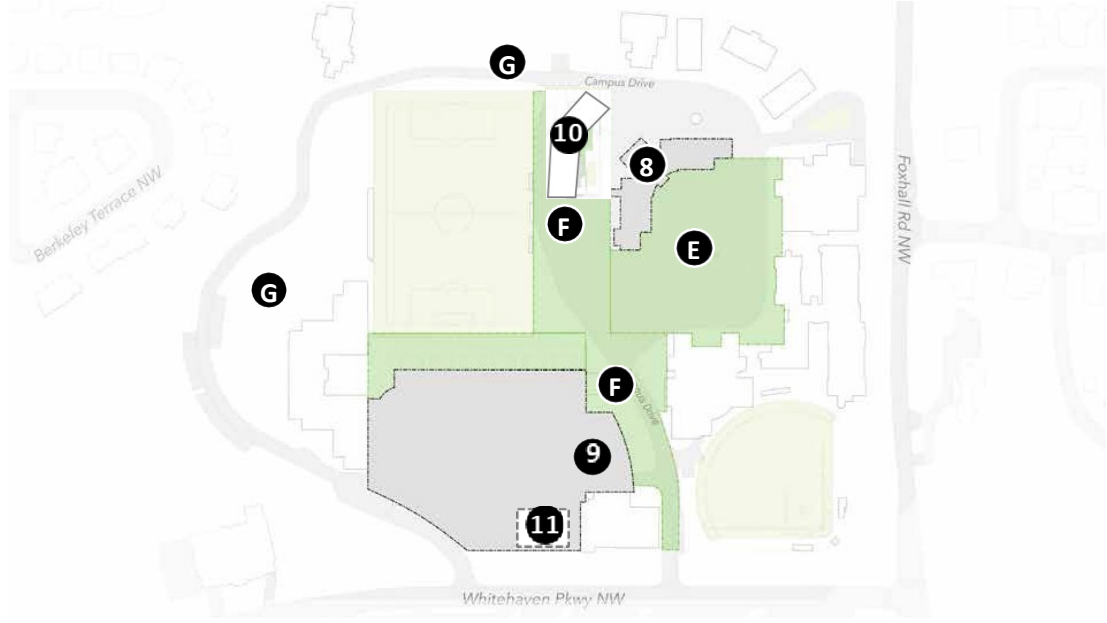
## MOUNT VERNON

### Building Projects

- 8 Professional Development Center
- 9 Recreation + Wellness Center
- 10 New Residence Hall
- 11 Enclosed Pool

### Open Space Projects

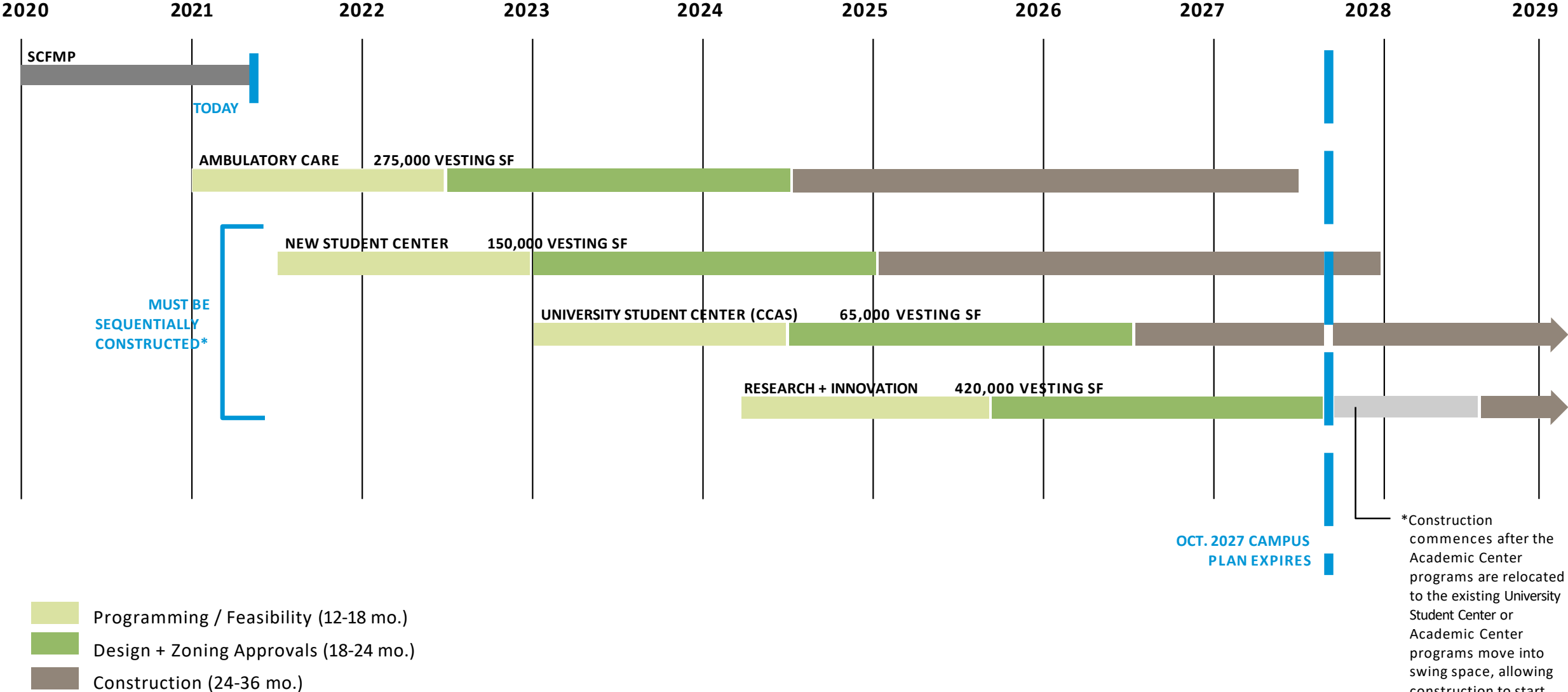
- E East Quad
- F Hillside Landscape + New Dropoff
- G Perimeter Landscapes





# FULL VESTING BY 2027 CAMPUS PLAN EXPIRATION

Slide referenced by Professor Cohen-Cole (2)



# Board of Trustees Endorsement

## Building Projects

1. Ambulatory Care Center
2. New Student Center
3. CCAS Consolidation at USC
4. Research and Innovation Building

## Open Space Project

5. H Street





# Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)  
November 12, 2021  
Arthur Wilson, Chair

## **Standing Senate Committee Updates**

All Senate standing committees now have named co-chairs, with the exception of the Honors and Academic Convocations committee. That committee's work is such that FSEC determined a co-chair was not required.

Committee chairs are reminded to email their interim reports to Liz and Jenna by December 1.

## **Shared Governance**

Pursuant to the joint message from myself, Board Chair Speights, and Interim Bracey, which outlined the upcoming shared governance task force and its work, FSEC worked to identify the task force's faculty members. As a reminder, the task force will include four faculty members, four administration members, and four trustee members. One from each group will serve as that group's chair on the task force.

Shaista Khilji has agreed to act as the faculty chair for the task force. Given her extensive work and experience in this area, I am extremely grateful to her for taking on this important role. In addition, FSEC felt that the FSEC Chair should serve on the task force. For the remaining two faculty slots, FSEC asked the Senate standing committee chairs to submit nominations; FSEC then voted on those nominations. Five nominations were received, and Joe Cordes (CCAS) and Christine Pintz (SON) were elected by FSEC.

## **Code of Ethical Conduct Training Update**

Earlier this week, many—if not all—faculty received a notice from the university's online training platform assigning them an "Ethics Matter" online course for completion. This led to immediate concern among several faculty members regarding the manner in which something appearing to be an educational program was approved by faculty for delivery to faculty by the university. During the last Senate session, the Professional Ethics and Academic Freedom (PEAF) committee reviewed the university's proposed updates to the university's ethical code and determined that full Senate action on those updates were not required. Instead, PEAFF reported on the updates in its interim report in December 2020. I communicated with PEAFF Co-Chair Jeff Gutman to ensure that I could report the full story around this process to the Senate today. I will now read his response for the benefit of the Senate.

Professor Gutman writes, "We understand that the Office of Ethics, Compliance & Privacy consulted with last year's PEAFF as early as summer, 2020 on potential revisions to the Code of

Ethical Conduct. PEAFF provided feedback on the text of that document. The Code is a framework for outlining the categories of ethical obligations and duties that are set forth in greater detail in documents referred to in the Code. It appears that last year's PEAFF inquired whether the apparently modest revisions to the Code required Faculty Senate review and/or action. It was evidently determined that it did not. However, PEAFF's work on the matter is reflected in PEAFF's mid-year (December 2020) report to the Faculty Senate. That report states:

At the request of the FSEC Chair, PEAFF responded to an invitation from Dorinda Tucker, Associate Vice President for the Office of Ethics, Compliance & Privacy, to collaborate on the revision of the University's current Statement of Ethical Principles, which was last issued in 2006. The revised document, renamed Code of Ethical Conduct, primarily organizes, references, and provides context for several other, existing codes and policies related in one way or another to ethical conduct and expectations of students, faculty and staff.

(Notably, it does not provide new expectations or a new source of discipline or sanctions. This was an important consideration for the subcommittee and the full PEAFF). The Code will be considered by the Board of Trustees early in 2021.

As we read that Report, it was the view or understanding of last year's PEAFF that the nature of the revisions and the nature of the Code were such that consideration and approval of the revisions did not warrant full Faculty Senate attention. The Code was formally approved by the Board of Trustees in February 2021.

Our research has indicated that there was no request that last year's PEAFF consider whether the University should require faculty or others to receive training on the Code.

In October of this year, we were informed that the Office had produced a video and we were invited to view it. Ms. Tucker explained to us that 'we have developed an enhanced campaign to support the GW community's knowledge of the Code. This campaign now includes a new 8-minute video as well as the components which already existed: introduction during orientation, annual notice from the President, flyers for campus posting and resources on our website. The 8-minute video will be offered to staff and faculty through our Talent@GW learning management system during their onboarding process as well as we will invite all existing staff and faculty to view it as a one-time event. The training simply provides an overview of the Code of Ethical Conduct and also highlights key university policies and our shared responsibility to hold ourselves and the community to the highest standards of ethical and lawful conduct in all academic and business activities.' We took the use of the word 'invite' to suggest that existing faculty would be offered an opportunity to watch the video. It did not suggest that doing so would be required. At the same time, speaking only as this year's co-chairs of PEAFF, we agree with the Administration's desire to enhance our community's knowledge and understanding of the Code.

We were invited to watch the video and to provide reactions and feedback, which we did. We did so solely in our individual capacities, neither on behalf of the PEAFF or the Senate. We were not asked to endorse the video or opine or approve whether the video would or should be required viewing for existing faculty members. We did not and do not view our review of the video to constitute some final approval that permitted it to be released to the faculty. It appeared to us that the video accurately reviewed the general expectations that are set forth in the Code. We did remind the Office that any faculty member's questions about ethical issues were unlikely to be answered by the

summary video. As a result, we said that it was important for faculty to have access to documents and personnel that could accurately advise them how to navigate ethical issues as they arose.

Reasonable people can disagree whether the Faculty Senate should have been 1) consulted on the revisions to the Code and/or asked to vote to approve them and 2) informed of, consulted on or asked to vote on whether to require faculty to watch the 8-minute training video. This strikes us as precisely the sort of question that should be part of the ongoing consideration of shared governance.”

As detailed by Professor Gutman, PEAFF played a clearly acceptable and appropriate role; their deliberations appear to have been misconstrued by someone in the administration as a mandate to schedule faculty for "ethics training." We recommend that the Provost ensure that a signed email from the Compliance Office be sent to all faculty who received the original email, clarifying that the intent was simply to invite faculty to learn about several benign changes to the Code of Ethical Conduct, and providing a gwu.edu link for anyone who wishes to know about these changes. Finally, we encourage enhanced vigilance by the Provost, the PEAFF co-chairs, and FSEC to do whatever is necessary to make sure that no administration official ever again sends a blanket email to the faculty "assigning" them to "ethics training" without full Senate concurrence.

### **Personnel Actions**

There are no active grievances at the university.

### **Calendar**

The next regularly scheduled meeting of the Faculty Senate Executive Committee is November 19, 2021. Draft resolutions and any other possible Senate agenda items should be forwarded to Liz Carlson in the Senate office with as much advance notice as possible to assist with the timely compilation of the FSEC meeting agenda, particularly given that this meeting takes place earlier in the month than usual to accommodate the Thanksgiving holiday.



**Faculty Senate  
Provost Bracey Remarks  
November 12, 2021**

Diversity Summit

The 7<sup>th</sup> Annual Diversity Summit began yesterday and ends this afternoon. Nearly 1,000 students, faculty and staff registered to engage in discussions addressing racism, antisemitism, ableism, and gender and sexual identity. We also provided various affinity networking spaces for member of the community. I myself gave a lecture today about the legal origins, applications, criticisms, and distortions of Critical Race Theory, which yielded a fruitful question and answer session with the community.

I was honored to be a part of this year's summit and I am very grateful to Caroline Laguerre-Brown, Jordan West, and other colleagues who worked hard to ensure we had a successful event.

Vaccine Requirement Compliance for Spring 2022 Registration

Recently, we shared with the community that all students who wish to register for at least one on-campus, in-person class in the Spring 2022 semester will be required to demonstrate compliance with GW's vaccination requirement prior to being permitted to register for these classes. Compliance can be demonstrated either through proof of full vaccination or being approved for a medical or religious exemption.

Most of our students are already compliant, since they were required to be this semester. However, there will be new students joining us in the spring, and we may have students who previously took classes fully online who are now planning to take a course in-person. They will be blocked from registering for in-person classes until their Banner records have been updated with compliance information. This new policy will save us a lot of the time we spent this semester tracking down noncompliant students on our campuses, since they will not be permitted to register for any in-person classes without submitting the appropriate documentation.

Academic Planning

I reported last month that we would be resuming our usual practice of hosting Fall Academic Planning meetings, in anticipation of more developed Academic Planning meetings in the spring. As a reminder, our goal in the fall meetings is to review school and unit FY22 academic activities, and to discuss any pain points that they are experiencing or budgetary course corrections they recommend with respect to their ability to deliver a high-quality academic experience and research environment for our students and faculty. We are also beginning discussions about 5-year academic plans, spanning FY23 to FY27.

We have now met with nearly all of the schools and colleges. The deans have very much appreciated this opportunity to think expansively about how best to drive their institutions forward, I have very much appreciated the opportunity to engage each school to better learn how best to integrate their local aspirations into a larger aspiration of comprehensive excellence while prioritizing areas of investment, and the budget office has very much appreciated understanding how best to support the academic vision of the university and engage in financial planning to support these endeavors in the out years.

Now that these fall reviews with schools are coming to an end, we are preparing for meetings with administrative units within the Office of the Provost. These will start before the Thanksgiving Break. I look forward to having productive conversations with them as I have with the schools and colleges as we begin to chart a course for the future.

### GW Academic Leadership Academy

A few months ago, I reported to the Faculty Senate that we would be relaunching the GW Academic Leadership Academy, which was placed on hold during the pandemic. For those who might not know, the Academic Leadership Academy was the brainchild of Forrest Maltzman and myself several years ago. It facilitates cross-institutional networking among academic leaders and was designed to build leadership capacity for the participating schools and units. Each cohort participates in a series of seminars throughout the year — each seminar addressing a different topic within team and management development — and leads a case study project to apply their learning. The topics range from conflict management — which we covered just this week in a seminar — to setting vision to developing faculty and staff. After each session, cohort members are given assignments to work on in advance of the next one.

This year's cohort has 19 members, representing nearly all of our schools and colleges, and I am thrilled to have them participate. Coming out of the pandemic year, and as we enter our third century as an institution, it is more important than ever that we strengthen connections across all our schools and colleges and provide professional development and mentorship opportunities for our faculty leaders.

### Chosen Name, Gender Identity, Pronouns Announcement

We announced to the community yesterday technology enhancements that will enable members of our community to designate their Chosen Name, Gender Identity, and Pronouns in GWeb. This is an important step forward in our diversity, equity, and inclusion efforts as members of our community are able to indicate how they identify and how they would like to be addressed. This is something that has been requested, particularly by students, and I am very grateful to our colleagues in the Office for Diversity, Equity and Community Engagement and GW Information Technology for making this change possible.

## Academic Vision and Priorities

As I reported in Faculty Assembly several weeks ago, I continue to share with units on campus my presentation about my academic vision and priorities for the academic year. This is a presentation I gave to the Board of Trustees in October, and I have since presented it to partner units on campus, including Communications & Marketing and the Division for Student Affairs. I gave a brief update yesterday to the Board of Trustees Executive Committee about our progress in academic planning, research, enrollment, and other provost office initiatives, such as enhancing academic excellence and community development. In particular, the comprehensive assessment of our Diversity, Equity and Inclusion policies and procedures officially kicks off next week with the first meeting of the Diversity Leadership Council.

I look forward to continuing to update the Faculty Senate as we make progress in these areas.