



Faculty Senate

**MINUTES OF THE REGULAR SENATE MEETING
HELD ON APRIL 8, 2022
VIA WEBEX**

Present: President Wrighton, Provost Bracey; Faculty Senate Executive Committee Chair Wilson; Parliamentarian Binder; Registrar Amundson and Deputy Registrar Katie Cloud; Senate Staffer Jenna Chaojareon; Deans Ayres, Feuer, Goldman, Henry, Mehrotra, and Wahlbeck; Interim Dean Feuer; Professors Agnew, Baird, Clarke, Cohen-Cole, Cordes, El-Ghazawi, Galston, Garris, Griesshammer, Grynawski, Gupta, Gutman, Johnson, Joubin, Khilji, Marotta-Walters, McHugh, Mylonas, Parsons, Prasad, Roddis, Sarkar, Schultheiss, Tekleselassie, Tielsch, Vyas, Wagner, Wirtz, Yezer, and Zeman.

Absent: Deans Bass, Lach, and Matthew; Interim Dean Slaven-Lee; Professors Borum, Kulp, Kurtzman, and Vonortas.

CALL TO ORDER

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

APPROVAL OF THE MINUTES

The [minutes](#) of the March 4, 2022, Faculty Senate meeting were approved by unanimous consent.

ACKNOWLEDGMENT OF SENATE MEMBERS ENDING TERMS (Mark Wrighton, President)

President Wrighton recognized the following Senate members, whose terms are ending with this meeting:

- Columbian College of Arts & Sciences (CCAS): Jamie Cohen-Cole and Don Parsons
- Elliott School of International Affairs (ESIA): Hugh Agnew (served on the Executive Committee)
- GW School of Business (GWSB): Srinivas Prasad (co-chaired the Athletics & Recreation committee)

- Graduate School of Education & Human Development (GSEHD): Shaista Khilji (served on the Executive Committee) & Abe Teklesclassie
- Milken Institute School of Public Health (GWSPH): Sarah Baird (co-chaired the University & Urban Affairs committee)
- Law School (LAW): Miriam Galston (served on the Executive Committee, including as Vice Chair)
- School of Engineering & Applied Science (SEAS): Charles Garris (chaired the Executive Committee, 2014-2017)
- School of Medicine & Health Sciences (SMHS): Jannet Lewis (co-chaired the Libraries committee)
- School of Nursing (SON): Ellen Kurtzman (served on the Executive Committee)

The President thanked these Senate members for their service and dedication to the university and its faculty.

PRESIDENT’S REPORT (Mark Wrighton, President)

The President noted that Commencement will be held on Sunday, May 15. Elana Meyers Taylor will be the Commencement speaker and will receive the President’s Medal, which is the highest award the GW President can bestow. Any honorary degree recipients will be announced at a later date.

President Wrighton noted that he has recently attended GW community events in New York City and at the Kennedy Center for scholarship and fellowship recipients. A consistent theme at these events was student and alumni gratitude for the faculty and their academic experience at GW. The President congratulated Vice President for Development and Alumni Relations Donna Arbide and her team on the success of Giving Day on April 6, which saw over \$1 million committed to GW in a single day.

The President has now met with the faculty of nine of GW’s ten schools and looks forward to meeting with GSEHD faculty soon. In addition, he attended the installation ceremony for GW Law Professor Joan S. Meier, who is the inaugural holder of the National Family Violence Law Center Professorship.

Finally, President Wrighton reported that he attended the Planet Forward summit yesterday; this was conceived and led by Professor Frank Sesno. This event included hundreds of individuals involved and approximately 80 academic institutions working to prepare a brighter world.

RESOLUTION 22/8: Of Appreciation for Professor Arthur Wilson (Professor Phil Wirtz)

The [attached](#) resolution was introduced and read into the record by Professor Wirtz. The Senate adopted Resolution 22/8 by unanimous consent.

RESOLUTION 22/9: Of Appreciation for Professor Miriam Galston (Professor Scott Kieff)

The [attached](#) resolution was introduced and read into the record by Professor Kieff. The Senate adopted Resolution 22/9 by unanimous consent.

RESOLUTION 22/10: A Resolution on Freedom to Expend Internal Research Awards (Professor Kausik Sarkar, Co-Chair, Research Committee)

Professor Sarkar introduced the [attached](#) resolution, which is meant to facilitate the spending of internal funding. Currently, these funds are allocated for a single year. However, many faculty members in fields without external funding find this limited timeline extremely challenging, as many projects take longer than the single year of funding allocation. As a result, funding allocated for a single year is then forfeited. This would bring the use of these funds in line with that of federal external funding, which can often be extended upon request. The Senate adopted Resolution 22/10 by unanimous consent.

RESOLUTION 22/11: On Defending Academic Freedom to Teach About Race and LGBTQIA+ Gender Issues (Professor Jeff Gutman, Co-Chair, Professional Ethics & Academic Freedom Committee)

Professor Gutman deferred to Professor Cohen-Cole to present the resolution. Professor Cohen-Cole moved the adoption of Resolution 22/11; the motion was seconded. Professor Cohen-Cole noted that the rationale for the resolution is outlined in the [background statement](#) provided with the resolution. In short, the resolution's focus is on a set of state-level laws targeting university professors as well as public school teachers that seek to prohibit the teaching of an honest appraisal of the history of racial oppression and of LGBTQIA+ issues. Professor Cohen-Cole reviewed the content of the resolution before opening the floor to questions and amendments.

Professor Grynaviski noted that the African-American Policy Forum has been working with the faculty senates of public universities across the country to help faculty ensure that they have academic freedom to teach about race and LGBTQIA+ issues. As part of its "Truth Be Told" initiative, this group also seeks allied statements to support the faculty and students of public institutions across the country in this regard.

Professor Gupta expressed his support for the resolution and proposed adding "primary" before "responsibility" in Whereas Clause (WC) 5 in order to make clear that the faculty are the primary driver of the curriculum at the university. The amendment was seconded and accepted by unanimous consent.

Professor Clarke proposed editing the resolution's title and WC1 to read "...Race, LGBTQIA+, and Gender Issues.". The amendment was accepted by unanimous consent.

The [amended resolution](#) was adopted by unanimous consent.

Professor Wirtz requested that the agenda be re-ordered so that Christy Anthony can be present to introduce Resolution 22/12. The request was accepted by unanimous consent.

RESOLUTION 22/13: On Principles of Shared Governance and Recommended Mechanisms for Strengthening Shared Governance at GW (Professor Shaista Khilji)

Professor Khilji moved the adoption of Resolution 22/13; the motion was seconded. She then moved to modify the initial motion to substitute the [attached](#) revised Statement of Principles (April 6) for the Statement initially circulated with the agenda. The request was accepted by unanimous consent.

Professor Khilji made the following introductory remarks:

“First of all, I want to thank you for giving me the opportunity to present Resolution 22/13 with its appended Statement of Principles document. We would like to start by stating that this resolution is the result of several months of work (which we have regularly reported in the senate throughout the fall and spring semesters) by the Shared Governance Taskforce. As a reminder, the Shared Governance Task Force was composed of representatives of the Board, the Administration, and the faculty. This task force was charged to propose principles of shared governance endorsed by the faculty and administration, to be approved by the Board of Trustees, that reflect the mission, history, and values of George Washington University.

“I would like to highlight the Shared Governance Task Force work that led to developing the Statement of Principles. We hosted town halls earlier this year in January, distributed a shared governance survey (for the faculty, administration, and the board) in February, and released the results in March. What you have before is a resolution that recognizes the work of the Shared Governance Task Force, presents a Statement of Principles that the board, administration, and faculty make a commitment to, and recommends some mechanisms that help create and maintain a relationship of collaboration, trust, and mutual respect between the Faculty, Board, and Administration. The resolution itself is simple enough:

“Whereas Clause:

1. Provides background of the SGTf and its composition.
2. Reiterates the charge of the Shared Governance Taskforce.
3. References the University’s governing documents in relation to roles and responsibilities of the board, administration, and faculty; also presents the Statement of Principles to which we commit.
4. Notes that the Statement of Principles references, but does not alter or amend, the University’s current governing documents.
5. Identifies that the purpose of this Statement is to recommend the adoption of these principles and additional mechanisms to strengthen the participation and coordination among the Board, the administration, and the faculty and to encourage robust and multi-directional communication.
6. Notes that the additional mechanisms presented in this Statement create promising avenues for mutual respect, trust, and cooperation among the faculty, administration, and the Board.

“Finally, as the resolving clauses, the resolution suggests that the Faculty Senate:

1. Endorse the appended document, “Statement,” which will be presented to the Board for its final approval in April 2022; and

2. Since we realize that shared governance is an ongoing process, recommends that the faculty, administration, and the Board periodically assess their commitment to shared governance principles, the recommended mechanisms, and operational implementation approaches.

“Now a few things to note about the Statement of Principles (which is the appended document). It has taken several weeks of rigorous, lively, and energetic discussions among the board, faculty, and the administration—and multiple rounds of iterations and editing. As faculty representatives, the four of us have not done this work alone. We could not have given the monumental and high-stake nature of the task. We would like to thank all members of the FSEC (Kim, Bob, Jim, Hugh, Ellen, Miriam, and Harald), PEAFF co-chairs (Jeff Gutman and Natalie Houghtby-Haddon), and Arthur Wilmarth for their deep involvement in reviewing various iterations of this document and helping the four of us (Art, Joe, Christine, and myself) collectively think through iterations and suggest edits. Their support has led us to a document that we believe provides a good framework of shared governance and recognizes the importance of building a stronger faculty-board-administration relationship and also aims to build a culture of mutual respect and trust. Overall, it provides a firm foundation of the shared governance at GW knowing full well that we need to continue to pay attention to our actions and decisions to uphold these principles. In sum, this work is far from finished and will remain ongoing.

“Having said that, I realize that the resolution and the Statement will be (and in recent days have been) subject to multiple interpretations, for that is the beauty of a diverse group of senators. I am looking forward to a healthy and productive debate. But I do want to make sure that you understand the context within which it was framed.

- The board, administration, and the faculty came together and engaged with each other in healthy but also challenging discussions – after what many of us consider some very difficult years at GW. We agreed but also disagreed. I also believe that we challenged each other. We were forced to listen to each other. Through all of this, I am confident that we created some goodwill. I think it is important to mention this goodwill, because it is something that cannot be measured (nor can it be read/ fed into a document) but is so critical to working together to fulfill GW’s academic mission and advancing shared governance.
- I would be lying if I said that this was an easy or smooth endeavor. I think it was extremely stressful. We knew the stakes are high because it impacts our (i.e., the faculty) relationship with the board and the administration. We wanted to be forward-looking while using our history to inform the present and the past. We also needed to communicate our concerns and perspective.
- We made progress, and that progress is captured in the shared governance principles we present (the commitment that the board, faculty, and the administration make to a periodic self-evaluation) and the mechanisms we propose (in terms of faculty-board meetings, periodic surveys etc.).
- Having served as the faculty co-chair of the Shared Governance Task Force, my advice for all us is to think about “living in the and.” We (i.e., faculty, administration, and the trustees) are all committed to the academic mission of the University. We may have different perspectives based on where we are, but our roles are intertwined and interdependent. We need to come together to continue to strengthen shared governance and help build a stronger GW in its third century.

“Finally, I want to thank President Wrighton for his presence at many of the meetings (your presence made us do better), Chris Bracey for his tireless commitment to this work, Trustee Amr El-Sawy for being the voice of the Board, and his openness in engaging with the faculty.

“I want to also thank the two outside consultants/ moderators—Ann Franke and David Maxwell—for moderating some very difficult conversations. Edward Howland, Jenna, and Jonathan Post for keeping us going. Cheryl Biel and Kim Dam for their work on the townhalls and the survey. And all other members of the task force for their input and contributions: Trustees Jacobs, Chichester, and Klein, Terry Murphy, Dean Wahlbeck, and Richard Weitzner. Thank you! And of course, my dear colleagues—Joe Cordes, Christine Pintz, and Arthur Wilson—for your dedication and hard work, for hanging in there with me, and for meeting at odd hours late in the evenings and over weekends. It has been a great pleasure working with all of you.”

Professor Galston expressed her deep gratitude for Professor Khilji’s—and the entire Shared Governance Task Force’s—tireless work on this issue. She asked which documents are included in the governing documents referenced in WC4. Professor Khilji responded that these documents are listed in WC3.

Professor Callier echoed the comments thanking the task force for its hard work. She raised questions on behalf of her SMHS colleagues on the Statement of Communications, Principles, and Recommendations. One colleague wondered what the intent was behind the phrase “work collaboratively” (Part 2/Strategic Context and Academic Mission) and how this word choice reflects the work to be done among these constituencies. She also noticed that there is a timeframe established for Prong 1 under this section but not for Prongs 2 and 3 and wondered if this is intentional.

Professor Khilji responded that the idea behind this bolded statement is to directly address concerns identified in the survey—namely, that one area of the university does not work alone to identify challenges and opportunities. In recent years, there have been examples of the administration working without faculty collaboration; this statement ensures that all areas work collaboratively on issues happening in the market and of concern to the faculty, board, and administration. The Provost added, with regard to the timeline, that this document is not meant to be time-bound but rather to exist alongside the governing documents. To that end, it establishes the general principle that all parties would work collaboratively to identify and address these issues, with the understanding that this work would be done this year, next year, and well into GW’s third century.

Professor Cohen-Cole began by thanking the faculty members of the Shared Governance Task Force (SGTF), the Faculty Senate Executive Committee (FSEC), and the President for working so hard on this; he then asked some clarifying questions. He noted his understanding that one of the key features of the document leading to this task force’s establishment—Shared Governance 2.0—was a discussion of collaborative work. In looking through the present document, he noted little reference to this except in the flexibility statement, where there is a statement that consultation will not happen in circumstances requiring especially quick action. He asked what happened to the original idea of consultation in the development of this document.

He also asked about the meaning of “transparency” and how it will be interpreted under this statement. For example, regarding the survey of campus climate, is it the expectation that the faculty

will consult with, provide questions on, and give feedback on campus climate? Would this go to the entire Faculty Assembly?

Provost Bracey responded on the transparency question, noting that the SGTF considered this term in the ordinary sense of the word and not in a technical sense. He noted that he and the President see transparency as a value—information should be shared in appropriate circumstances. It is a reasonable expectation that a cohort surveyed on a given question should receive a report back on the results of that survey so that they can better understand the virtue of having provided their input in the first place. This is a normative commitment to sharing information where possible and appropriate.

The Provost added that all of the consultation provisions in the *Faculty Code* remain fully in effect—this Statement adds additional, exigent circumstances where the mode of consultation might need to be adjusted in the best interest of the university but does not remove any existing consultation requirements outlined in the governing documents. Professor Khilji added that Shared Governance 2.0 has informed and guided faculty thinking in terms of guiding the writing and editing of the present Statement. The reference to this earlier document was in initial drafts of the Statement but was removed as the Statement moved through multiple iterations. She assured the Senate that Shared Governance 2.0 is the faculty understanding of what shared governance should be, and it has informed all of the conversations with the administration.

Professor Griesshammer thanked Professor Khilji for her hard work on this issue and the SGTF, stating that Professor Khilji is his hero. He also acknowledged the Board and administration for being so flexible in their quick responses to questions and ongoing discussion once the document became widely available to the faculty. He expressed his feeling that the outcome has justified this additional round of discussion and fine-tuning, which was informed by a great deal of mutual understanding. Faculty opinion is quite diverse, and faculty are used to a free-wheeling academic discourse with very flat hierarchies and little deference to titles and seniority—questioning everything—to arrive at the best-possible outcome. He thanked the administration and Board for tolerating this process. He expressed his optimism that the shared governance process is not finished and that it will continue, evolving into even deeper trust and understanding and channeling the faculty's passion for and belief in GW and its success. He expressed his confidence that in a few decades, this will be considered the first and most important step to a new GW. Finally, he noted that, for him, this document is alive and workable only as long as the faculty, board, and administration fill it with life. It will be dead the moment that the participants retreat into arguments about its formal or legal interpretation. He expressed his conviction that this document indeed goes a long way toward establishing structures and channels for ongoing discourse that will survive any change in personnel. He wholeheartedly endorsed the Statement.

Professor Griesshammer then introduced an amendment on behalf of Professor Grynawski and himself. He apologized that the text of the proposed amendment was only sent out to the Senate last night; the amendment was only draftable following confirmation of the final version of the Statement. He noted that the amendment does not require any change at all to the Statement but rather only to the Senate resolution. The amendment proposes inserting two Resolving Clauses (RCs) between the two existing RCs; the RCs would, upon amendment, read:

1. <unchanged> Endorses the appended document....
2. <New> Places great interpretive weight on the two important principles described in the Introduction – (1) the faculty are to have meaningful participation in all areas that impact the academic mission and (2) are the primary decision-makers on academic matters -- and will rely on these principles in interpreting the Statement;
3. <New> Recommends that further discussions of shared governance include national best practices and standards, as encapsulated in the 1966 "Statement on Governments of Colleges and Universities" formulated jointly by the Association of Governing Boards of Universities and Colleges (AGB), the American Council on Education (ACE) and the American Association of University Professors (AAUP);
4. <unchanged, originally Resolving 2> Recommends that ... assess their commitment...

Professor Grynaviski seconded the motion. He noted that these amendments are meant to be extremely friendly and not to in any way diminish the accomplishments of the original resolution. He noted one reason for the newly proposed RC2 is that many faculty understand that shared governance is about people as much as it is about institutions; while all are enthusiastic about the current leadership of the university, many are still recovering from the past. The new RC2 celebrates the introduction to the Statement but also places the faculty thumb on the scale a bit to express that any concerns about the rest of the document are diminished by the two important principles noted in the proposed new RC2. The proposed new RC3 is also friendly, as it emphasizes the importance of including national best practices and standards as educational points in ongoing work in this area but does not force the use of any particular practice or standard.

The amendment was adopted by unanimous consent.

Professor Cohen-Cole introduced an amendment to add a new RC to the resolution. The proposed new RC does not require any change in the Shared Government Statement whatsoever; changes of the Senate Resolution are in the Senate's purview. The text of the new RC, which would become the new RC4, reads as follows:

“Recommends that future discussions of shared governance appreciate the vital importance of Senate committees, where faculty and staff collaboratively bring their expertise to bear in policymaking and problem solving. Providing these committees with meaningful opportunities to participate in policymaking and strategic planning in their respective areas, as mandated by the FOP, is essential for the success of our mission as a university.”

Professor Gupta seconded the amendment, which was adopted by unanimous consent.

The [amended resolution](#) was adopted by a vote of 31 to 1.

RESOLUTION 22/12: To Approve Changes to the Code of Academic Integrity (Professor Sarah Wagner, Co-Chair, Educational Policy & Technology Committee, and Ms. Christy Anthony, Director, Office of Student Rights & Responsibilities)

Professor Wagner moved the consideration of Resolution 22/12, introducing Ms. Anthony to explain the process by which she and her fellow committee members (which included Educational Policy & Technology (EPT) subcommittee members Mary Jean Schumann, Candace Johnson, Lisa Schwartz, and Dan Ullman), worked to develop the proposed updates to the Code. This group has meticulously reviewed feedback to last year's extensive revision to the Code and have now returned with additional changes. These were presented to EPT, which unanimously approved the changes. Two minor changes to the resolution text will be proposed and explained when the resolution is opened for discussion. The motion was seconded.

Referencing the [attached](#) slides, Ms. Anthony introduced the resolution on behalf of the Educational Policy & Technology Committee.

One grammatical correction to the resolution was proposed and adopted by unanimous consent:

In RC(c), “require” should be changed to “requiring” in order to maintain a parallel structure with RC(a) and RC(b).

Professor Cordes asked what kinds of violations of academic integrity might occur in a discussion board setting. Ms. Anthony noted that a discussion board response plagiarized entirely from another source would be one example. Professor Cordes also asked what a teaching definition of plagiarism is. Ms. Anthony noted that the definitions in the current Code of Student Conduct are adequate to the question of whether or not someone has engaged in a violation of this expectation. They do not, however, do as well as the proposed definitions at illustrating what these violations could constitute, including helping individuals understand how this plays out in the actual generation of academic exercises and academic product.

Professor Wilson asked two questions. First, he noted that he has been a longstanding member of the International Center for Academic Integrity (ICAI), and this group is particularly concerned about “contract cheating,” wherein a student hires someone to write a new paper as opposed to recycling an existing paper. He asked how the university is prepared to deal with this circumstance. Second, he asked where the line is in deciding what level of plagiarized text is a violation.

Ms. Anthony responded that her office shares the concern about contract cheating; this is specifically named in the Code of Academic Integrity. She noted that her office's new assistant director is working specifically on this issue in consultation with ICAI. One suggested way to counter contract cheating is to ask students for a sample of their previous writing at the start of the course. Regarding the boundary on plagiarism, she noted that it is important to leave this in the hands of the individual faculty member. In addition to variations in where students are in their learning and degrees of plagiarism (and other forms of academic integrity), some of this is very field specific. For example, whether or not something needs to be cited as common knowledge will vary based on the audience or field for which an individual is writing. Her office encourages faculty to err on the side of reporting—centralized reporting can identify when a student is committing the same violation across all their classes. All cases coming through the Student Rights & Responsibilities office are assigned an individual case manager who can assist faculty.

Professor Wilson thanked Ms. Anthony for her very helpful response. He noted that he had compared two software options for looking for possible plagiarism and asked whether there is a recommended technological method. Ms. Anthony responded that there is little that surpasses an attentive faculty or TA reader looking for a sentence that doesn't seem to fit with the articulation or knowledge a student has demonstrated in a course to date. She added that she will sometimes do a Google search for a particular phrase. She suggested working with the Academic Commons and the library on technology options, adding that her office works closely with them in this area. She emphasized that her office is more focused on promoting academic integrity than on identifying violations, but the technology experts can provide good advice on this area.

The [amended resolution](#) was adopted by unanimous consent.

REPORT: Annual Core Indicators of Academic Excellence (Chris Bracey, Provost)

The Provost confirmed that the purpose of this report is to provide the Senate with data and the narrative to explain how the university's academic enterprise is performing. Overall, he stated, he thought the data in this year's report points to the resilience of GW's academic enterprise. Despite the challenges of the past few years—the global pandemic, pivoting between in-person and virtual learning, budget mitigation and staff reduction, leadership transition, reduction in undergraduate class size—GW's academic enterprise has proven resilient through it all. The university has maintained continuity of instruction without sacrificing the quality of the learning experience or the safety of the university community. On the heels of celebrating its bicentennial, GW can enter its third century with confidence in the knowledge that its core performance indicators are firm and that the university remains squarely on the path to preeminence as a comprehensive global research university.

Referencing the [attached](#) slides, Provost Bracey reviewed highlights of the annual Core Indicators of Academic Excellence, opening with guiding, top-line principles that undergird the data he is presenting today. His presentation includes an appendix of additional data not covered in the Provost's presentation.

The Provost emphasized that students are the primary focal point for the university. GW's primary mission is two-fold: first, to create the high-quality educational environment to train the future leaders of the world—in a variety of disciplines—who will solve the world's most urgent problems; and second, to push the frontier of knowledge through then production and dissemination of impactful research. GW's aspiration is to attract students of the highest quality and caliber; those are the students the university is training to be future leaders. The university wants to bring in students who have diverse experiences and perspectives who can enrich GW's learning environment and who are prepared to succeed at GW and in their personal and professional lives when they leave the university.

Provost Bracey noted that the university's graduation rate encapsulates all of the work and resources the university expends to support student success—from library investment to faculty hiring. GW's graduation rate is also impacted by cost of attendance; every year, there are high-performing students who cannot afford to continue to matriculate at GW. The decisions the university makes around tuition and fee costs, financial aid budgets, and the caprice of philanthropic contributions all

impact the graduation rate. In looking at these numbers, he noted that students enrolling in 2009/2010 had higher graduation rates that were tied to a higher discount rate; lowering the discount rate resulted in a corresponding decline in graduation rates. Overall, he noted, the university's graduation rate is trending upward—this indicates that students are succeeding in the classroom, and GW as a university is succeeding in its mission to provide a high-quality educational environment that is training the future leaders of the world.

Like the graduation rate, the first-year retention rate is an indicator that takes into account the totality of the student experience. Every student coming to GW has expectations about what their college experience will be, and much of what the university does is attempt to deliver an academic experience that meets or exceeds those expectations. If the experience doesn't meet their expectations, students can vote with their feet and transfer elsewhere. GW's first-year retention rates are rising from pandemic lows, and the university is striving for new highs that would be on a par with top-50 schools.

The Provost also reviewed data on incoming students' high school GPAs, acceptance and yield rates (for both first-year starts and transfers); he also discussed challenges to the admissions process, including financial need met and competition from other institutions. He also reviewed data on the percentage of residential students graduating with two majors and majoring/minoring in more than one school; these numbers is increasing as more interdisciplinary opportunities have become available.

The Provost turned to a discussion of faculty, which he described as the university's most critical asset. He noted that every preeminent academic enterprise has a north star: an agreed-upon set of objectives to guide investment and efforts expended in the service of advancing the institution. An institution may establish different plans and objectives at different points in time—in effect, reestablishing its north star—but there is no serious north star for an academic institution that does not involve and account for faculty at its most fundamental level. This, he noted, is because, in a very real sense, faculty are the university. They devise the curriculum, deliver the instruction, evaluate student performance, conduct experiences, promote and experience scholarship, and drive the academic reputation of the university forward. Therefore, in many ways, when looking for core indicators of how the university is doing, the question is really how the faculty are doing.

The *Faculty Code* specifies that each school have at least 75% of its faculty tenured or on the tenure track. The Provost noted that, while the numbers are close, they are not there, and this remains aspirational; the university needs to continue to work toward that threshold. Growth in non-tenure track hiring has been relatively modest and consistent with pre-pandemic numbers. General and pandemic-induced attrition combined with a moratorium on hiring under the previous Provost led to drops in the tenure/tenure-track numbers, however. The Provost noted that the Board approved 44 new lines and 7 “reactivated” lines this past summer, and the schools are working hard to fill these lines. Adding expected retirements to the current numbers, the Provost noted that bringing these numbers up will be a multi-year effort. The Provost noted that he expected to see an upturn in these numbers next year. Additional investment in faculty, particularly tenured and tenure-track faculty, is warranted to return GW to the levels that one might expect from a preeminent academic institution.

The Provost reviewed gender and underrepresented minority faculty data, noting that a common refrain is that students “cannot be what they cannot see” and require mentoring and leadership from

diverse faculty. GW is therefore working assiduously to attract and retain the most qualified and diverse faculty possible. The recent diversity program review team is investigating diversity, equity, and inclusion practices on campus, identifying areas of success as well as areas where further resource investment would be helpful. The charge for this review includes a review of faculty hiring practices.

Provost Bracey reviewed several slides on faculty salary and FTE data—by rank, school, gender, and as compared to GW’s market basket schools—as well as data on full- and part-time faculty teaching at the university. He also noted that staff reductions have strained the student experience, with only modest corresponding declines in the student population. Replenishing staff numbers will be critical to supporting key functions required for a successful academic enterprise.

The Provost provided some concluding thoughts in his slide deck, noting that affordability will be critical to ensure that current successes continue. GW, he noted, has the resilience to rebuild and reinvest in its faculty in strategic ways as it emerges from the pandemic. The university’s task will be to continue to excel in teaching and research as it replenishes its faculty and continues to attract talented and diverse students. The core indicators highlight areas of success and work to be done, and he invited the faculty to join him in the work that lies ahead.

Professor Johnson asked whether it would be possible to assemble data that relates the amount of tuition dollars generated by a faculty member to their student contact hours, such that the university could assess how much compensation a faculty member receives with respect to how much tuition revenue they are generating by their activities. Provost Bracey responded that this is possible, noting that he did a similar exercise when he was an associate dean in the Law School. However, he noted, some individuals teach much larger classes with lower quality of contact with students, while others teaching smaller courses might have much higher quality of contact. Therefore, the methodology would need to be refined in order to conduct this type of analysis.

Professor Schultheiss asked whether there is comparative data on staff compensation compared to GW’s market basket schools. Anecdotally speaking, she noted, GW seems to be losing many talented staff members to positions elsewhere that pay substantially more than GW does. The Provost responded that his office does not track staff compensation data but that HR does. He noted that the job market is very competitive for employers right now, adding that GW is doing what it can to retain the talented staff it has. The university is also looking to redouble its efforts to ensure it is putting forward attractive packages to effectively recruit staff to backfill departures.

Professor Cohen-Cole asked whether there has been any analysis around whether certain aspects of staffing (e.g., shared services) might be more effective if they were outsourced, effectively reducing the need for the university to recruit and hire these positions but increasing operational costs in exchange. The Provost responded, as with the previous question, questions about staff are not under the purview of the Provost’s office but rather under HR. He invited the President to provide any insights he might have on HR’s strategy for addressing these areas.

President Wrighton stated that, based on his conversations with Interim Vice President and Chief People Officer Sabrina Minor, GW has a relatively low application pressure for important staff positions; this reflects the competition from other, perhaps more well-heeled, organizations. He noted that talent is in the driver’s seat right now, and the onus is on the university to spread the word that GW is an excellent place to work.

Professor Cohen-Cole followed up, noting that it would be very good to make the story known that GW is a good place to work. He stated that one of the issues the university has been facing over the past couple of years is the HR practice of laying off full departments, eliminating those departments, reorganizing them into a new structure, and then forcing laid-off workers to reapply for the same positions they held prior to the reorganization. This has extended to some levels of faculty hiring as well, with short-burn contracts. He asked the President whether this way of operating, which encourages good staff members to leave, will change.

The President responded that he could not speak to a longer past time horizon but that, now, HR is very ambitious in terms of recruiting and is striving to improve the environment. He acknowledged that the university needs to come to grips with the changing aspirations of its staff—namely, whether it will support telework and hybrid work or will require people to be on campus. Many employers are changing their policies, and the university needs to look at this as well. He noted that he is encouraging the University Leadership Council—which represents all employees of the university (faculty and staff)—to discuss the formulation of best policies in this area. He also referenced GW’s 500 facilities workers, which is an undertaking that requires staff on-site 24 hours a day; there are other positions that really need to be on campus as well. Other departments have opportunities for professionals to be working from home. These factors will add to the competitiveness of hiring situation for professional staff members. He noted that he has started a program that HR calls “Pastries with the President,” in which staff members volunteer and are randomly selected to meet with the President. Each meeting consists of about 25 staff members, and he is engaging in conversations with staff about their work at GW and the barriers they experience to work at GW, including the high cost of living in this region, which drives many employees to live further from campus. This contributes to the competitiveness around hiring, as staff consider opportunities that allow them to work from home at least part of the time.

Professor Griesshammer referenced the fact that GW is not achieving the required 75% tenured faculty ratio in the schools. He noted that this is not simply a nice idea but is instead something required by the university’s governing documents. The Board has agreed to be bound by these documents, and he expressed his serious concern that comments about GW violating but striving to close the gap have been made at this presentation year after year. He strongly urged the Board to allocate the resources necessary to achieve this mandatory ratio. Provost Bracey responded that, as a faculty member, he very much appreciates the need to achieve this requirement and recalled the sense of accomplishment when this ratio was achieved in 2017. He added that the number of tenure lines that can be supported by the university is equivalent to the permanent resource base of the university. In some respects, the answer is to be thinking carefully about the budget and setting priorities accordingly. This is happening now, as 5-year planning exercises are taking place in the schools. As FY22 wraps up, and FY23 planning is underway, the schools are being asked about their aspirations, where they want to invest, and where the university as a whole wants to invest.

President Wrighton added that one important element is for the university to be able to simultaneously support and retain its permanent faculty while also investing in “refreshment”—recruiting new professors at the junior ranks who will bring new ideas and strengths and create new academic initiatives. He expressed his hope that he would be able to make more endowed professorship appointments; this will depend on philanthropy, and the deans and Donna Arbide are very focused on both support of the endowment for financial aid and professorships. This will be

very important looking ahead. GW is currently, he believes, under-endowed, and needs to work to increase this area of faculty and student support.

Professor Griesshammer agreed that endowed professorships are a wise move, but they, by far, will not suffice to close the gap. He noted that the Board seems to be approving lines on the premise that a faculty member needs to die, retire, or leave for a new tenure line to be approved. As long as this is the case, he did not see a way for the university to return to the 75% level.

Professor Wilson thanked the Provost for his very thorough presentation. On the student side, he asked whether the data would allow for a model around the effect of lowering tuition as opposed to raising financial aid in order to achieve higher graduation rates. He noted that, when tuition goes up, there is a sticker shock effect that would prevent some students from applying at all; offering more aid, in contrast, would attract more students. On the faculty side, he noted that the GWSB faculty has declined more than any other school, and he wondered why.

In response to Professor Wilson's first question, Provost Bracey responded that what the university really considers is cost of attendance. The data show that, as the university provides more financial aid and puts less financial pressure on a student, the student is able to be more successful at the university. Whether this is achieved by increasing aid or by reducing tuition may not make a difference in terms of the student's experience or the effect. As a practical matter, however, he could not imagine that the university would reduce tuition; this has never been his experience at numerous universities. Professor Wilson added that, in an inflationary environment, not increasing tuition has the effect of reducing tuition, which might be how this is achievable.

The Provost requested clarification on Professor Wilson's second question. Professor Wilson noted that one of the slides presented showed a decline in faculty in GWSB from over 100 to 86, while other schools are stable. The Provost responded that it is hard to know which of a number of factors might be responsible for this 10-year decline (as the numbers compare 2012 data to today). He imagined this was largely due to retirements and less growth in the face of departures. He noted that he would need to review the data in more detail in order to determine what is driving this shift; Professor Wilson thanked the Provost and looked forward to that analysis.

Professor Sarkar referenced the President's comment that the university is "under-endowed," adding that the tuition is quite high and staffing low. He appreciated the comment in response to Professor Griesshammer's comment that the university needs to look closely at its budget and priorities to make decisions about staffing. He noted that the faculty must rely on the administration to tell them where the financial picture is headed and how challenges will be managed going forward. The Provost noted that, when he came into his role, GW was down about 1000 students, which translates to tens of millions of dollars in revenue that was not coming in—given those constraints across all the schools, what can be done in terms of resource allocation. Many options are open—smaller or larger admitted classes, increased outside funding, etc. In a simple way, the university needs to look at its revenue stream and its anticipated expenses and then make some hard choices. He noted that the FY21 budget was set to make accommodations for an institution that was not teaching in person; the FY22 budget had to make a lot of adjustments just to account for a return to in-person learning. In returning to those levels, it became clear how deeply the university had cut; in looking at FY23, there are still obvious areas that are understaffed.

He added that, of course, there are still aspirations across the university, noting that he and the President have met with the deans on several occasions to begin to think about the larger aspirations of the schools and the university. Having these conversations on a conceptual level puts the university in a better position to have the corresponding budget conversation about what it would take to bring these ideas to fruition. Ultimately, the university wants to return to the days of five-year planning (and is doing so now) so that an agreed-upon trajectory can be followed after agreement between the Provost and the deans.

Professor Cohen-Cole noted that all parties in discussion around shared governance agreed that the *Faculty Code* is a governing document. However, he added, it does not inspire confidence that this is indeed the case when the university is now several years into being out of alignment with the *Code*. He asked about prioritization—there are clearly a number of things the university needs to do to succeed. Among these is providing a robust learning environment for its students, and key to this is ensuring the appropriate level of tenure-track hires. However, faculty have noted multi-million-dollar consulting and planning projects at the university that would seem to be drawing resources from the concern of appropriate faculty hiring, IT staffing, and other critical areas.

President Wrighton responded that examining where the university's spending priorities will be is a critical question. No one likes cuts, but there will be certain areas where cuts can be made that will hopefully not diminish the experience of the students or the faculty. GW has many costly challenges (in terms of reputation); if the university diminishes the experience for the students, progress can't be made in retention and graduation rate indicators. He referenced the university's current 49% acceptance rate, which does not place GW among the most selective top research universities. There are many competing and compelling needs, but he noted that neither he nor the Provost have approved any large consulting contracts in his three months on the job. He added that the university has pressing facilities needs that directly impact the student experience; with the completion of Thurston Hall, the university needs to think about where best to place its next capital project in terms of continuing the momentum toward improving residential life. He referenced his experience at Washington University in St. Louis of redeveloping residence halls on a continuous basis, which made a huge difference in the quality of student life, which has many elements. He noted that being able to live on campus has allowed him to see how vibrant the campus is in the evenings; he expressed his opinion that more affordable housing near the campus would allow more faculty and staff to engage with campus events. He expressed his appreciation for the input received today and asked that it continue, adding that the administration will continue to do its best to respond to the needs expressed by the community.

Professor Grynaviski thanked the Provost for his thorough presentation and asked a question about the yield rate. He referenced his work in the classroom on fear and politics that includes survey work. As students develop the prompts for this work, the top issue cited by students as anxiety-provoking is the loss of fixed tuition. They worry about the difference in cost from year to year and whether they will be able to continue to attend by their senior year. He asked whether the move away from fixed tuition has impacted the first-year yield at all. The Provost responded that he has asked the same question of Vice Provost of Enrollment and Student Success Jay Goff, and this is an area that will be closely investigated, particularly given the addition of new fees. Initially, he noted, the move away from fixed tuition was seen as anxiety-alleviating and not anxiety-inducing as there had been a perception that the university was artificially inflating the tuition in order to bank revenue over the fixed-tuition period. He expected that he and Vice Provost Goff would bring a report on this back to the Senate.

INTRODUCTION OF RESOLUTIONS TO BE REFERRED TO COMMITTEE

No new resolutions were introduced at the meeting.

GENERAL BUSINESS

- I. Senate Standing Committee Annual Reports Received
The following annual reports are [attached](#):
 - Appointments, Salary, & Promotion Policies
 - Educational Policy & Technology
 - Honors & Academic Convocations
 - Physical Facilities
- II. Election of the 2022-2023 Faculty Senate Executive Committee
Professor Wilson, chair of the FSEC Nominating Committee, presented the [attached](#) slate, which was approved by unanimous consent in two steps: the Chair's nomination was approved, followed by the approval of the remainder of the slate.
- III. Appointment of the Senate Parliamentarian
As noted in the *Faculty Organization Plan*, the Parliamentarian is to be appointed at the first meeting of the new Senate session. As such, this agenda item will be postponed to the May agenda.
- IV. Appointment of the Dispute Resolution Committee Chair
Professor Joan Schaffner was confirmed by unanimous consent to continue in the Dispute Resolution Committee Chair role for 2022-2023.
- V. Report of the Executive Committee: Professor Arthur Wilson, Chair
Professor Wilson's FSEC report is [attached](#).
- VI. Provost's Remarks
The Provost's remarks are [attached](#).

BRIEF STATEMENTS AND QUESTIONS

Professor Wirtz referenced the tremendous problems experienced this year with classroom IT and a/v issues. He noted that it is increasingly difficult to report back to his colleagues that things are going to get better when there are no evident changes in, for example, the Chief Information Officer search and modifications to campus infrastructure. He asked whether the President might provide an update that would provide hope in this area. The President responded that this is a continuing challenge. He noted that the university is working hard to fill staff openings in IT; progress is frustratingly slow due to the competitive labor market. He noted that the university has not yet landed on what exactly will be done with regard to recruiting a permanent CIO, but he added that

his conversations with the Provost and the CFO have made it clear that this is an area of concern. The Provost added that he and the CFO are well aware of these challenges. The unit leaders are doing their best to respond to concerns being raised by faculty. He affirmed the President's comment that hiring is very challenging right now, particularly in technical areas, and he assured the faculty that the administration is working hard to assess where the most urgent needs are and to address these concerns in a significant way. Professor Wirtz appreciated this response, noting that the faculty are very frustrated, which puts the Senators in a frustrating spot as well.

Professor Parsons referenced a recent issue around a service dog in the classroom. As a longtime dog owner, he noted that there are people who have very serious fears of dogs, and he asked whether the Disability Support Services (DSS) office might be able to work with students using service dogs and academic departments so that faculty with anxieties have some advance knowledge of a service animal's presence.

Professor Clarke expressed dismay on behalf of his colleagues in the Law School at the university's decision to lift the mask mandate before the end of the semester. He asked whether it is wise to experience the increase in cases that will result from this change as the university heads into the end of classes and the final exam period. He asked that this perspective be taken into consideration, particularly given that Georgetown and Johns Hopkins have reinstated their mask mandates after briefly lifting them. The President responded that the university is looking at this closely as cases rise due to the new Omicron variant; protocols will be reconsidered over the next couple of days.

Professor Yezer noted that the fixed tuition policy was the result of a Faculty Senate resolution, which then-President Trachtenberg liked. Under the assumption that the university has better information about future variance in tuition, the university should bear that risk and provide a fixed tuition option. He observed that fellowship amounts don't vary year by year, a practice done for good reason. President Wrighton responded that there are institutions that use a fixed tuition model and that it is also important that the university examine its financial aid policies to assure students that their aid will be reevaluated on an (at least) annual basis. Family circumstances change in real time during the academic year, and students face different challenges as a result; all students are encouraged to reach out to Financial Aid if they find they need assistance during a given year. Not helping students in these circumstances will surely contribute to lower retention and graduation rates.

Professor Cordes requested clarification on registration for Commencement. He noted that he has registered but that he would also need to provide proof of vaccination. The Provost responded that this proof is typically required for visitors; he noted that he would check whether existing data can be used to confirm this status for faculty members. Professor Mylonas added that he had registered for the university-wide commencement but was then unable to register for the ESIA ceremony on a subsequent visit. The Provost suggested that faculty try to register for all their commencement events at once and then noted that there is an option in the commencement confirmation email to allow for registration to be amended.

Professor Wagner noted that the issue around lifting the mask mandate prior to the end of the semester came up in today's EPT meeting. EPT had heard that the Medical Advisory Group was split on this recommendation. She asked that a couple of EPT members be permitted to ask a couple of very specific questions of the Medical Advisory Group. President Wrighton asked that

Professor Wagner send him an email with these questions so that Dr. Lucas can include them in the group's discussions.

Professor Tielsch expressed his view that the Medical Advisory Group is making the same mistake as it did the last time it relaxed mitigation efforts. There is no question that another wave is coming (and is already here in many areas), and the non-uniform decision among the members of the group needs to be discussed. The university needs to behave more properly when thinking about the safety of the faculty, students, and staff as well as their families; this is about transmission and not just about hospitalization and death rates. Professor Cohen-Cole echoed these sentiments and asked how the administration handles a split opinion from the Medical Advisory Group. He noted that there is really no downside in continuing the mask mandate through the end of the semester, adding that students can choose where they socialize but not where they reside and attend class. Similarly, faculty do not have a choice about these environments or about whether they have children in their households who cannot be vaccinated or individuals in their families who are immunocompromised.

The President closed the meeting by highlighting two key events: the near-unanimity on the shared governance resolution, and the Provost's fulsome report that stimulated extensive discussion and pointed to a lot of opportunities for the university to make improvements.

ADJOURNMENT

The meeting was adjourned at 5:56pm.



Faculty Senate

A RESOLUTION OF APPRECIATION FOR PROFESSOR ARTHUR WILSON (22/8)

WHEREAS, Associate Professor Arthur Wilson has earned the highest level of respect, gratitude, and admiration of his colleagues on the Faculty Senate as well as the esteem and appreciation of the entire University community; and

WHEREAS, Professor Wilson's term of continuous service on the Executive Committee of the Faculty Senate reached its three-year limit under the Faculty Organization Plan in April 2022; and,

WHEREAS, Professor Wilson has guided the Faculty Senate during a period characterized by enormous challenges, including (among many others) the COVID-19 pandemic, leadership changes in the University Administration and the Board of Trustees, and a shift to and from an all-virtual teaching environment;

**NOW, THEREFORE, BE IT RESOLVED
BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY
THAT THE FOLLOWING STATEMENT OF APPRECIATION BE ISSUED:**

Professor Arthur Wilson has provided distinguished service as a member of the Faculty Senate since 2016, as a member of the Senate Executive Committee since 2019, and as Chair of the Executive Committee since 2020.

As Chair of the Executive Committee, Professor Wilson has provided outstanding leadership to the University, particularly in promoting the faculty's role in shared governance, with remarkable equanimity, skill, and above all, diplomacy.

Of particular note, Professor Wilson's integrity, patience, and perseverance led to a faculty survey through which faculty members were able to provide a comprehensive evaluation, both individually and collectively, of the University administration.

As a consequence of his extraordinary leadership, THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY HEREBY EXPRESSES ITS DEEPEST ADMIRATION, APPRECIATION AND GRATITUDE TO PROFESSOR ARTHUR J. WILSON FOR HIS DISTINGUISHED SERVICE.

Adopted by the Faculty Senate
April 8, 2022



Faculty Senate

A RESOLUTION OF APPRECIATION FOR PROFESSOR MIRIAM GALSTON (22/9)

WHEREAS, Associate Professor Miriam Galston (hereafter “Professor Galston”) has earned the highest level of respect, gratitude, and admiration of her colleagues on the Faculty Senate as well as the esteem and appreciation of the entire University community; and

WHEREAS, Professor Galston's term of continuous service on the Executive Committee of the Faculty Senate concludes in April 2022; and,

WHEREAS, As Vice Chair of the Faculty Senate Executive Committee since 2020, Professor Galston has displayed exemplary leadership across a particularly tumultuous period;

NOW, THEREFORE, BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY THAT THE FOLLOWING STATEMENT OF APPRECIATION BE ISSUED:

Professor Galston has provided distinguished service as Vice Chair of the Executive Committee of the Faculty Senate and longstanding member of the Senate Committee of Fiscal Planning and Budgeting. Her level-headed approach to problem solving has promoted greater understanding across formerly disparate segments of the University community.

Professor Galston's service as Vice Chair of the Senate Executive Committee has been particularly skillful given the contemporary challenges of COVID, presidential transition, and provost transition.

Professor Galston's leadership and active participation in issues regarding (among many others) the high quality education of our students; joint governance; diversity, equity, and inclusion; and health and welfare of the University community have greatly improved the institution.

As a consequence of her skillful leadership, THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY HEREBY EXPRESSES ITS DEEPEST ADMIRATION, APPRECIATION AND GRATITUDE TO ASSOCIATE PROFESSOR MIRIAM GALSTON FOR HER DISTINGUISHED SERVICE.

Adopted by the Faculty Senate
April 8, 2022



**A RESOLUTION ON FREEDOM TO EXPEND INTERNAL RESEARCH AWARDS
(22/10)**

WHEREAS, GW allows multi-year budgeting of certain internal research funds including startup funds; and

WHEREAS, other universities including Washington University in Saint Louis have internally awarded research awards that can be budgeted over several years; and

WHEREAS, GW central finance has impeded research activities by making it more difficult to carry over funds than had been previously been the case; and

WHEREAS, in many fields research planning has a horizon of longer than 12 months; and

WHEREAS, in many fields, researchers depend almost exclusively on internal awarded research funds;

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

1. That the Office of the Vice Provost for Research (OVPR) is requested to allow applicants for internal awards including, but not limited to, University Facilitating Funds (UFF), to plan and budget for multi-year activities; and
2. That the Senate requests that the colleges be allowed by central finance to advertise and award multi-year internally supported research awards without harm to schools' year to year spending allocation.

Faculty Senate Research Committee
February 25, 2022

Adopted by the Faculty Senate
April 8, 2022



A RESOLUTION ON DEFENDING ACADEMIC FREEDOM TO TEACH ABOUT RACE, LGBTQIA+, AND GENDER ISSUES (22/11)

WHEREAS state legislative proposals are being introduced and passed across the United States to limit academic discussions of race, LGBTQIA+, and gender issues in American history in schools, colleges and universities, often based on the belief that a candid and full discussion of them would be “divisive”;

WHEREAS our students, staff, and faculty often come from the racial and LGBTQIA+ communities addressed in these proposals;

WHEREAS the successful imposition of restrictions and limits on the teaching of these important issues may lead to similar restrictions and limits on the teaching of other significant issues;

WHEREAS GWU’s faculty affirms the importance of academic freedom to the proper functioning of universities, as described in the American Association of University Professors’ [1940 statement of Principles on Academic Freedom and Tenure](#);

WHEREAS faculty have primary responsibility for the curriculum at their universities;

WHEREAS the term “divisive”, which multiple state legislatures have used prevents honest treatment of the historical facts of race in the United States, is indeterminate, subjective, and chills the capacity of educators to promote the development of essential critical thinking skills;

WHEREAS educating students about systemic barriers to realizing a multiracial and multicultural democracy should be understood as central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed students and citizens;

WHEREAS over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (June 16, 2021) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities The clear goal of these efforts is to suppress teaching and learning about the role of racism in the history of the United States. . . . Educators must provide an accurate view of the past in order to better prepare students for community participation and robust civic engagement. . . . In higher education, under principles of academic freedom that have been widely endorsed,

professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning.”;

WHEREAS in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of Black, Indigenous, and People of Color (BIPOC) and LGBTQIA+ history and the policies that contributed to inequities; and

WHEREAS GWU is committed to diversity, equity, and inclusion and incorporating these threatened concepts in our teaching;¹

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

1. That the Senate supports the faculty at universities impacted or potentially impacted by legislation or Boards of Trustees’ policies in resolutely rejecting any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to gender, racial and social justice, and in standing firm against encroachment on faculty authority by legislatures or the Boards of Trustees;
2. That the Senate stands with our K-12 colleagues throughout the country who may be affected by legislation that limits or restricts their ability to fully, honestly, and candidly teach about matters involving race, gender and sexual identity in age-appropriate ways in their classes;
3. That the Senate calls upon President Wrighton and Provost Bracey to affirm that they support educators across the country in rejecting any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and standing firm against encroachment on faculty authority by legislatures or the Boards of Trustees; and
4. That the Senate endorses and affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.²

Committee on Professional Ethics and Academic Freedom
March 21, 2022

Adopted as amended by the Faculty Senate
April 8, 2022

¹ Senate resolution 21/7. <https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2020/07/Res-21-7-final-adopted-1.pdf>

² Appendix 1

Resolution 22/11 Background

Resolution 22/11 aims to address a specific issue: the ways that state legislatures are targeting both universities and K-12 education in an effort to limit the teaching and/or discussion of basic fundamentals of this country's history and social conditions where those discussions intersect with issues to do with race, gender, and sexuality.³

Such targeting has attempted to squelch the ability of teachers in K-12 and in universities to have honest examination of these issues because, the legislatures claim, such topics honestly treated are “divisive.” Often what is treated as allowed by state legislatures as “non-divisive” are curricula that deny historical facts.⁴

In response to this specific problem, namely the effort by legislatures to pretend that gagging teachers on the topics of race, gender, and sexuality is somehow apolitical, the American Association of University Professors (AAUP) and seventy academic associations have taken a stand to allow teachers the right to address these subjects honestly. (See Appendix 1)

What the AAUP, American Historical Association (AHA), and the other associated academic bodies recognize in their joint statement is that state legislatures are not attacking the freedom to teach on just any issue, but on the particular topics of race, gender, and sexuality.

This resolution thus calls for affirming and endorsing the AAUP/AHA statement as well as the spirit that motivated the statement.

³ Among others, Andy Sher, “Tennessee Bill Puts Public Colleges at Legal Risk over Mandated ‘divisive Concepts’ for Students, Employees,” *Timesfreepress.Com*, February 15, 2022, <https://www.timesfreepress.com/news/local/story/2022/feb/15/tennessee-bill-puts-public-colleges-legal-risk/563436/>. Amendment 1 to Tennessee HB2670 and SB2290 provides, “the institution may terminate the employee's employment pursuant to the employment agreement or § 49-8-303, whichever is applicable”; “Georgia Bill Banning ‘divisive Concepts’ on Race in Schools Advances,” <https://www.onlineathens.com/story/news/2022/02/09/georgia-bill-banning-divisive-concepts-race-schools-advances/6725774001/>; “Bill against ‘divisive Concepts’ Linked to CRT in College Goes to Noem,” accessed March 7, 2022, <https://www.argusleader.com/story/news/education/2022/03/07/bill-against-divisive-concepts-linked-critical-race-theory-colleges-goes-kristi-noem-desk/9417153002/>; “Va. House Delegates Pass Ban on ‘Divisive Concepts’ from Being Taught in Schools,” WTOP News, February 16, 2022, <https://wtop.com/virginia/2022/02/va-house-delegates-pass-ban-on-divisive-concepts-from-being-taught-in-schools/>. “In His Fight against ‘Woke’ Schools, DeSantis Tears at the Seams of a Diverse Florida,” *Washington Post*, accessed March 9, 2022, <http://www.washingtonpost.com/nation/2022/02/07/desantis-anti-woke-act/>.

⁴ “As House Candidate, DeSantis Penned Racially Charged Book Excusing Slavery,” *American Ledger*, October 8, 2018, <https://american-ledger.com/accountability/as-house-candidate-desantis-penned-racially-charged-book-excusing-slavery/>; Rebecca Klein, “The Rightwing US Textbooks That Teach Slavery as ‘Black Immigration,’” *The Guardian*, August 12, 2021, sec. Education, <https://www.theguardian.com/education/2021/aug/12/right-wing-textbooks-teach-slavery-black-immigration>.

Appendix 1: <https://www.aaup.org/news/joint-statement-efforts-restrict-education-about-racism#.Yiadti2z1Ta>

Joint Statement on Efforts to Restrict Education about Racism

At a time when the country is confronting deep-rooted racial inequity and having overdue conversations about our history, legislators in a number of states have moved to restrict teaching about oppression, race, and gender.

We strongly oppose these efforts to stifle education about racism and American history in schools, colleges, and universities. Along with more than seventy other organizations who have signed on to a statement authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, we affirm that Americans of all ages deserve nothing less than a free and open exchange about history and the forces that shape our world today. Read the joint statement below.

Joint Statement on Legislative Efforts to Restrict Education about Racism and American History

June 16, 2021

We, the undersigned associations and organizations, state our firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities. These efforts have taken varied shape in at least 20 states, but often the legislation aims to prohibit or impede the teaching and education of students concerning what are termed “divisive concepts.” These divisive concepts as defined in numerous bills are a litany of vague and indefinite buzzwords and phrases including, for example, “that any individual should feel or be made to feel discomfort, guilt, anguish, or any other form of psychological or emotional distress on account of that individual's race or sex.” These legislative efforts are deeply troubling for numerous reasons.

First, these bills risk infringing on the right of faculty to teach and of students to learn. The clear goal of these efforts is to suppress teaching and learning about the role of racism in the history of the United States. Purportedly, any examination of racism in this country’s classrooms might cause some students “discomfort” because it is an uncomfortable and complicated subject. But the ideal of informed citizenship necessitates an educated public. Educators must provide an accurate view of the past in order to better prepare students for community participation and robust civic engagement. Suppressing or watering down discussion of “divisive concepts” in educational institutions deprives students of opportunities to discuss and foster solutions to social division and injustice. Legislation cannot erase “concepts” or history; it can, however, diminish educators’ ability to help students address facts in an honest and open environment capable of nourishing intellectual exploration. Educators owe students a clear-eyed, nuanced, and frank delivery of history so that they can learn, grow, and confront the issues of the day, not hew to some state-ordered ideology.

Second, these legislative efforts seek to substitute political mandates for the considered judgment of professional educators, hindering students’ ability to learn and engage in critical thinking across differences and disagreements. These regulations constitute an inappropriate attempt to transfer responsibility for the evaluation of a curriculum and subject matter from educators to elected officials. The purpose of education is to serve the common good by promoting open inquiry and advancing human knowledge. Politicians in a democratic society should not manipulate public school curricula to advance partisan or ideological aims. In higher education, under principles of

academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning.

Knowledge of the past exists to serve the needs of the living. In the current context, this includes an honest reckoning with all aspects of that past. Americans of all ages deserve nothing less than a free and open exchange about history and the forces that shape our world today, an exchange that should take place inside the classroom as well as in the public realm generally. To ban the tools that enable those discussions is to deprive us all of the tools necessary for citizenship in the 21st century. A white-washed view of history cannot change what happened in the past. A free and open society depends on the unrestricted pursuit and dissemination of knowledge.

Signed,

American Association of University Professors
American Historical Association
Association of American Colleges & Universities
PEN America

Accrediting Commission for Community and Junior Colleges
ACPA-College Student Educators International
African American Intellectual History Society
African Studies Association
Agricultural History Society
Alcohol and Drugs History Society
American Academy of Religion
American Anthropological Association
American Association for State and Local History
American Association of Colleges for Teacher Education
American Association of Community Colleges
American Association of Geographers
American Association of Hispanics in Higher Education
American Catholic Historical Association
American Classical League
American Council of Learned Societies
American Council on the Teaching of Foreign Languages
American Counseling Association
American Educational Research Association
American Federation of Teachers, AFL-CIO
American Folklore Society
American Humor Studies Association
American Library Association
American Philosophical Association
American Political Science Association
American Psychoanalytic Association
American Society for Engineering Education
American Society for Environmental History
American Society for Theatre Research

American Society of Criminology Executive Board
American Sociological Association
American Studies Association
Anti-Defamation League
Association for Ancient Historians
Association for Asian American Studies
Association for Asian Studies
Association for Counselor Education and Supervision
Association for Documentary Editing
Association for Slavic, East European, and Eurasian Studies
Association for Spanish and Portuguese Historical Studies
Association for the Study of African American Life and History
Association for the Study of Higher Education
Association for the Study of Literature and Environment
Association for Theatre in Higher Education
Association of Academic Museums and Galleries
Association of African American Museums
Association of College and Research Libraries
Association of Collegiate Schools of Planning
Association of Governing Boards of Universities and Colleges
Association of Research Libraries
Association of University Presses
Association of Writers & Writing Programs
Berkshire Conference of Women Historians
Business History Conference
Center for Research Libraries
Central European History Society
Chinese Historians in the United States
ClassCrits, Inc.
Coalition of Urban & Metropolitan Universities (CUMU)
College Art Association
Committee on Lesbian, Gay, Bisexual, & Transgender History
Comparative & International Education Society
Conference on Asian History
Conference on Faith and History
Consortium of Humanities Centers and Institutes
Contemporary Freudian Society
Coordinating Council for Women in History
Council on Social Work Education
Czechoslovak Studies Association
Dance Studies Association
Executive Committee of the American Comparative Literature Association
Forum on Early-Modern Empires and Global Interactions
French Colonial Historical Society
German Studies Association
Higher Learning Commission
Hispanic Association of Colleges and Universities
Historical Society of Twentieth Century China

Immigration Ethnic History Society
International Studies Association
International Society for the Study of Trauma and Dissociation
Italian American Studies Association
John N. Gardner Institute for Excellence in Undergraduate Education
Keats-Shelley Association of America
Labor and Working-Class History Association
Middle East Studies Association
Middle States Commission on Higher Education
Midwestern History Association
Modern Language Association
NAFSA: Association of International Educators
NASPA - Student Affairs Administrators in Higher Education
National Association for College Admission Counseling
National Association for Equal Opportunity in Higher Education
National Association of Dean and Directors Schools of Social Work
National Association of Diversity Officers in Higher Education
National Association of Graduate-Professional Students
National Association of Social Workers
National Coalition for History
National Council for the Social Studies
National Council of Teachers of English
National Council on Public History
National Education Association
Network for Public Education
National Prevention Science Coalition to Improve Lives
National Women's Studies Association
New England Commission of Higher Education
North American Conference on British Studies
Northwest Commission on Colleges and Universities
Ohio Academy of History
Organization of American Historians
Pacific Coast Branch-American Historical Association
Peace History Society
Phi Beta Kappa Society
Popular Culture Association
Radical History Review
Rhetoric Society of America
Roy Rosenzweig Center for History and New Media
Scholars at Risk
Shakespeare Association of America
Society for Austrian and Habsburg History
Society for Classical Studies
Society for Community Research and Action
Society for Ethnomusicology
Society for French Historical Studies
Society for Historians of the Early American Republic
Society for Historians of the Gilded Age and Progressive Era

Society for Historical Archaeology
Society for the Study of Early Modern Women and Gender
Society for the Study of Social Problems
Society for the Study of the Multi-Ethnic Literature of the United States
Society for US Intellectual History
Society of American Historians
Society of Architectural Historians
Society of Civil War Historians
Society of Transnational Academic Researchers (STAR Scholars Network)
Southern Association of Colleges and Schools Commission on Colleges
Southern Historical Association
The Authors Guild
The Freedom to Read Foundation
United Faculty of Florida - University of Florida, NEA/AFT/FEA, AFL-CIO
University Film and Video Association
Urban History Association
WASC Senior College and University Commission
Western History Association
Western Society for French History
Women in French
World History Association

Publication Date:

Wednesday, June 16, 2021

STATEMENT OF PRINCIPLES OF SHARED GOVERNANCE AND RECOMMENDED MECHANISMS TO STRENGTHEN SHARED GOVERNANCE AT THE GEORGE WASHINGTON UNIVERSITY

Introduction

On November 19, 2021, the chair of the Board of Trustees (“Board”) convened a Shared Governance Task Force, composed of representatives of the Board, the Administration, and the Faculty. The Task Force was charged to propose principles of shared governance endorsed by the Faculty and Administration, to be approved by the Board of Trustees, that reflect the mission, history, and values of the George Washington University. Consistent with the shared governance principles and roles and responsibilities of the Board, the Administration, and the Faculty, as reflected in the University Charter, the Board Bylaws, the Faculty Code, and the Faculty Organization Plan (“FOP”) (the “governing documents”), this document (“Statement”) presents shared governance and related communications principles that the Board, the Administration, and the Faculty (“we”) commit to along with recommended mechanisms to strengthen shared governance at GW. This Statement of Principles references, but does not alter or amend, the University’s current governing documents.

Shared governance at the University has come to connote two fundamental principles: (1) providing Faculty with a meaningful role in key decision-making processes as reflected in the governing documents, often through elected representation; and (2) entrusting to the Faculty the primary responsibility for specific areas of decision making relating to University’s academic mission. Our governing documents make clear that there are structures already in place at the University that allow for coordinated participation in shared governance by the Board, Administration, and Faculty. However, in view of the “future aspirations of GW while reflecting the mission, history, and values of the university¹”, the purpose of this Statement is to recommend the adoption of these principles and additional mechanisms to strengthen the participation and coordination among the Board, the Administration, and the Faculty and encourage robust and multi-directional communication.

Statement of Shared Governance Principles

The following statement of shared governance principles is intended to provide the Board, the Administration, and the Faculty with the tools and guidance to more effectively and appropriately implement shared governance at the University.

Commitment to Shared Governance. We are committed to the principles of shared governance, as outlined in the University’s governing documents and this Statement to achieve excellence in our academic mission.

Board Delegation of Authority to the Administration. We recognize that the Board is vested with the ultimate legal and fiduciary responsibility for the affairs of the University and in the

¹ The official charge of the Shared Governance Taskforce. Available at: <https://trustees.gwu.edu/shared-governance-task-force>

exercise of that authority understand that it has delegated to the Administration the responsibility to manage the day-to-day affairs of the University. In that regard, we recognize that governance is not management and that the Administration must have the ability to discharge its management responsibilities, with appropriate oversight from the Board and participation of the faculty as described in the governing documents, understanding that mechanisms will be in place to hold the Administration accountable for its actions.

Board Delegation of Authority to the Faculty. We recognize that the Board has delegated to the Faculty primary but not exclusive responsibility for academic matters identified in the Faculty Code, and the FOP.

Recognition of the Faculty Senate and Faculty Assembly. We recognize that the Board, through its adoption of the FOP, and the Administration acknowledge that the Faculty has two faculty bodies – the Faculty Senate and the Faculty Assembly – that serve as the principal mechanisms through which the Faculty participate in shared governance.

We recognize the role of the Faculty Senate and its committees to advise the President and Provost on matters affecting the academic mission and educational policies of the University, and to ensure faculty participation in University-level shared governance, as set forth in the Faculty Code, FOP, and this Statement.

The Administration as the Primary Conduit of Communication Between the Board and Faculty. We recognize, based on the delegation of responsibilities from the Board to the Administration, that shared governance has its greatest meaning not in the relationship of the Faculty to the Board, but in the Faculty’s relationship with the University President and the Administration. We are committed through this principle to maintaining a relationship of collaboration, trust, and mutual respect between the Faculty and the Administration, understanding that there must also be a relationship of trust and mutual respect between the Faculty and the Board. In addition, we recognize that the Administration is not the exclusive conduit for communication between the Faculty and the Board, and that there will be specific mechanisms for communication between the Board and the Faculty, as described in this Statement.

Education and Understanding. We are committed to promoting ways to increase the understanding by the Faculty of the role and responsibilities of the Board, and the understanding by the Board of the role and responsibilities of the Faculty. This may be accomplished through education and training of the Board, Administration, and the Faculty at initial orientation and at other appropriate times, and opportunities for informal gatherings between faculty members and Board members as described in the Statement of Communications Principles below.

Effective Communication. We are committed to developing and maintaining effective and appropriate communication, as set forth in the Statement of Communications Principles below.

Transparency. We are committed to transparency in institutional decision-making and managing the university. We encourage an environment that allows for free exchange of ideas and candid discourse for everyone on campus and those serving on institutional governance bodies and committees. At the same time, we recognize that there may be legal or business reasons why certain

information may not be shared, for example, on personnel matters or competitively sensitive issues, and as referenced earlier, that governance is not management.

Excellence. We are committed to excellence in all that we do, and we will carry out our responsibilities and our interactions in a way that promotes excellence.

Flexibility. We understand that there may be occasions where decisions directly affecting the academic enterprise of the University need to be made more quickly and in a way that may not allow for an extended consultative process. We recognize this need for flexibility and agility but are committed to seeking input appropriate under the circumstances, consistent with the Faculty Organization Plan (e.g., expedited consultation with members of the Executive Committee of the Faculty Senate).

Recommended Mechanisms to Strengthen Shared Governance

The following recommended mechanisms are intended to enhance the above principles in creating and maintaining a relationship of collaboration, trust, and mutual respect between the Faculty, Board, and Administration.

1. The Board will meet with members of FSEC at least twice per year to discuss university-wide issues of interest. The President shall work collaboratively with members of FSEC to provide a structured agenda for these meetings.
2. The Board shall evaluate the President annually and shall conduct a periodic 360-degree review of the President that shall include an evaluation of the President's commitment and adherence to shared governance. Input from all stakeholders (including faculty) will be integral part of this 360-degree review process. With the President's consent, the Board shall provide the FSEC a confidential general summary of the 360-degree review on the issue of adherence and commitment to shared governance.
3. We realize that shared governance is an ongoing process. Hence, we shall hold ourselves accountable for effective evaluation, continuous improvement, and ensuring we stay responsive to our environmental needs. To that end, we shall work collaboratively to conduct a periodic (possibly every 2-3 years) campus climate and shared governance survey, to be overseen by the Administration. We also commit to periodic revisitation of operational implementation approaches as necessary.

Statement of Communications Principles and Recommendations

The following statement of communications principles and recommendations is intended to provide the Board, Administration, and Faculty with the tools and guidance to enhance communication critical to effective shared governance at the University.

1. **Orientation:** The 2022 Shared Governance Survey identified the need for Faculty, Administration, and the Board to educate each other about respective roles, structures, concerns, and culture. **We recommend that the faculty, administration, and trustees should be provided with appropriate orientation and onboarding experiences.** This should involve all parties and specifically address the principles and aspirations for shared

governance, identification of the key roles and responsibilities of the faculty, administration, and the board, the existing structures and mechanisms for governance and management, the key governing documents, and academic mission for the University. The overall purpose of this orientation and onboarding will be to foster an institutional culture of goodwill, trust, and collaboration.

2. **Strategic Context and the Academic Mission:** Decisions at the University are made within a dynamic strategic context that advances its academic mission. The 2022 Shared Governance Survey identified the following challenges affecting higher education: access, affordability and funding, enrollment challenges (changing population, quality, international students), attracting and retaining high-quality faculty, corporatization of universities, faculty burn-out, maintaining and building trust, value proposition and delivering academic excellence, budget and high costs, and size of administration. **We recommend that the President, Provost, and the Faculty Senate Executive Committee work collaboratively with the faculty, administration, and the trustees to identify and address critical challenges and opportunities facing the University.** The Faculty, Administration, and Board should be operating with a common awareness of the challenges and constraints facing the University and its key decision-makers.
3. **Forms and Methods of Communications:** To build effective engagement between the Administration and Faculty, consistent and multi-directional communication is essential. **We recommend that the Administration and Faculty Senate, should collaboratively identify additional key mechanisms, frequency, and methods for its communication and engagement with each other.** The President is accountable to both the Board and the Faculty to have robust engagement with faculty to assure that the university's resources are focused optimally on the education, research, and patient care missions. The President is also responsible for bringing forward to the Board, faculty issues/problems and exciting opportunities for strengthening the quality and impact of the academic mission.
4. **Enhancing and promoting the George Washington University Reputation:** It is important for all parties to continue to enhance the University's reputation for academic excellence and scholarship. Strengthening the image and elevating the reputation of the University as a center of academic excellence and scholarship are of vital importance to successfully engage and attract students, alumni, staff, faculty, and other stakeholders. This understanding shall not be construed to impair or otherwise affect the academic freedom of faculty members guaranteed by Article II of the Faculty Code and the University's Guidelines on Academic Freedom.

Conclusion

The GW governing documents establish shared governance mechanisms that include a significant role for the Faculty, especially on issues relating to the academic enterprise. The additional mechanisms presented in this Statement build on this foundation and create promising avenues for mutual respect, trust, and cooperation among the Faculty, Administration, and the Board.



A RESOLUTION ON PRINCIPLES OF SHARED GOVERNANCE AND RECOMMENDED MECHANISMS FOR STRENGTHENING SHARED GOVERNANCE AT GW (22/13)

- WHEREAS**, On November 19, 2021, the chair of the Board of Trustees (“Board”) convened a Shared Governance Task Force, composed of representatives of the Board, the Administration, and the Faculty; and
- WHEREAS**, the Task Force was charged to propose principles of shared governance endorsed by the Faculty and Administration, to be approved by the Board of Trustees, that reflect the mission, history, and values of the George Washington University; and
- WHEREAS**, consistent with the shared governance principles and roles and responsibilities of the Board, the Administration, and the Faculty, as reflected in the University Charter, the Board Bylaws, the Faculty Code, and the Faculty Organization Plan (“FOP”) (the “governing documents”), the document attached to this resolution (“Statement”) presents shared governance and related communications principles that the Board, the Administration, and the Faculty commit to along with recommended mechanisms to strengthen shared governance at GW; and,
- WHEREAS**, this Statement of Principles references, but does not alter or amend, the University’s current governing documents; and
- WHEREAS**, the purpose of this Statement is to recommend the adoption of these principles and additional mechanisms to strengthen the participation and coordination among the Board, the Administration, and the Faculty and encourage robust and multi-directional communication; and
- WHEREAS**, the additional mechanisms presented in this Statement create promising avenues for mutual respect, trust, and cooperation among the Faculty, Administration, and the Board;

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

1. Endorses the appended document, “Statement,” which will be presented to the Board for its final approval in April 2022;
2. Places great interpretive weight on the two important principles described in the Introduction – (1) the faculty are to have meaningful participation in all areas that impact the academic mission and (2) are the primary decision-makers on academic matters -- and will rely on these principles in interpreting the Statement;
3. Recommends that further discussions of shared governance include national best practices and standards, as encapsulated in the 1966 "Statement on Governments of Colleges and Universities" formulated jointly by the Association of Governing Boards of Universities and Colleges (AGB), the American Council on Education (ACE) and the American Association of University Professors (AAUP);

4. Recommends that future discussions of shared governance appreciate the vital importance of Senate committees, where faculty and staff collaboratively bring their expertise to bear in policymaking and problem solving. Providing these committees with meaningful opportunities to participate in policymaking and strategic planning in their respective areas, as mandated by the FOP, is essential for the success of our mission as a university; and
5. Recommends that Faculty, Administration, and the Board periodically assess their commitment to shared governance principles, the recommended mechanisms, and operational implementation approaches.

Faculty Senate Executive Committee
April 1, 2022

Adopted as amended by the Faculty Senate
April 8, 2022

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Proposed Code of Academic Integrity Changes for Fall 2022



**CODE OF
ACADEMIC
INTEGRITY**

- **Modified honor code.**
- **Established in 1996.**
- **Last revised 2021.**
- **Defines academic integrity violations and the means by which they are resolved.**
- **Managed by Student Rights & Responsibilities.**
- **150-200 cases/year.**

**CODE OF
ACADEMIC
INTEGRITY**

- 1) **CCAS**
- 2) **School of Business**
- 3) **GSEHD**
- 4) **SEAS**
- 5) **ESIA**
- 6) **SMHS (excluding M.D. program)**
- 7) **School of Nursing**
- 8) **CPS**
- 9) **Milken Institute School of
Public Health**

Applies to all levels of education: bachelor's, master's, and doctoral.



Revised definitions.



Requires SRR to publish AIP document timeline.






Minor changes for clarity.

“Academic exercise”

For purposes of this Code, an academic exercise can be a **student activity, document, record, or similar products** submitted for review by an instructor, teaching assistant, or **similar official as part of a course or course of study** in which the student is registered or seeks to register. This **includes but is not limited to graded assignments, drafts submitted for review, discussion board postings, simulations, comprehensive exams, dissertations, admission applications for academic programs, or other products in pursuit of any academic credential.**



Revised definitions

- **Code was silent on this matter.** 
 - Defines “academic exercise” to include ungraded drafts and other broadly framed student work.
- **Inconsistent inclusion of intentionality.** 
 - Deliberate use of intentionality, including as a potential factor in sanctioning.
- **Basic definitions.** 
 - “Teaching” definitions, especially for plagiarism.



Requires SRR to publish a timeline for AIP document and witness submission.

- Code only stated “reasonable access.”



- Requires SRR to publish submission and access expectations.

Tentative Proposed Guidance

- After receiving notice of a Panel, instructors will have five business days to submit any additional documents/witnesses.
- The student will submit additional documents/witnesses not later than three business days before a panel.



Minor changes for clarity.

- Mix of “days,” “business days,” and “calendar days.”



- All changed to “business days.”

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Questions & Discussion

Student Rights & Responsibilities
rights @ gwu.edu



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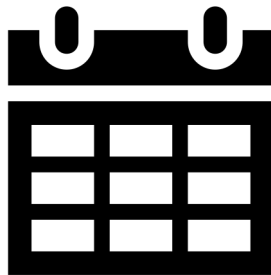
WASHINGTON, DC

Proposed Code of Student Conduct Changes for Fall 2022

Coordinated by Amy Beltran for
Faculty Senate

April 8, 2022

Mostly annual revisions



Focus on restorative-
based revisions



Alcohol & Other Drug Medical Amnesty

- Broadening to students evaluated for transport
- Noting amnesty can be offered to student organizations
- Moving parent/guardian notification under "Active Sanctions"

Restorative-based changes

- "Advisor" to "Support Person"
- "Trespass" to "Access without Authorization"
- "Sanction Violation" to "Outcome Violation"
- Add "Circle of Support and Accountability" as an active sanction

Documentation for the sole purpose of reporting possible violations of law or university policy to the relevant officials may be a mitigating factor. Note that this policy does not necessarily alter anyone's obligations to follow state, local, or federal laws regarding recordings and privacy.

Addition to "Violation of Privacy"

Destroying, defacing, damaging, or tampering with the property of others. This includes but is not limited to university property, such as library holdings and residence hall equipment or furnishings.

"Destruction of Property"

Minor Revisions

- Weapons policy updated to reflect university definition
- "Upon graduation, or three years from the date of the incident, whichever is longer..."

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Questions & Discussion

Amy Beltran



**A RESOLUTION TO APPROVE CHANGES TO THE CODE OF ACADEMIC INTEGRITY
(22/12)**

WHEREAS, GW’s Code of Academic Integrity (hereafter “the Code) should undergo regular revision, at least every five years;

WHEREAS, the definitions of academic integrity violations should be clarified and provide education about academic integrity; and

WHEREAS, all parties will benefit from clearer guidance about academic integrity procedures;

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

That the Faculty Senate recommend the proposed changes to the Code of Academic Integrity (summarized below and detailed in Appendix 1 “Redline of Proposed Changes”) be implemented effective July 1, 2022.

- a. Revising the definitions for all forms of academic integrity in order to accomplish the following:
 - i. Clarify whether or not each form of academic integrity must be evidenced by intent or knowledge;
 - ii. Provide instructors and students with definitions that can be used as tools for education about academic integrity;
 - iii. Provide definitions that align with evolving forms of academic integrity violations;
 - iv. Provide definitions that more clearly specify what constitutes an academic exercise;
 - v. Position dishonesty of a non-academic nature to be consistently resolved through the Code of Student Conduct.
- b. Changing all references to “days” to “business days” to promote clear and consistent interpretation.
- c. Requiring the Office of Student Rights and Responsibilities to publish guidance regarding the timeline of days for document submission in the event of an Academic Integrity Panel.

Educational Policy & Technology Committee
March 23, 2022

Adopted as amended by the Faculty Senate
April 8, 2022

Appendix 1

Appendix—Redline of Proposed Changes

Code of Academic Integrity

Preamble

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

Article I: The Authority of the Code of Academic Integrity

Section 1: Application of the Code of Academic Integrity

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

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

Section 2: Precedence of the Code of Academic Integrity

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

Section 3: Interpretation

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

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

Article II: Basic Considerations

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

Section 1: Definition of Academic Integrity Violations

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

~~(a)~~(b) For purposes of this Code, an academic exercise ~~is~~ can be any ~~student's~~ activity, document, record, or similar submitted for ~~evaluation of its academic merit~~ review by an instructor, teaching assistant, or similar course official as part of a course or course of study in which the student is registered or seeks to register. This includes but is not limited to graded assignments, drafts submitted for review, discussion board postings, simulations, comprehensive exams, dissertations, admission applications for academic programs, or other products in pursuit of any academic credential.

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

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

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

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

2) Fabrication—Falsifying any data, information, or citation in an academic exercise.

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

3) Plagiarism: misrepresenting words, ideas, or a sequence of ideas as original or one's own.

Plagiarism ~~and~~ can include intentional plagiarism, failure to attribute, improper paraphrase, and/or self-plagiarism as described below:

- **Intentional plagiarism**: Deliberately or knowingly using and representing another person's words, ideas, sequence of ideas, data, and/or other work material without proper acknowledgment, citation, or attribution. Material does not need to be copied verbatim to constitute intentional plagiarism. Contract or paid cheating may constitute intentional plagiarism.
- **Failure to attribute**: Use and/or representation of another's words, ideas, sequence of ideas, data, and/or other work material without the necessary in-text attribution to credit the original author of those materials. In-text attributions include, but are not limited to, parenthetical citations, footnotes, or other notations that attribute academic material to the original source.

- Improper paraphrase: Use of direct language, including phrases or full sentences, from source material without including quotation marks; -the lack of quotation marks misrepresents those words as belonging to the writer, even when an in-text citation or equivalent is given. If the ~~student~~ writer's text echoes the word choice of the source material and that echoed word choice is ~~not~~ in quotation marks, the result is likely improper paraphrasing, even if an in-text citation is included. Proper paraphrasing requires source material to be restated in the words of the writer and attributed to the original author via an in-text citation or equivalent.
- Self-plagiarism: Submission of work previously-completed/submitted for credit-work in whole or in part as if the new submission is original work or the concurrent submission of material to more than one course. Such submission is prohibited unless the instructor of record explicitly permits it on a given assignment.

~~1) Plagiarism~~—intentionally or knowingly representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; or failure to attribute any of the following: quotations, paraphrases, or borrowed information. Contract or paid cheating may be a form of plagiarism.

4) Falsification and forgery of University academic documents:- Falsification, alteration, concealing material information, making false statements, or misrepresentation of academic documents, including but not limited to academic transcripts, academic documentation, letters of recommendation, admissions applications, or related documents.

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

5) Facilitating academic integrity violations:- Taking any action that a person knows or reasonably should know will assist another person in violating this Code. This may include circumstances in which the facilitator is not enrolled in the course.

~~intentionally or knowingly helping or attempting to help another to commit a violation of academic integrity. This may include circumstances in which the facilitator is not enrolled in the course, but is an enrolled student.~~

6) Sanction Violation:- Violating the terms of any sanction assigned in accordance with this Code.

~~violating the terms of any disciplinary sanction imposed in accordance with this Code.~~

Section 2: Reporting violations

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

- 1) consulting the individual(s) thought to be involved and encouraging them to report it themselves, and/or
- 2) reporting it to the instructor of record for the course, and/or

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

Section 3: Assignments and Examinations

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

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

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

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

Article III: The University Integrity and Conduct Council

Section 1: Mission of the University Integrity and Conduct Council

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

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

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

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

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

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

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

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

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

Section 3: Selection and Removal of UICC Members

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

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

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

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

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

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

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

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

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

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

Section 4: Case Procedures

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

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

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

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

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

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

(c) The following procedures shall guide AIP Hearings.

1) Respondents and instructors of record shall be given notice of the hearing date and the specific allegations at least five ~~calendar~~ business days in advance and shall be accorded reasonable access to the case file, which will be retained in the Office of Student Rights & Responsibilities. The appropriate academic dean, department chair, and the Vice President of Student Affairs and Dean of Students, or any designees shall also receive notification of the pending allegations at least five ~~calendar~~ business days before the hearing. The timeline for collection and distribution of documents from instructors of record and respondents will be in accordance with published procedures developed by the Director of the Office of Student Rights and Responsibilities or designee.

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

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

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

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

~~5)6)~~ The presiding officer shall exercise control over the proceedings to achieve orderly and timely completion of the hearing. Any person, including the instructor of record and respondent, who disrupts a hearing may be excluded by the presiding officer. The presiding officer shall direct the hearing through the following stages: statements from both the instructor of record and respondent, questioning of witnesses by both the instructor of record and respondent, the questioning of the instructor of record, respondent, and any witnesses by panel members, and concluding statements by the instructor of record and respondent.

~~6)7)~~ Hearings shall be conducted in accordance with the investigatory model of administrative hearings, in which the AIP assumes responsibility for eliciting relevant evidence. The purpose of the hearing is to establish the facts. The standard of proof for making a finding of in violation will be the preponderance of evidence standard (i.e., based on the evidence presented, it is more likely than not that a violation occurred). Where the AIP vote outcome is tied, the preponderance of evidence standard has not been met and the AIP's decision is that the respondent will be found not in violation.

~~7)8)~~ Formal rules of evidence shall not be applicable in proceedings conducted pursuant to this Code. The presiding officer shall have the discretion to admit all matters into evidence that reasonable persons would accept as relevant.

~~8)9)~~ Hearings will be recorded. These recordings will be retained as part of the record.

~~9)10)~~ The Office of Student Rights & Responsibilities or the presiding officer may request the attendance of witnesses upon request by any AIP member or of either party. Only witnesses who can provide direct knowledge about the given case shall be called. Requests must be approved by the Director. University students and employees are expected to comply with such requests. Instructors of record and respondents shall be accorded an opportunity to question those witnesses who participate for either party at the hearing. Failure of witnesses to appear will not invalidate the proceedings.

~~10)11)~~ Witnesses shall be asked to affirm that their statement is truthful. Any student, faculty, or staff member who knowingly provides false information during this process will be referred to Student Rights & Responsibilities, Human Resources, and/or the Office of the Provost as appropriate for review and appropriate disposition.

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

~~11)12)~~ AIP's deliberation following the hearing shall occur in two stages: the determination regarding responsibility and if applicable, recommendation of sanctions. To find a respondent in violation of the Code, a majority of the voting AIP members must agree. If the AIP finds a respondent in violation, they shall also make a sanctioning recommendation. A sanction other than expulsion can be recommended by the affirmative vote of three-quarters of the voting AIP members. In the event of a tie regarding sanctions other than expulsion, the presiding officer casts the deciding vote. A sanction of expulsion can be recommended only by an affirmative vote of all voting AIP members.

~~12)13)~~ Reports of the AIP shall include a determination of the responsibility of the respondent. If the respondent is found in violation, then the report will also include a recommendation of sanctions. Sanctions will be recommended and determined in accordance with the relevant sections of this Code. If an AIP determines that a respondent

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

~~13)~~14) These proceedings should be concluded as expeditiously as possible. The AIPs should strive to have proceedings concluded within four weeks of the report of the violation. However, failure to do so shall not constitute improper procedure under the Code.

Section 5: Sanctions

- a) In each case, the following factors may be considered in determining an appropriate sanction:
- 1) the nature of the violation and the incident itself;
 - 2) the significance of the assignment(s) in question to the academic course or program;
 - ~~2)~~3) evidence of intentionality or lack thereof by the respondent in committing the violation;
 - ~~3)~~4) the impact or implications of the conduct on the University community and its learning environments;
 - ~~4)~~5) prior misconduct by the respondent, including the respondent's relevant prior academic integrity or behavioral misconduct history or lack thereof, both at the University and elsewhere;
 - ~~5)~~6) maintenance of an environment conducive to the integrity of learning and knowledge;
 - ~~6)~~7) protection of the University community;
 - ~~7)~~8) necessary outcomes in order to eliminate the prohibited conduct, prevent its recurrence, and remedy its effects on members of the University community; and,
 - ~~8)~~9) any mitigating, aggravating, or compelling circumstances in order to reach a just and appropriate resolution in each case, including the respondent's demonstration of the understanding and impact of the violation.
- b) Possible sanctions include, but are not limited to, the following:
- 1) educational sanctions intended to improve the respondent's understanding and implementation of academic integrity. This may be assigned in combination with any other sanction. If the respondent fails to complete these sanctions, a registration hold may be placed on their student account.
 - 2) reduction in academic credit for the assignment or course.
 - 3) failure of assignment (generally recommended for first violation).
 - 4) failure of course, including a transcript notation until graduation and successful petition for removal (generally recommended for second violations or egregious first violations).

- 5) suspension from the University for a specified period of time, including a transcript notation until seven years from the date of the incident and successful petition for removal. Suspension may include requirements the student will need to complete in order to return or upon return.
 - 6) expulsion (permanent removal from the University), including a permanent transcript notation.
- c) Neither suspensions nor expulsions may be imposed through an Academic Integrity Agreement.
 - d) Transcript notations for failure of course or suspensions may be removed upon expiration of the dates set forth above and only after successful petition of the respondent to the Provost or designee.
 - e) Records shall be maintained and released by the Office of Student Rights & Responsibilities in accordance with University policy and applicable law.
 - f) Following graduation or removal of transcript notation, whichever is later, the respondent's record will be transferred to an administrative archive status and therefore become internal and administrative (i.e. non-conduct) records. Such files are not part of general third-party releases, even with authorization from the respondent. Such records may be released to third-parties upon specific request of the respondent or as required by law.
 - g) Respondents found in violation of this Code may also be removed from or determined to be ineligible for certain University programs or activities, in accordance with the policies, rules, or eligibility criteria of that program or activity.
 - h) No outcome shall prohibit any program, department, college, or school of the University from retaining records of violations and reporting violations as required by their professional standards. The University may retain, for appropriate administrative purposes, records of all proceedings regarding violations of this Code.
 - i) Sanctions assigned to a respondent found in violation of this Code may also have subsequent ramifications upon their academic standing in an academic course or academic program in accordance with the faculty member's syllabus or in the academic college, school, or department regulations and bylaws.

Section 6: Appeals

- (a) After a decision has been confirmed by the relevant dean or designee, the respondent may file a written petition of appeal with the Office of Student Rights & Responsibilities within five (5) business days of the outcome.
- (b) Appeals of the decision of the AIP or of the sanction imposed by the relevant dean or designee may be based only on the following grounds:
 - 1) There was a material deviation from the procedures of this Code that affected the outcome.
 - 2) There is new and relevant information that was unavailable at the time of the proceeding, with reasonable diligence and effort that could materially affect the outcome.

- (c) Appeals will be reviewed by the Provost or a designee. The Provost or a designee will then make a decision on the appeal, based on the appeal petition and the reports of the AIP and the relevant dean or designee. The appeal decision of the Provost will typically be rendered and provided to the instructor of record and the respondent within 10 business days of the appeal materials being received by the Provost.
- (d) The decision of the Provost or designee in connection with the appeal shall be final and conclusive and no further appeals will be permitted. The dean of the respondent's home school at the University shall also receive final notice of the case outcome.

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

Section 1: Changes to the Code of Academic Integrity

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

Section 2: Reports and Reviews

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

Effective July 1, 202~~2~~¹

Appendix 2

Clean Copy of Proposed Changes

Code of Academic Integrity

Preamble

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

Article I: The Authority of the Code of Academic Integrity

Section 1: Application of the Code of Academic Integrity

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

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

Section 2: Precedence of the Code of Academic Integrity

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

Section 3: Interpretation

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

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

Article II: Basic Considerations

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

Section 1: Definition of Academic Integrity Violations

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

- (b) For purposes of this Code, an academic exercise can be any student activity, document, record, or similar submitted for review by an instructor, teaching assistant, or similar course official as part of a course or course of study in which the student is registered or seeks to register. This includes but is not limited to graded assignments, drafts submitted for review, discussion board postings, simulations, comprehensive exams, dissertations, admission applications for academic programs, or other products in pursuit of any academic credential.

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

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

- 1) Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise; engaging in unauthorized collaboration in any academic exercise; submitting work for an in-class examination that has been prepared in advance without authorization; copying from another student's examination; representing material prepared by another as one's own work (including contract or paid cheating); violating rules governing administration of examinations; violating any rules relating to the academic integrity of a course or program.
- 2) Fabrication: Falsifying any data, information, or citation in an academic exercise.
- 3) Plagiarism: misrepresenting words, ideas, or a sequence of ideas as original or one's own. Plagiarism can include intentional plagiarism, failure to attribute, improper paraphrase, and/or self-plagiarism as described below:
 - **Intentional plagiarism:** Deliberately or knowingly using and representing another person's words, ideas, sequence of ideas, data, and/or other work material without proper acknowledgment, citation, or attribution. Material does not need to be copied verbatim to constitute intentional plagiarism. Contract or paid cheating may constitute intentional plagiarism.
 - **Failure to attribute:** Use and/or representation of another's words, ideas, sequence of ideas, data, and/or other work material without the necessary in-text attribution to credit the original author of those materials. In-text attributions include, but are not limited to, parenthetical citations, footnotes, or other notations that attribute academic material to the original source.
 - **Improper paraphrase:** Use of direct language, including phrases or full sentences, from source material without including quotation marks; the lack of quotation marks misrepresents those words as belonging to the writer, even when an in-text citation or equivalent is given. If the writer's text echoes the word choice of the source material and that echoed word choice is not in quotation marks, the result is likely improper paraphrasing, even if an in-text citation is included. Proper paraphrasing requires source material to be restated in the words of the writer and attributed to the original author via an in-text citation or equivalent.
 - **Self-plagiarism:** Submission of work previously-submitted for credit in whole or in part as if the new submission is original work or the concurrent submission of material to more than one course. Such submission is prohibited unless the instructor of record explicitly permits it on a given assignment.

- 4) Falsification and forgery of University academic documents: Falsification, alteration, concealing material information, making false statements, or misrepresentation of academic documents, including but not limited to academic transcripts, academic documentation, letters of recommendation, admissions applications, or related documents.
- 5) Facilitating academic integrity violations: Taking any action that a person knows or reasonably should know will assist another person in violating this Code. This may include circumstances in which the facilitator is not enrolled in the course.
- 6) Sanction Violation: Violating the terms of any sanction assigned in accordance with this Code.

Section 2: Reporting violations

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

- 1) consulting the individual(s) thought to be involved and encouraging them to report it themselves, and/or
- 2) reporting it to the instructor of record for the course, and/or
- 3) reporting it to the Office of Student Rights & Responsibilities. Reporting oneself after committing academic integrity violations is strongly encouraged and may be considered a mitigating factor in determining sanctions.

Section 3: Assignments and Examinations

- (a) The instructor of record for a given course is solely responsible for establishing academic assignments and methods of examination in that course.
- (b) Instructors of record are encouraged to provide clear explanations of their expectations regarding the completion of assignments and examinations, including permissible collaboration. This includes detailed examples about what collaboration is and is not permitted and what resources may and may not be used.
- (c) Instructors of record are encouraged to choose assignments and methods of examination believed to promote academic integrity. Examples of these include opportunities to display critical thinking around a unique set of issues, creative assessments developed by students, careful proctoring of examinations, and the regular creation of fresh exams and assignments. Nothing in this Code is intended to eliminate or prohibit the use of collaborative projects or unproctored examinations or other assessments. When assigning collaborative projects or using unproctored examinations, the instructor of record should explicitly state the expectations of performance for all participants.
- (d) Instructors of record are encouraged to provide opportunities for students to affirm their commitment to academic integrity in various settings, including examinations and other assignments. The following statement may be used for this purpose: "I, (student's name), affirm that I have completed this assignment/examination in accordance with the Code of Academic Integrity."

Article III: The University Integrity and Conduct Council

Section 1: Mission of the University Integrity and Conduct Council

- (a) The University Integrity and Conduct Council (UICC) will be responsible for promoting

academic integrity and for administering all procedures in this Code.

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

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

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

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

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

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

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

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

Section 3: Selection and Removal of UICC Members

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

- 1) the Chair of the Faculty Senate Committee on Educational Policy and Technology;
- 2) GW's academic deans of schools or colleges subject to this Code;
- 3) the President of the Student Association and student associations of the schools and colleges

subject to the Code or a designee; and

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

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

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

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

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

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

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

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

Section 4: Case Procedures

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

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

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

be initiated as follows:

- 1) A student may initiate an allegation of academic integrity violations against another student, by referring the case to the instructor of record and/or to the Office of Student Rights & Responsibilities. If the case is brought directly to the Office of Student Rights & Responsibilities for action, then the Director shall promptly notify the instructor of record. If the instructor of record will not or is unable to address the case, the matter will be referred to the department chair or other comparable official.
- 2) When an instructor of record reports an allegation or is made aware of a violation that the instructor of record determines to be substantive, the instructor of record shall contact the Office of Student Rights & Responsibilities in order to discover whether the student has ever been found in violation of this Code.
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If the instructor of record declines to propose a sanction, the matter will be referred to the department chair or other comparable official for proposed sanctions.

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

(d) The following procedures shall guide AIP Hearings.

- 1) Respondents and instructors of record shall be given notice of the hearing date and the specific allegations at least five business days in advance and shall be accorded reasonable access to the case file, which will be retained in the Office of Student Rights & Responsibilities. The appropriate academic dean, department chair, and the Vice President of Student Affairs and Dean of Students, or any designees shall also receive notification of the pending allegations at least five business days before the hearing. The timeline for collection and distribution of documents from instructors of record and respondents will be in accordance with published procedures developed by the Director of the Office of Student Rights and Responsibilities or designee.

- 2) Any party may challenge an AIP member on the grounds of personal bias. In such cases, AIP members may be disqualified from the hearing at the determination of the Director.
- 3) Hearings will be closed to the public, without exception. Prospective witnesses, other than the instructor of record and respondent, shall be excluded from the hearing except while providing their statements. All parties and witnesses shall be excluded from AIP deliberations.
- 4) The respondent may be accompanied by an advisor. The role of the advisor shall be limited to consultation with the respondent they are advising. Under no circumstances are advisors permitted to address the AIP, speak on behalf of their advisee, or question other participants. At the discretion of the presiding officer, violations of this limitation will result in the advisor being removed from the hearing. The University retains the right to have legal counsel present at any hearing.
- 5) Hearings will occur in the absence of respondents who fail to appear after proper notice. If respondent(s) fail to appear, the instructor of record will still be required to present a case.
- 6) The presiding officer shall exercise control over the proceedings to achieve orderly and timely completion of the hearing. Any person, including the instructor of record and respondent, who disrupts a hearing may be excluded by the presiding officer. The presiding officer shall direct the hearing through the following stages: statements from both the instructor of record and respondent, questioning of witnesses by both the instructor of record and respondent, the questioning of the instructor of record, respondent, and any witnesses by panel members, and concluding statements by the instructor of record and respondent.
- 7) Hearings shall be conducted in accordance with the investigatory model of administrative hearings, in which the AIP assumes responsibility for eliciting relevant evidence. The purpose of the hearing is to establish the facts. The standard of proof for making a finding of in violation will be the preponderance of evidence standard (i.e., based on the evidence presented, it is more likely than not that a violation occurred). Where the AIP vote outcome is tied, the preponderance of evidence standard has not been met and the AIP's decision is that the respondent will be found not in violation.
- 8) Formal rules of evidence shall not be applicable in proceedings conducted pursuant to this Code. The presiding officer shall have the discretion to admit all matters into evidence that reasonable persons would accept as relevant.
- 9) Hearings will be recorded. These recordings will be retained as part of the record.
- 10) The Office of Student Rights & Responsibilities or the presiding officer may request the attendance of witnesses upon request by any AIP member or of either party. Only witnesses who can provide direct knowledge about the given case shall be called. Requests must be approved by the Director. University students and employees are expected to comply with such requests. Instructors of record and respondents shall be accorded an opportunity to question those witnesses who participate for either party at the hearing. Failure of witnesses to appear will not invalidate the proceedings.

11) Witnesses shall be asked to affirm that their statement is truthful. Any student, faculty, or staff member who knowingly provides false information during this process will be referred to Student Rights & Responsibilities, Human Resources, and/or the Office of the Provost as appropriate for review and appropriate disposition.

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

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

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

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

Section 5: Sanctions

- a) In each case, the following factors may be considered in determining an appropriate sanction:
- 1) the nature of the violation and the incident itself;
 - 2) the significance of the assignment(s) in question to the academic course or program;
 - 3) evidence of intent or lack thereof by the respondent in committing the violation;
 - 4) the impact or implications of the conduct on the University community and its learning environments;
 - 5) prior misconduct by the respondent, including the respondent's relevant prior academic integrity or behavioral misconduct history or lack thereof, both at the University and elsewhere;
 - 6) maintenance of an environment conducive to the integrity of learning and knowledge;

- 7) protection of the University community;
 - 8) necessary outcomes in order to eliminate the prohibited conduct, prevent its recurrence, and remedy its effects on members of the University community; and,
 - 9) any mitigating, aggravating, or compelling circumstances in order to reach a just and appropriate resolution in each case, including the respondent's demonstration of the understanding and impact of the violation.
- b) Possible sanctions include, but are not limited to, the following:
- 1) educational sanctions intended to improve the respondent's understanding and implementation of academic integrity. This may be assigned in combination with any other sanction. If the respondent fails to complete these sanctions, a registration hold may be placed on their student account.
 - 2) reduction in academic credit for the assignment or course.
 - 3) failure of assignment (generally recommended for first violation).
 - 4) failure of course, including a transcript notation until graduation and successful petition for removal (generally recommended for second violations or egregious first violations).
 - 5) suspension from the University for a specified period of time, including a transcript notation until seven years from the date of the incident and successful petition for removal. Suspension may include requirements the student will need to complete in order to return or upon return.
 - 6) expulsion (permanent removal from the University), including a permanent transcript notation.
- c) Neither suspensions nor expulsions may be imposed through an Academic Integrity Agreement.
- d) Transcript notations for failure of course or suspensions may be removed upon expiration of the dates set forth above and only after successful petition of the respondent to the Provost or designee.
- e) Records shall be maintained and released by the Office of Student Rights & Responsibilities in accordance with University policy and applicable law.
- f) Following graduation or removal of transcript notation, whichever is later, the respondent's record will be transferred to an administrative archive status and therefore become internal and administrative (i.e. non-conduct) records. Such files are not part of general third-party releases, even with authorization from the respondent. Such records may be released to third-parties upon specific request of the respondent or as required by law.
- g) Respondents found in violation of this Code may also be removed from or determined to be ineligible for certain University programs or activities, in accordance with the policies, rules, or eligibility criteria of that program or activity.
- h) No outcome shall prohibit any program, department, college, or school of the University from retaining records of violations and reporting violations as required by their professional

standards. The University may retain, for appropriate administrative purposes, records of all proceedings regarding violations of this Code.

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

Section 6: Appeals

- (a) After a decision has been confirmed by the relevant dean or designee, the respondent may file a written petition of appeal with the Office of Student Rights & Responsibilities within five (5) business days of the outcome.
- (b) Appeals of the decision of the AIP or of the sanction imposed by the relevant dean or designee may be based only on the following grounds:
 - 1) There was a material deviation from the procedures of this Code that affected the outcome.
 - 2) There is new and relevant information that was unavailable at the time of the proceeding, with reasonable diligence and effort that could materially affect the outcome.
- (c) Appeals will be reviewed by the Provost or a designee. The Provost or a designee will then make a decision on the appeal, based on the appeal petition and the reports of the AIP and the relevant dean or designee. The appeal decision of the Provost will typically be rendered and provided to the instructor of record and the respondent within 10 business days of the appeal materials being received by the Provost.
- (d) The decision of the Provost or designee in connection with the appeal shall be final and conclusive and no further appeals will be permitted. The dean of the respondent's home school at the University shall also receive final notice of the case outcome.

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

Section 1: Changes to the Code of Academic Integrity

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

Section 2: Reports and Reviews

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

Deans.

Effective July 1, 2022

THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC

Annual Report on Core Indicators

Presentation to the Faculty Senate

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

April 8, 2022



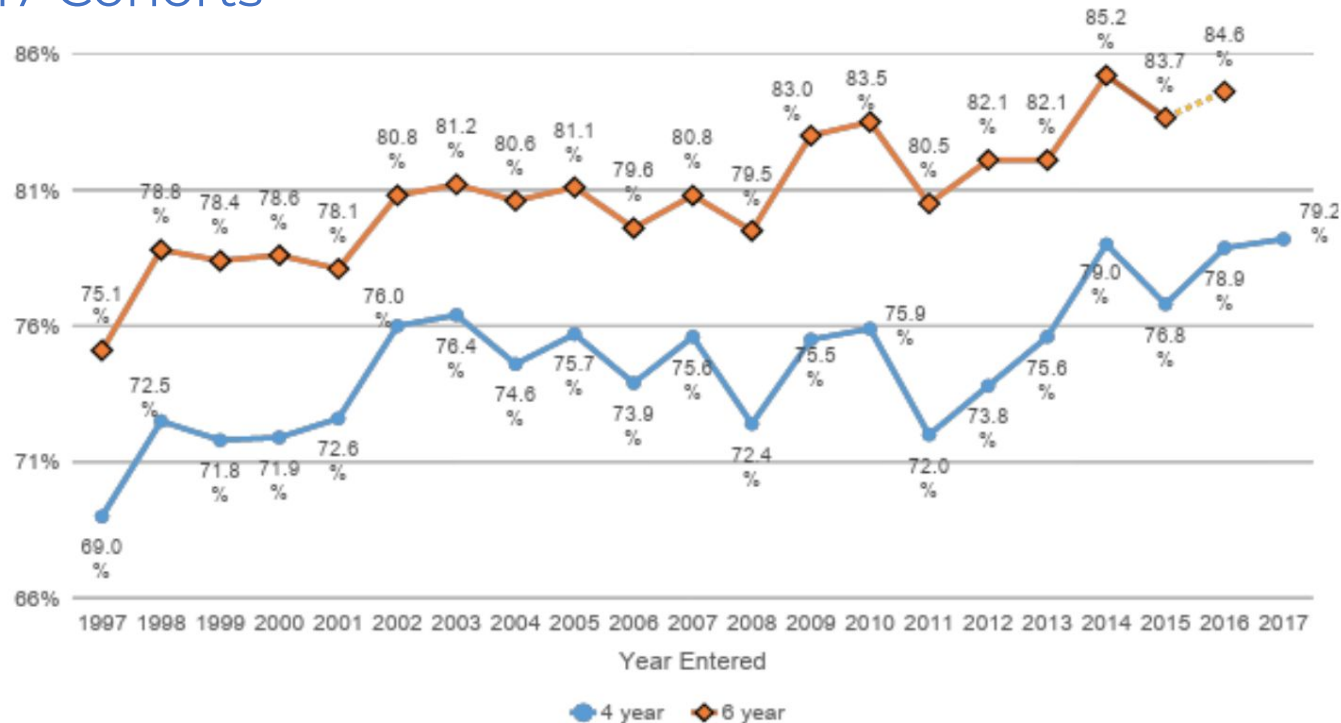
Overview

Executive Summary and Agenda

- Commitment to preeminence as a comprehensive global research university
- Sustained progress to strengthen academic reputation through strategic focus on the education and research missions
- The excellence standard is the touchstone of academic reputation and a rigorous program of academic study
- Agenda
 - Students
 - Faculty
 - Conclusion

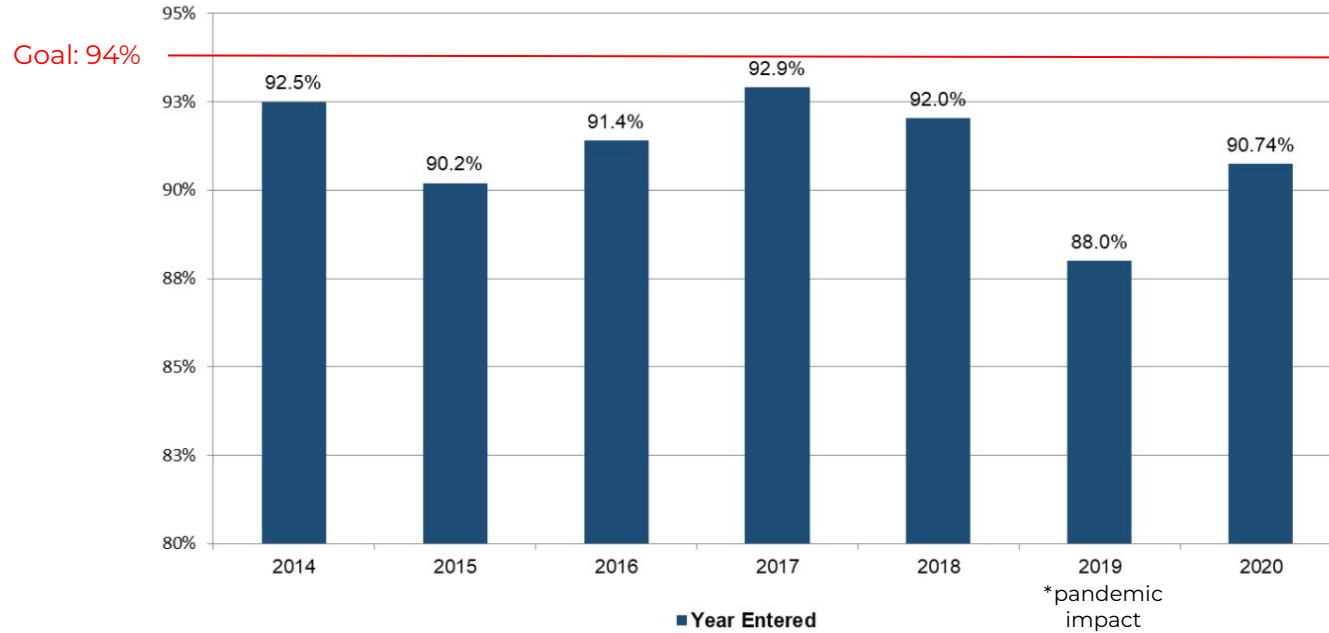
Students

Four- and Six-Year Graduation Rates and Projection* 1997-2017 Cohorts



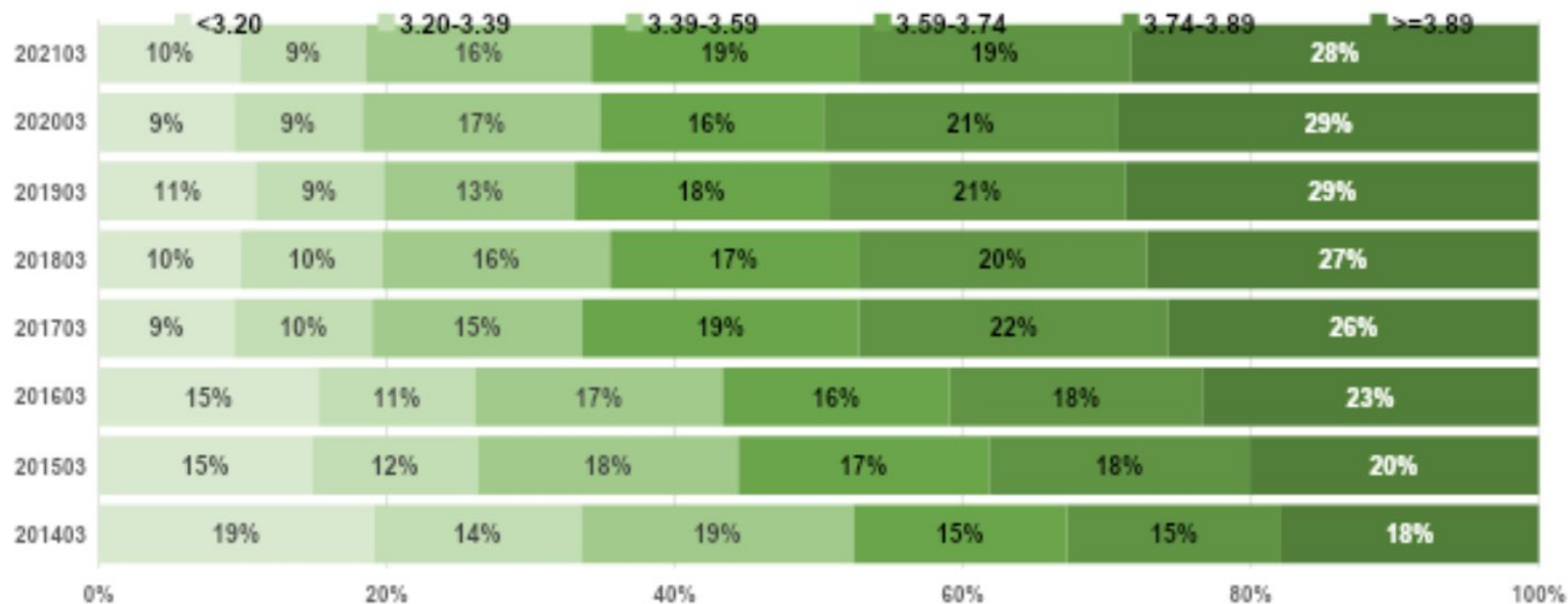
* Six-year graduation rate for cohort 2016 is estimate.

First Year Retention Rate, 2014-2020 Cohort



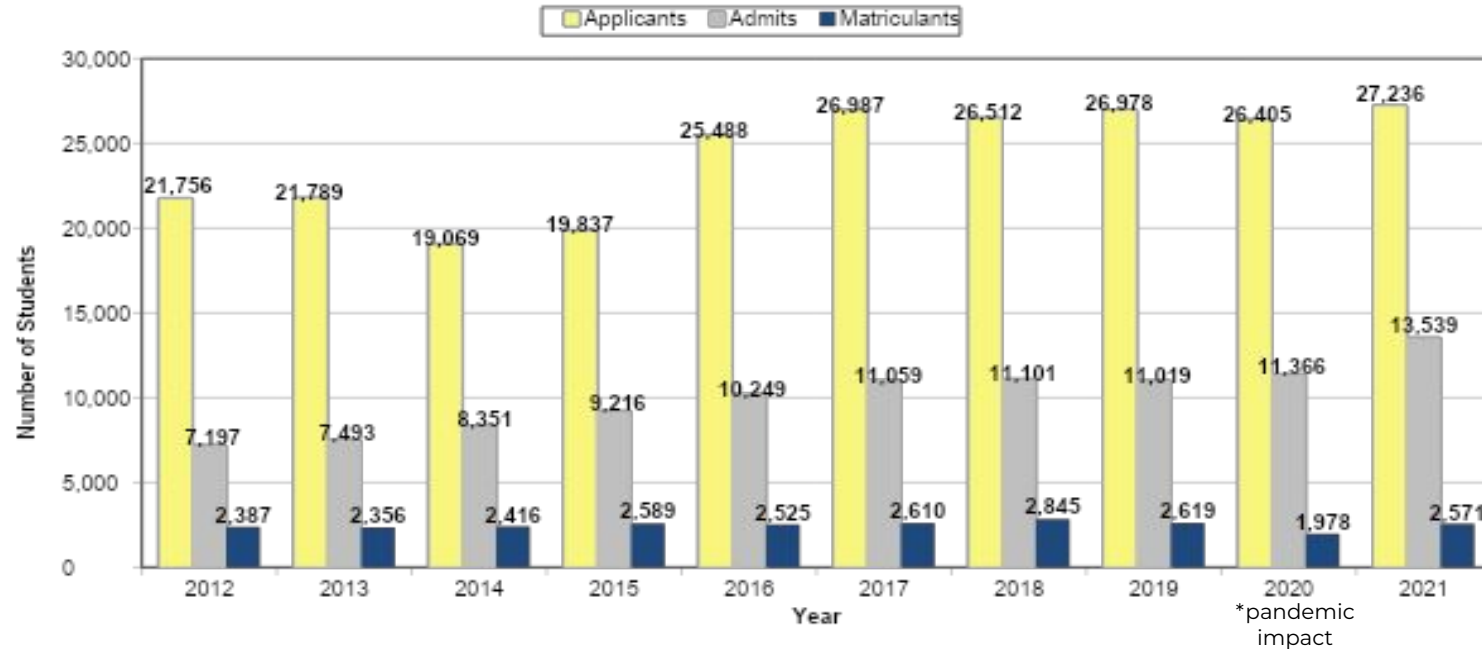
Source: Data for five residential schools

Distribution of High School GPA for First Year Enrolled



Source: Enrollment and Student Success

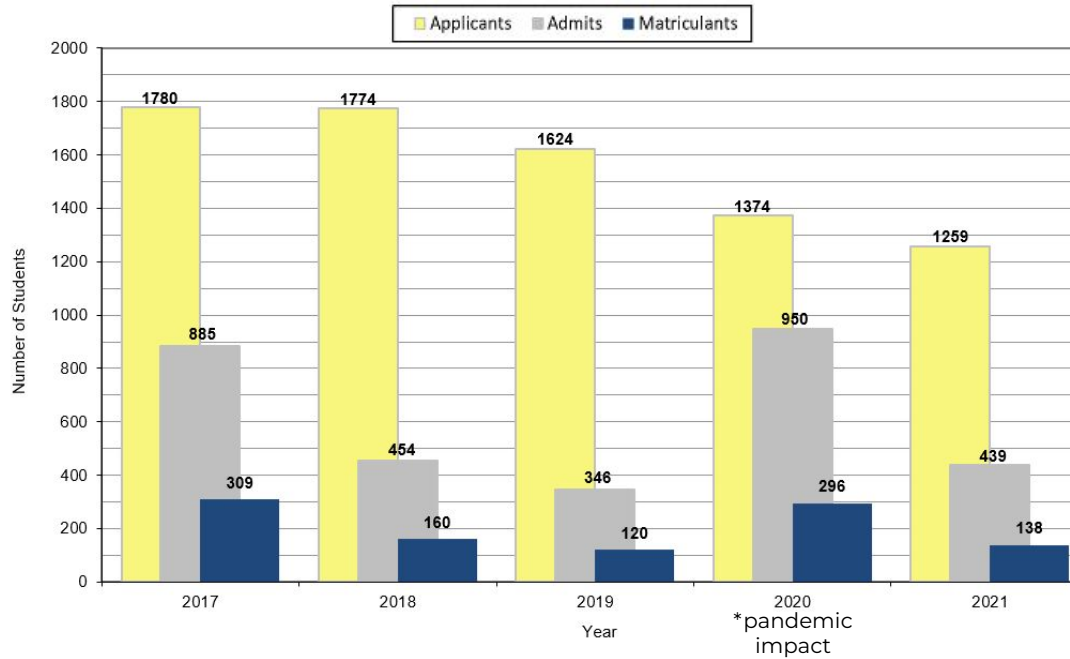
Numbers of First Year Applicants, Admits, and Matriculants



	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Acceptance Rate	33.1%	34.4%	43.8%	46.5%	40.2%	41.0%	41.9%	40.8%	43.0%	49.7%
Yield Rate	33.2%	31.4%	28.9%	28.1%	24.6%	23.6%	25.6%	23.8%	17.4%	19.0%

Source: Fall Census Data

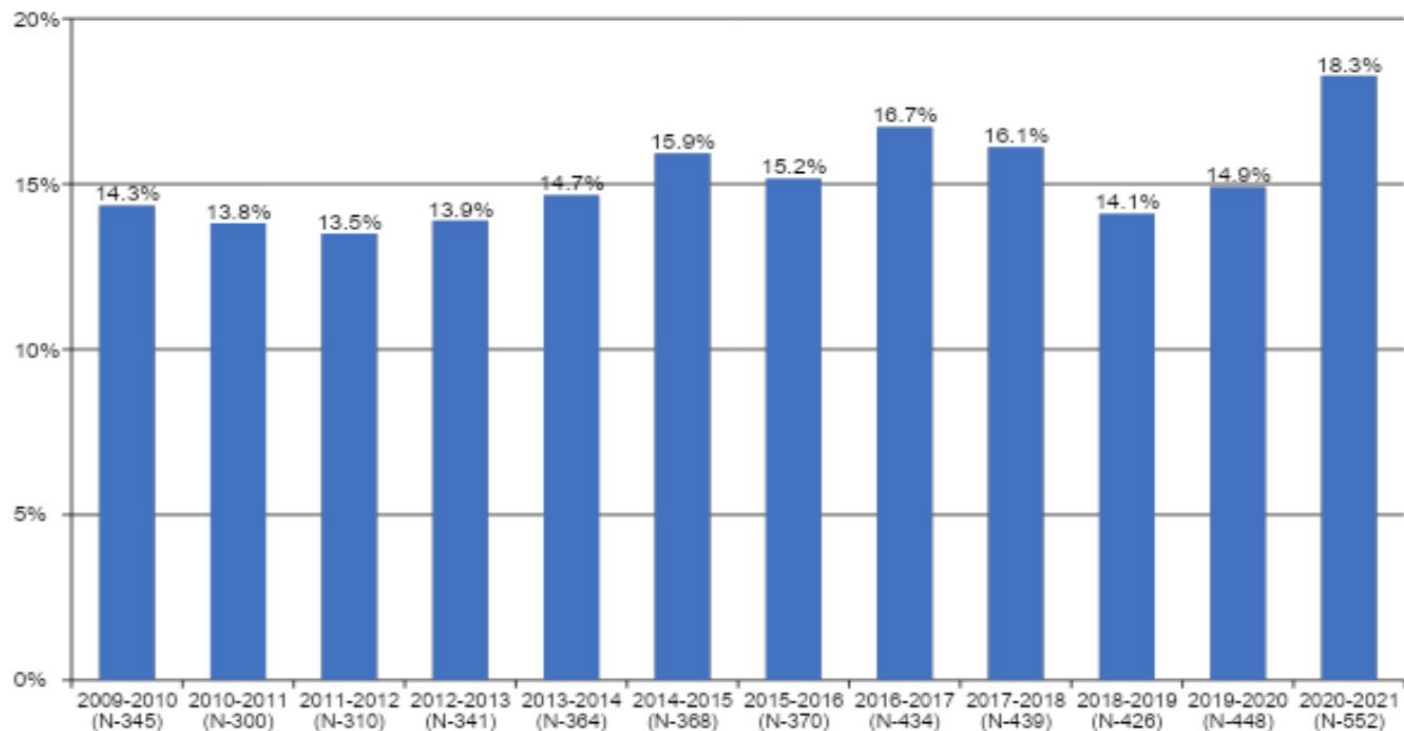
Numbers of Transfer Applicants, Admits, and Matriculants (Residential)



	2017	2018	2019	2020	2021
Acceptance Rate	49.7%	25.6%	21.3%	69.1%	34.9%
Yield Rate	34.9%	35.2%	34.7%	31.2%	31.4%

Source: Fall Census Data for five residential schools

Percentage of Residential Students Graduating with Two Majors



Source: IPEDS Data

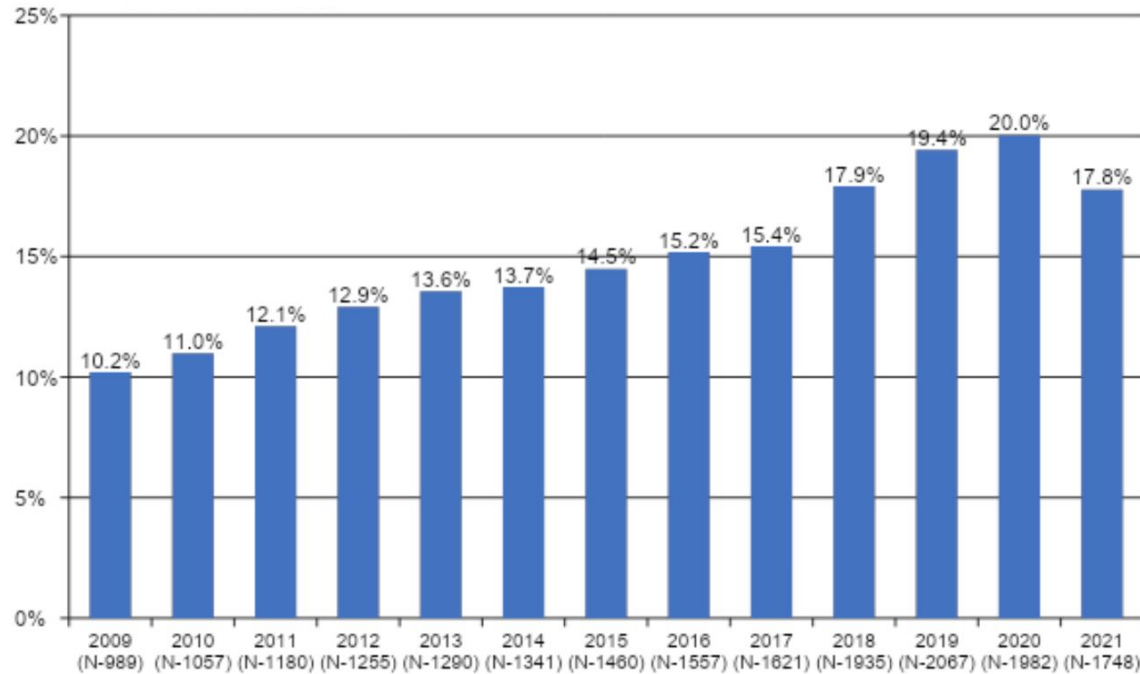
Number of Undergraduate Students In Five Residential Colleges with Majors or Minors in More than One School

Year		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
2 Majors Across Schools	Count	219	223	238	305	309	369	386	398	399	417	441
	Percent	2.2%	2.3%	2.5%	3.1%	3.1%	3.6%	3.7%	3.7%	3.8%	4.2%	4.5%
1 Major and 1+ Minor Across Schools	Count	457	568	663	679	791	964	1,223	1,199	1,276	1,312	1,189
	Percent	4.7%	5.8%	7.0%	7.0%	7.9%	9.4%	11.6%	11.1%	12.0%	13.3%	12.0%
Total Number of Majors and Minors Across Schools	Count	676	791	901	984	1,100	1,333	1,609	1,597	1,675	1,729	1,630
	Percent	6.9%	8.1%	9.5%	10.1%	10.9%	13.0%	15.3%	14.8%	15.7%	17.5%	16.5%
Total Enrollment		9,740	9,711	9,509	9,763	10,075	10,254	10,514	10,797	10,638	9,899	9,890

*pandemic impact

Source: Fall Census Data

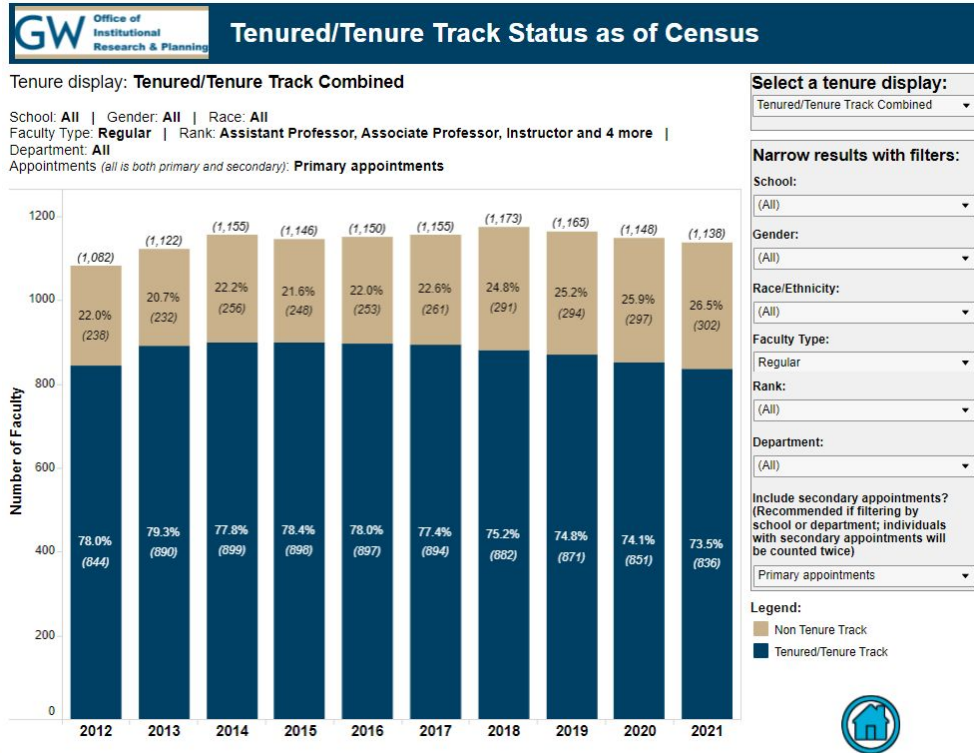
Number and Percentage of Bachelor's Degree Students in Residential Colleges Majoring in STEM Field



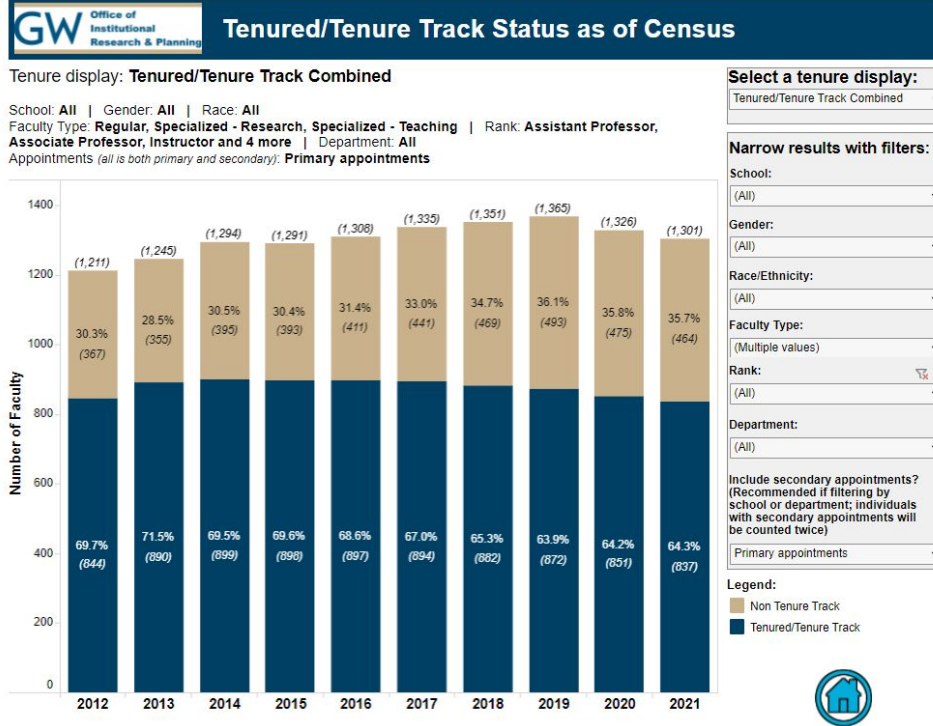
Source: Fall Census Data

Faculty

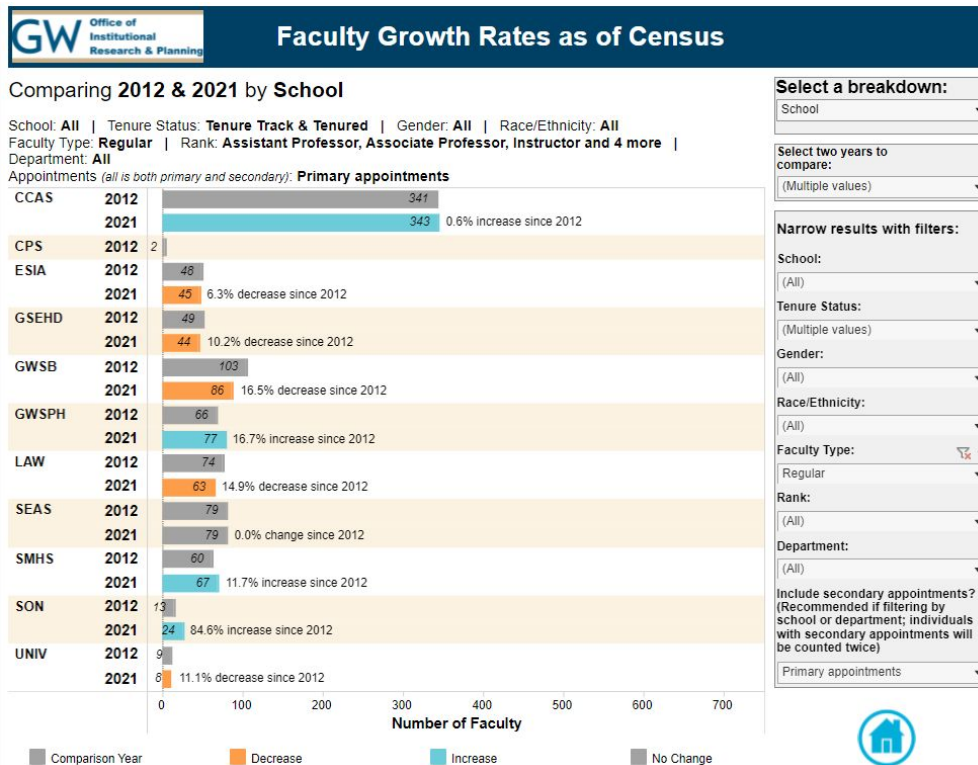
Number and Percentage of Regular Active Status Faculty By Tenure Status



Number and Percentage of Regular, Research, and Special Service Faculty By Tenure Status



Tenure and Tenure-Track Faculty Growth by School

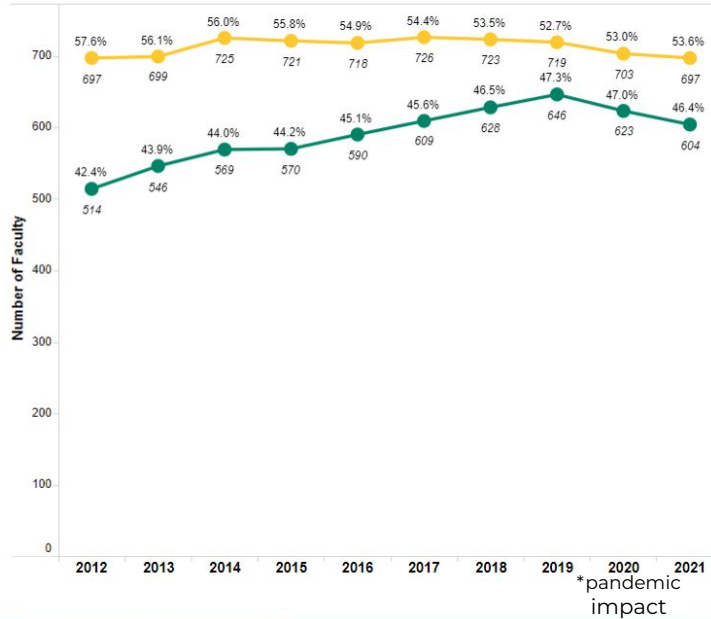


Full-Time Faculty By Gender



Faculty Gender as of Census

School: **All** | Tenure status: **All** | Race: **All**
 Faculty Type: **Regular, Specialized - Research, Specialized - Teaching** | Rank: **Assistant Professor, Associate Professor, Instructor and 4 more** | Department: **All**
 Appointments (all is both primary and secondary): **Primary appointments**



Narrow results with filters:

School: (All) ▾

Tenure Status: ▾
(All) ▾

Race/Ethnicity: (All) ▾

Faculty Type: (Multiple values) ▾

Rank: (All) ▾

Department: (All) ▾

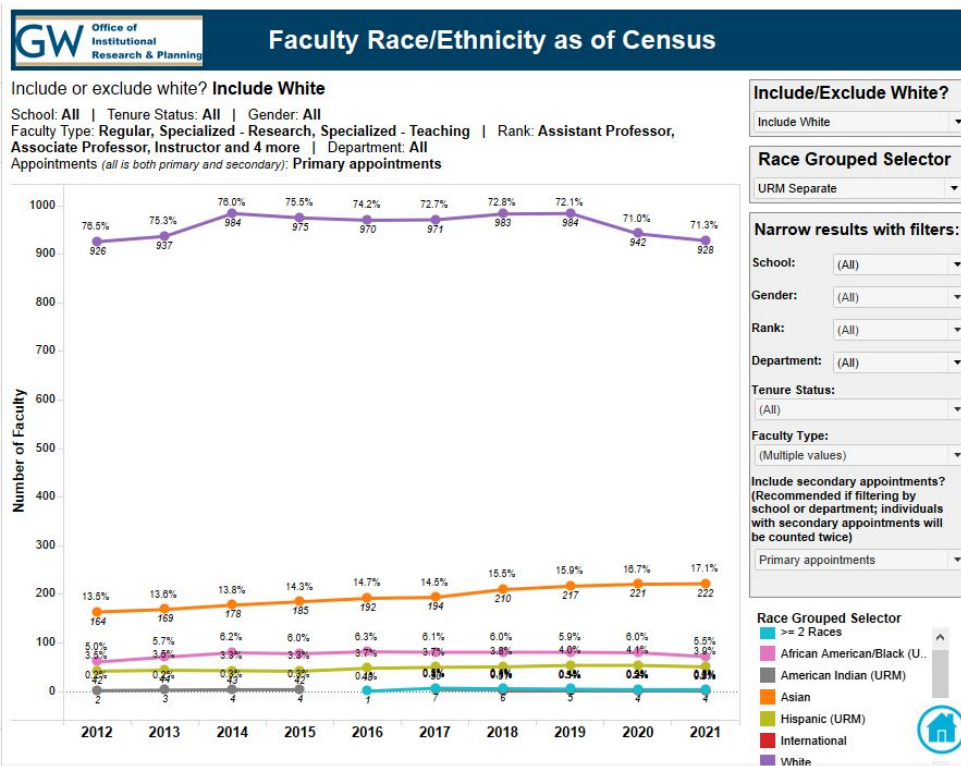
Include secondary appointments?
 (Recommended if filtering by school or department; individuals with secondary appointments will be counted twice)

Primary appointments ▾

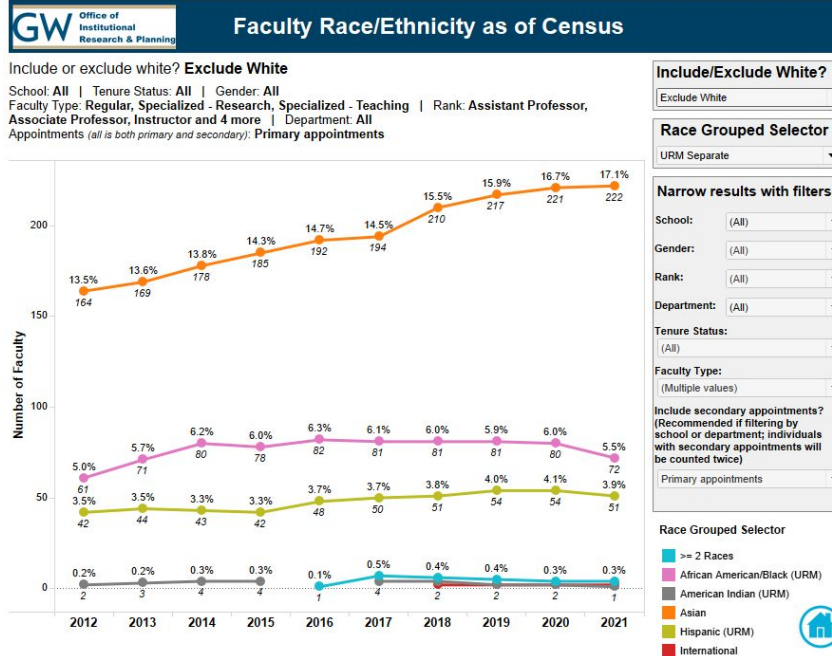
Legend:
■ Female
■ Male



Full-Time Faculty By Race/Ethnicity

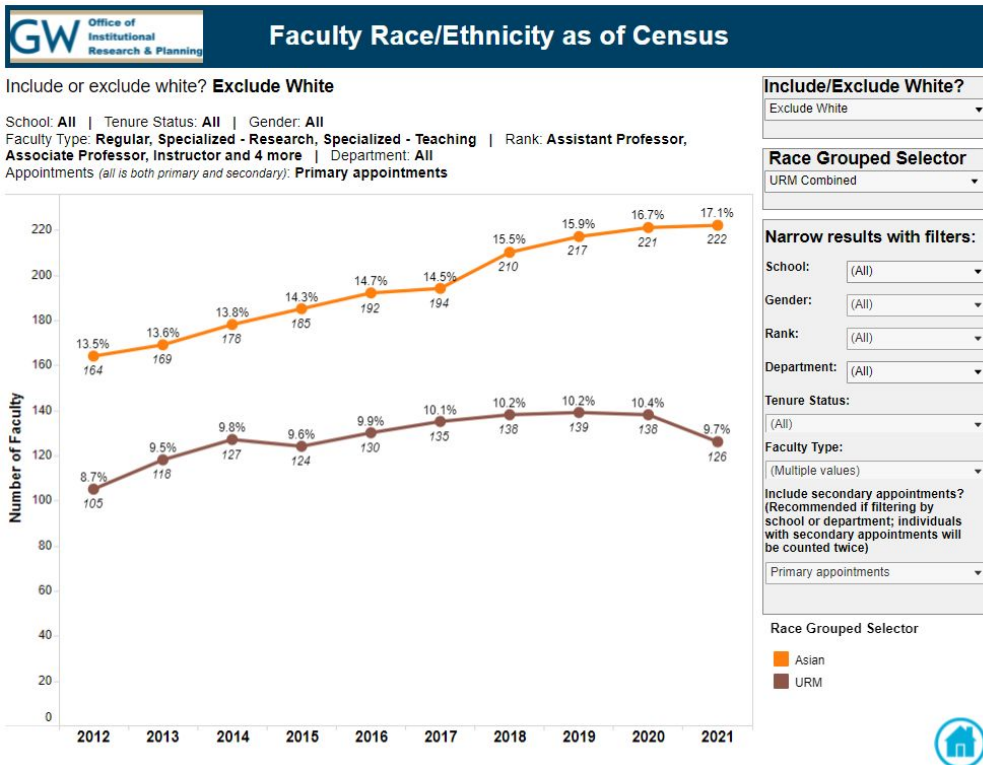


Full-Time Non-White Faculty By Race/Ethnicity



White	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
%	76.5%	75.3%	76.0%	75.5%	74.2%	72.7%	72.8%	72.1%	71.0%	71.3%
Count	926	937	984	975	970	971	983	984	942	928

Full-Time Asian and URM Faculty



Full-Time URM Faculty



Faculty Race/Ethnicity as of Census

Include or exclude white? **Exclude White**

School: **All** | Tenure Status: **All** | Gender: **All**
 Faculty Type: **Regular, Specialized - Research, Specialized - Teaching** | Rank: **Assistant Professor, Associate Professor, Instructor and 4 more** | Department: **All**
 Appointments (all is both primary and secondary): **Primary appointments**

Include/Exclude White?

Exclude White

Race Grouped Selector

URM Separate

Narrow results with filters:

School: (All)

Gender: (All)

Rank: (All)

Department: (All)

Tenure Status: (All)

Faculty Type: (Multiple values)

Include secondary appointments? (Recommended if filtering by school or department; individuals with secondary appointments will be counted twice)

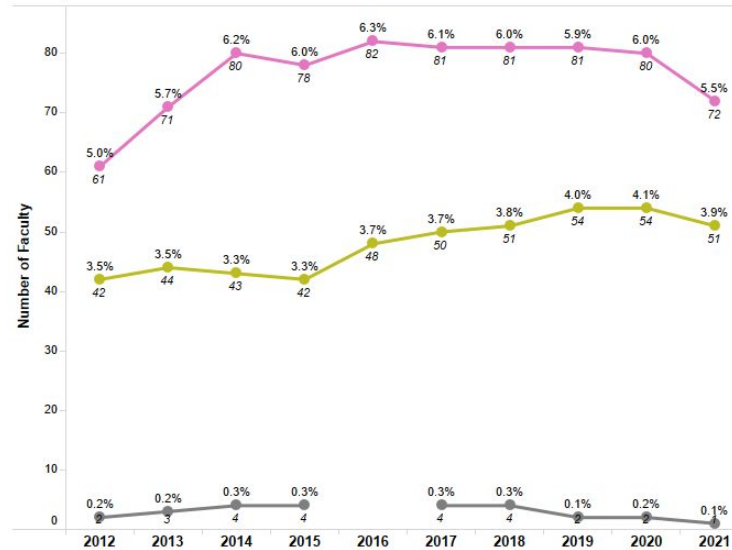
Primary appointments

Race Grouped Selector

African American/Black (URM)

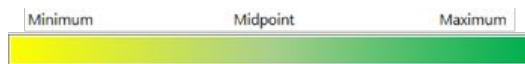
American Indian (URM)

Hispanic (URM)



Comparison of Tenure/Tenure-Track vs. Non-Tenure-Track Faculty Salary Averages Compared to AAUP 60th Percentile Averages: AY 2020-21

School	Professors			Associate Professors			Assistant Professors		
	T/TT	NTT	Total	T/TT	NTT	Total	T/TT	NTT	Total
CCAS	\$148,448	\$143,872	\$148,106	\$106,673	\$94,784	\$103,667	\$96,796	\$81,836	\$89,128
ESIA	\$187,667	**	\$188,999	\$115,693	\$110,101	\$113,596	\$104,573	**	\$102,398
SB	\$221,668	**	\$219,064	\$175,494	**	\$174,868	\$184,574	NA	\$184,574
SEAS	\$195,035	**	\$190,706	\$136,796	**	\$136,726	\$114,689	**	\$113,640
GSEHD	\$142,610	**	\$140,492	\$106,983	\$101,456	\$105,602	\$92,778	\$82,133	\$87,769
LAW	\$267,520	**	\$263,928	\$190,129	NA	\$190,129	NA	NA	NA
CPS	NA	**	**	NA	\$102,311	\$102,311	NA	\$93,652	\$93,652
GWSPH	\$209,891	\$171,263	\$202,165	\$132,180	\$130,093	\$131,659	\$107,434	\$104,837	\$106,614
SON	**	**	\$116,640	\$112,081	**	\$111,948	\$95,472	\$92,479	\$93,676
GW AAUP Salary Average	\$187,005	\$153,580	\$183,885	\$122,351	\$104,458	\$118,052	\$113,120	\$85,406	\$101,424
AAUP 60%			\$148,344			\$105,810			\$92,219



** Cells are blank where N<5
SMHS not included (not included in AAUP)

Yellow to green color scheme represents how average GW faculty compare to the relevant AAUP 60th percentile.

Comparison Between GW and Market Basket Professor Salary Averages Compared to AAUP 80th Percentile Averages*

GW Market Basket Institution	Professors										
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	%Change
New York University	\$182,400	\$187,618	\$195,700	\$196,900	\$205,588	\$209,700	\$214,500	\$218,300	\$221,000	\$214,300	-3.0%
Georgetown University	\$167,100	\$173,592	\$177,900	\$178,200	\$188,250	\$195,800	\$203,400	\$206,100	\$221,400	\$213,000	-3.8%
Boston University	\$151,700	\$157,044	\$161,600	\$165,500	\$171,686	\$177,400	\$183,600	\$190,500	\$197,700	\$197,900	0.1%
University of Southern California	\$155,900	\$160,517	\$164,600	\$166,800	\$170,567	\$175,800	\$181,600	\$185,400	\$189,500	\$187,600	-1.0%
George Washington University	\$152,000	\$156,018	\$161,400	\$163,500	\$168,799	\$174,600	\$179,400	\$183,300	\$187,600	\$186,000	-0.9%
Northeastern University		\$153,200	\$157,600	\$165,400	\$169,202	\$175,300	\$179,900	\$184,900	\$178,200	\$174,100	-2.3%
University of Rochester		\$138,600	\$143,500	\$150,300	\$152,648	\$159,000	\$166,700	\$168,300	\$173,600	\$169,900	-2.1%
University of Miami	\$140,800	\$144,778	\$151,100	\$156,000	\$160,210	\$165,000	\$164,200	\$166,600	\$170,600	\$167,100	-2.1%
University of Pittsburgh			\$140,200	\$144,200		\$149,400	\$153,000	\$156,700	\$162,500	\$161,800	-0.4%
Tufts University	\$134,900	\$138,390	\$143,200	\$145,800	\$150,660	\$152,500	\$154,400	\$155,200	\$162,200	\$159,000	-2.0%
Tulane University	\$140,200	\$140,190	\$147,100	\$145,300	\$145,389	\$152,300	\$149,700	\$155,900	\$158,000	\$157,900	-0.1%
Wake Forest University			\$140,300	\$144,100	\$145,600	\$149,300	\$151,700	\$152,000	\$158,300	\$149,200	-5.7%
Syracuse University		\$122,800		\$127,700	\$130,959	\$134,700	\$129,900	\$133,400	\$137,800	\$137,900	0.1%
Mean (excludes GW)	\$153,286	\$151,673	\$156,618	\$157,183	\$162,796	\$166,350	\$169,383	\$172,775	\$177,567	\$174,142	-1.9%
Median (excludes GW)	\$151,700	\$148,989	\$151,100	\$153,150	\$160,210	\$162,000	\$165,450	\$167,450	\$172,100	\$168,500	-2.1%
AAUP 80th percentile	\$140,726	\$143,125	\$146,405	\$152,123	\$156,140	\$155,359	\$165,639	\$166,627	\$173,602	\$169,909	-2.1%

* Sorted by 2020-21 overall averages

SMHS not included; GW Law included

Comparison Between GW and Market Basket Associate Professor Salary Averages Compared to AAUP 80th Percentile Averages*

GW Market Basket Institution	Associate Professors										
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	%Change
Georgetown University	\$109,000	\$109,355	\$111,300	\$114,200	\$118,953	\$125,200	\$130,000	\$136,900	\$139,600	\$139,400	-0.1%
Boston University	\$105,000	\$106,896	\$110,200	\$113,600	\$117,126	\$120,000	\$124,800	\$131,300	\$135,100	\$136,200	0.8%
New York University	\$106,000	\$107,656	\$112,100	\$114,700	\$120,222	\$122,800	\$124,900	\$128,000	\$131,400	\$125,200	-4.7%
University of Miami	\$92,000	\$94,764	\$99,400	\$102,500	\$105,535	\$108,300	\$110,600	\$113,600	\$118,200	\$118,300	0.1%
University of Rochester		\$100,900	\$101,700	\$103,400	\$105,522	\$109,300	\$112,200	\$115,000	\$118,000	\$118,300	0.3%
George Washington University	\$103,100	\$106,102	\$109,400	\$109,900	\$114,557	\$115,000	\$117,000	\$118,800	\$119,000	\$118,100	-0.8%
University of Southern California	\$105,300	\$107,766	\$110,000	\$104,700	\$107,158	\$109,900	\$113,800	\$117,100	\$117,900	\$117,000	-0.8%
Tufts University	\$97,500	\$101,152	\$102,300	\$104,500	\$104,816	\$107,200	\$109,500	\$111,100	\$114,000	\$112,800	-1.1%
Northeastern University		\$108,000	\$111,800	\$114,700	\$117,725	\$121,800	\$124,100	\$124,800	\$111,600	\$112,300	0.6%
University of Pittsburgh			\$93,000	\$96,400		\$99,900	\$101,100	\$103,200	\$105,100	\$104,400	-0.7%
Syracuse University		\$87,700		\$94,600	\$95,683	\$97,700	\$97,400	\$102,000	\$102,100	\$101,000	-1.1%
Wake Forest University			\$95,500	\$96,500	\$98,700	\$98,500	\$101,900	\$103,900	\$106,000	\$100,700	-5.0%
Tulane University	\$86,600	\$88,736	\$92,000	\$90,800	\$90,876	\$92,100	\$92,500	\$95,300	\$98,800	\$99,600	0.8%
Mean (excludes GW)	\$100,200	\$101,293	\$103,573	\$104,217	\$107,483	\$109,392	\$111,900	\$115,183	\$116,483	\$115,433	-0.9%
Median (excludes GW)	\$105,000	\$104,024	\$102,300	\$103,950	\$105,535	\$108,800	\$111,400	\$114,300	\$115,950	\$114,900	-0.9%
AAUP 80th percentile	\$98,023	\$101,072	\$101,658	\$103,801	\$106,347	\$107,719	\$113,023	\$114,499	\$118,235	\$117,832	-0.3%

* Sorted by 2020-21 overall averages

SMHS not included; GW Law included

Comparison Between GW and Market Basket Assistant Professor Salary Averages Compared to AAUP 80th Percentile Averages*

GW Market Basket Institution	Assistant Professors										
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	%Change
Tulane University	\$71,500	\$73,956	\$79,800	\$83,200	\$91,517	\$92,500	\$93,300	\$108,500	\$117,300	\$118,800	1.3%
Georgetown University	\$94,400	\$96,014	\$101,200	\$103,300	\$112,865	\$115,700	\$115,600	\$120,300	\$117,400	\$113,600	-3.2%
Boston University	\$87,800	\$91,001	\$93,200	\$96,800	\$99,071	\$101,100	\$105,000	\$108,700	\$110,700	\$109,700	-0.9%
University of Rochester		\$94,700	\$96,000	\$98,000	\$100,620	\$102,400	\$106,900	\$108,200	\$110,600	\$106,400	-3.8%
New York University	\$99,700	\$105,299	\$110,100	\$111,200	\$115,037	\$117,500	\$115,200	\$113,400	\$114,000	\$104,400	-8.4%
University of Southern California	\$93,300	\$93,452	\$95,600	\$92,900	\$93,870	\$97,400	\$97,900	\$100,200	\$103,200	\$104,000	0.8%
George Washington University	\$84,200	\$86,896	\$87,500	\$90,100	\$90,821	\$92,700	\$96,200	\$99,600	\$102,600	\$101,400	-1.2%
University of Miami	\$81,100	\$83,406	\$83,500	\$86,900	\$95,682	\$98,000	\$98,200	\$99,600	\$101,000	\$98,800	-2.2%
Northeastern University		\$96,700	\$99,100	\$102,200	\$108,103	\$110,700	\$112,300	\$114,200	\$97,000	\$97,500	0.5%
Tufts University	\$79,000	\$82,898	\$86,400	\$86,500	\$88,317	\$90,500	\$92,200	\$94,000	\$97,500	\$95,400	-2.2%
University of Pittsburgh			\$77,800	\$80,900		\$81,500	\$85,600	\$87,000	\$89,400	\$89,000	-0.4%
Syracuse University		\$75,500		76500	\$77,599	\$79,600	\$80,900	\$80,600	\$82,600	\$83,100	0.6%
Wake Forest University			\$79,000	\$80,900	\$81,100	\$77,900	\$76,200	\$85,000	\$85,800	\$80,900	-5.7%
Mean (excludes GW)	\$86,686	\$89,293	\$91,064	\$91,608	\$96,707	\$97,067	\$98,275	\$101,642	\$102,208	\$100,133	-2.0%
Median (excludes GW)	\$87,800	\$92,227	\$93,200	\$89,900	\$95,682	\$97,700	\$98,050	\$104,200	\$102,100	\$101,400	-0.7%
AAUP 80th percentile	\$84,236	\$86,896	\$87,456	\$91,183	\$95,281	\$95,273	\$100,020	\$100,993	\$104,126	\$103,070	-1.0%

* Sorted by 2020-21 overall averages

SMHS not included; GW Law included

Salary Equity Ratio* Between Female and Male Professor Average Salary: AY 2021-22

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	13	\$243,346	26	\$220,056	39	\$227,819	110.58
CCAS	59	\$151,542	105	\$150,481	164	\$150,863	100.71
ESIA	7	\$180,298	21	\$189,710	28	\$187,357	95.04
SEAS	8	\$190,801	41	\$199,081	49	\$197,729	95.84
LAW**	11	\$284,013	30	\$290,215	41	\$288,551	97.86
GWSPH	20	\$196,687	26	\$209,338	46	\$203,838	93.96
Grand Total***	124	\$183,147	256	\$190,374	380	\$188,016	96.20

* "Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

** Law school statistics exclude clinical and legal writing faculty. If clinical and legal writing faculties were included, the salary equity ratio would be 88.92.

*** Schools with fewer than five faculty for either gender will not be shown in the list, but will be included in the grand total.

Source: American Association of University Professors (AAUP) final reporting file.

Faculty salaries were converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.

Salary Equity Ratio* Between Female and Male Associate Professor

Average Salary: AY 2021-22

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	8	\$185,118	19	\$184,491	27	\$184,677	100.34
CCAS	80	\$104,189	89	\$108,917	169	\$106,679	95.66
ESIA	10	\$105,791	12	\$130,439	22	\$119,235	81.10
SEAS	5	\$138,167	17	\$142,409	22	\$141,445	97.02
GSEHD	22	\$109,697	15	\$110,800	37	\$110,144	99.00
GWSPH	21	\$140,050	16	\$137,231	37	\$138,831	102.05
Grand Total**	169	\$117,927	177	\$126,670	346	\$122,400	93.10

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** Schools with fewer than five faculty for either gender will not be shown in the list, but will be included in the grand total. Law school excludes clinical and legal writing faculty.

Source: American Association of University Professors (AAUP) final reporting file.

Faculty salaries were converted to a nine-month equivalent using a factor of 0.818181 for 12-month salaries, base on AAUP calculation method.

Salary Equity Ratio* Between Female and Male Assistant Professor

Average Salary: AY 2021-22

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	7	\$181,623	11	\$197,015	18	\$191,029	92.19
CCAS	56	\$91,784	62	\$94,745	118	\$93,340	96.88
GSEHD	11	\$87,744	5	\$94,111	16	\$89,734	93.23
GWSPH	8	\$108,800	7	\$109,215	15	\$108,993	99.62
Grand Total**	108	\$100,942	99	\$108,742	207	\$104,672	92.83

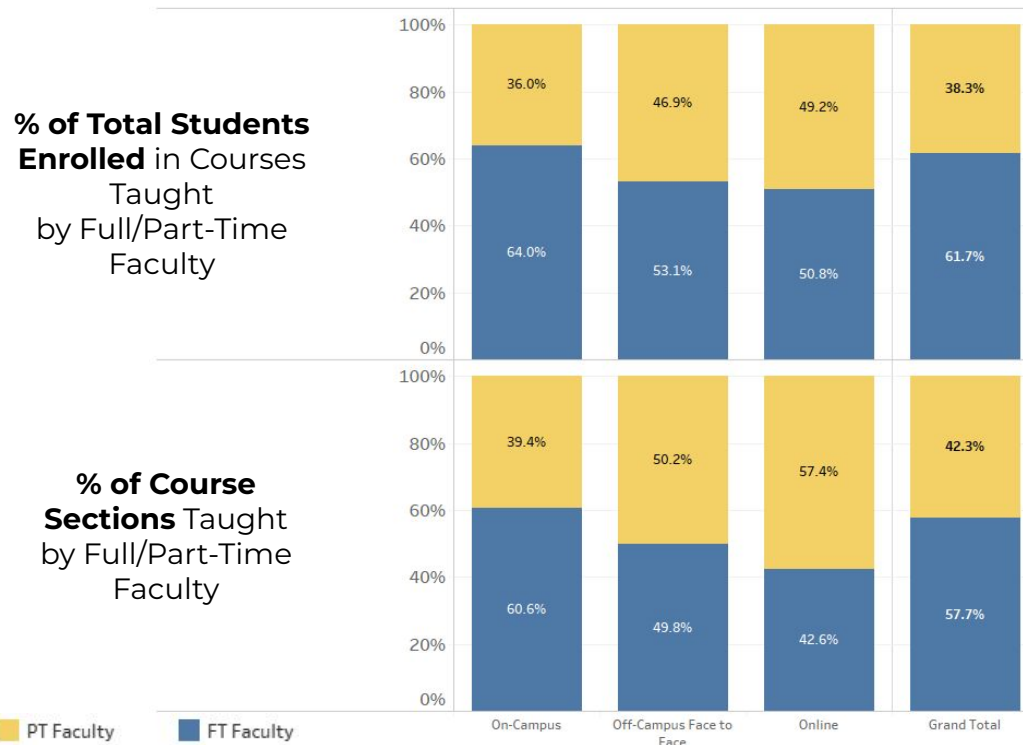
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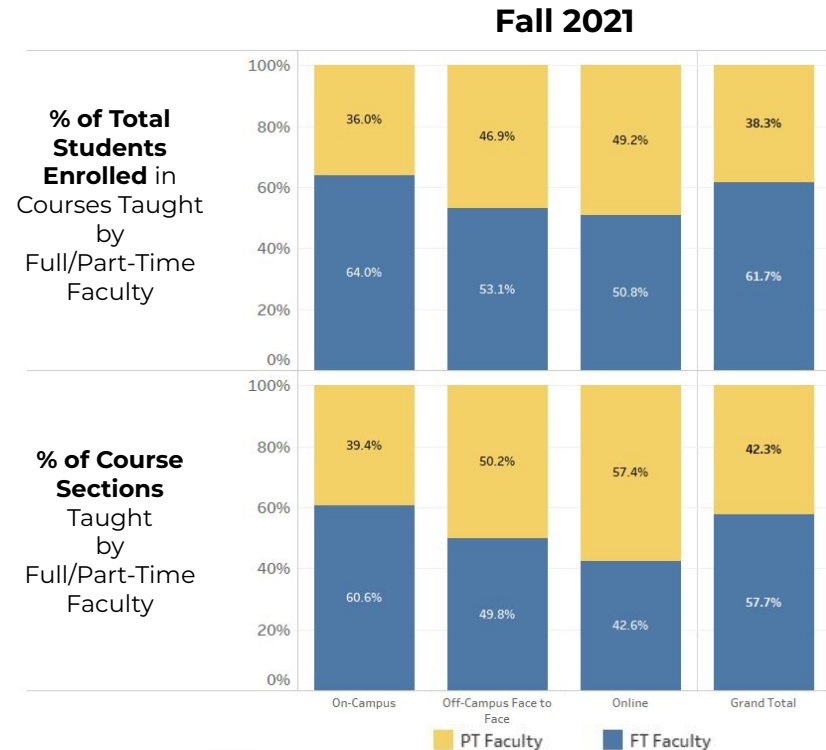
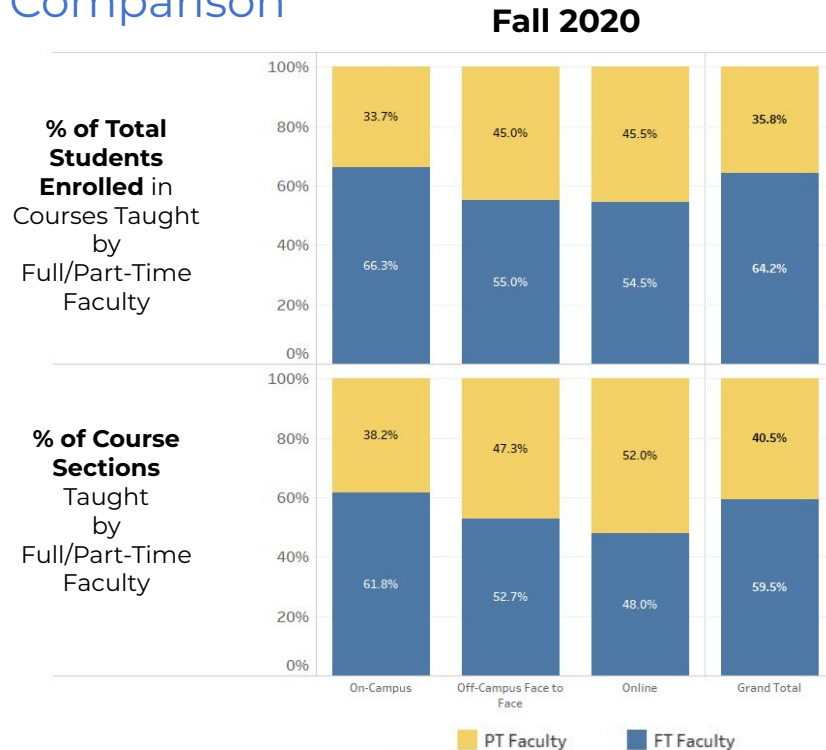
Full- and Part-Time Faculty Teaching* by Campus: Fall 2021



*SMHS courses excluded because Banner does not record full/ part-time status for medical school faculty.

“On campus” = Foggy Bottom and Mount Vernon Campus; “off campus” = all other GW locations

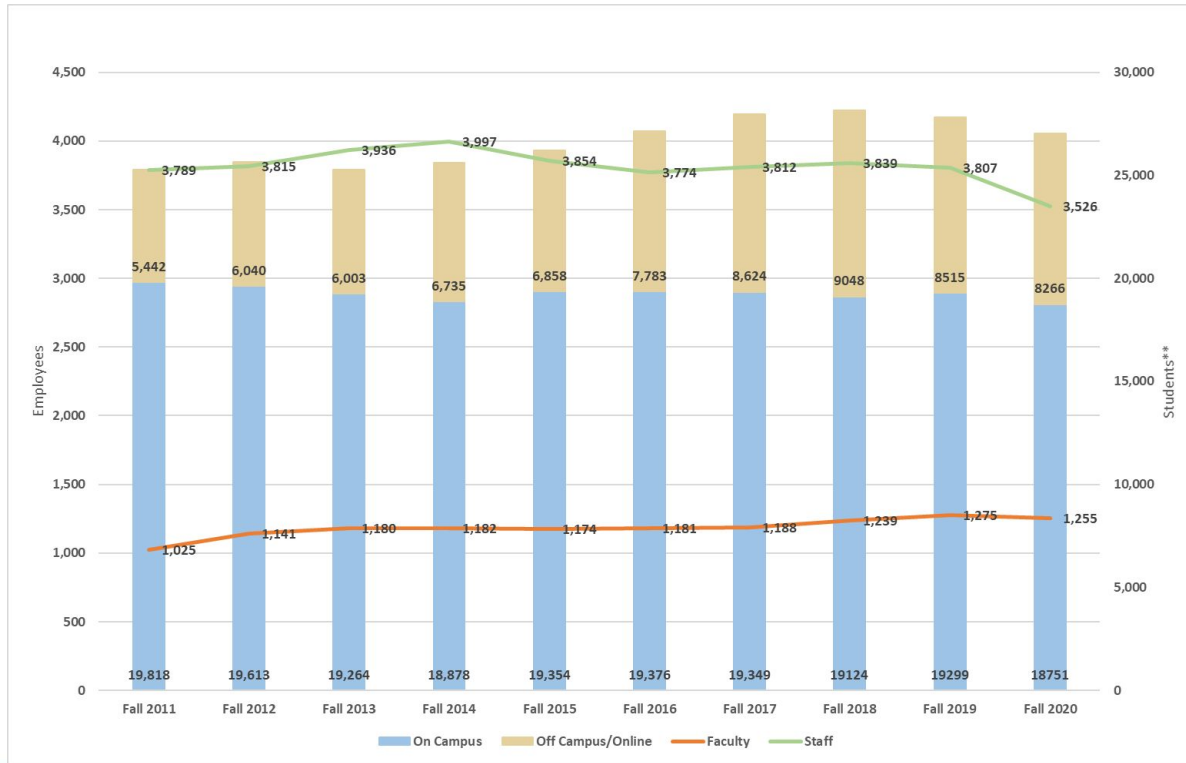
Full- and Part-Time Faculty Teaching* by Campus : Fall 2020 and Fall 2021 Comparison



*SMHS courses excluded because Banner does not record full/ part-time status for medical school faculty.

“On campus” = Foggy Bottom and Mount Vernon Campus; “off campus” = all other GW locations

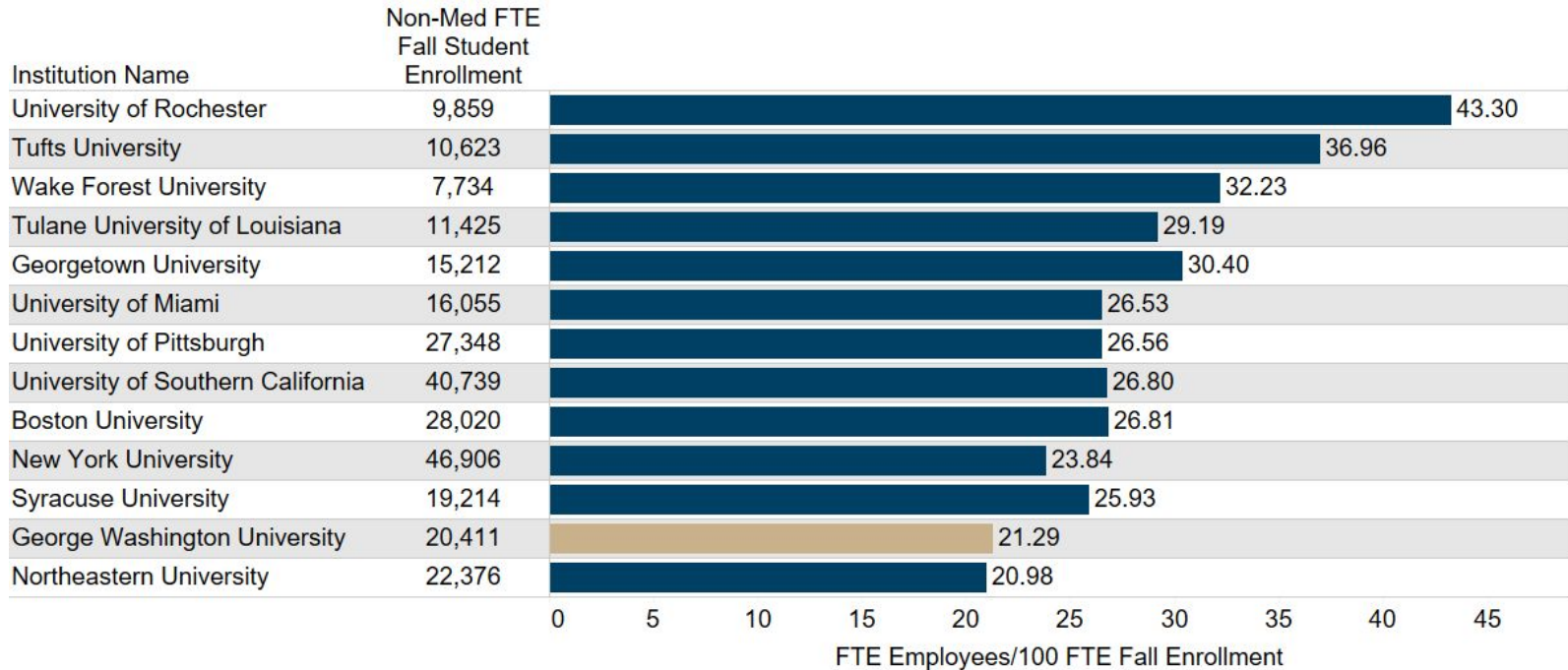
Full-time Personnel and Total Student Headcount



* Data based on IPEDS Human Resources Survey and IPEDS Fall Enrollment Survey.

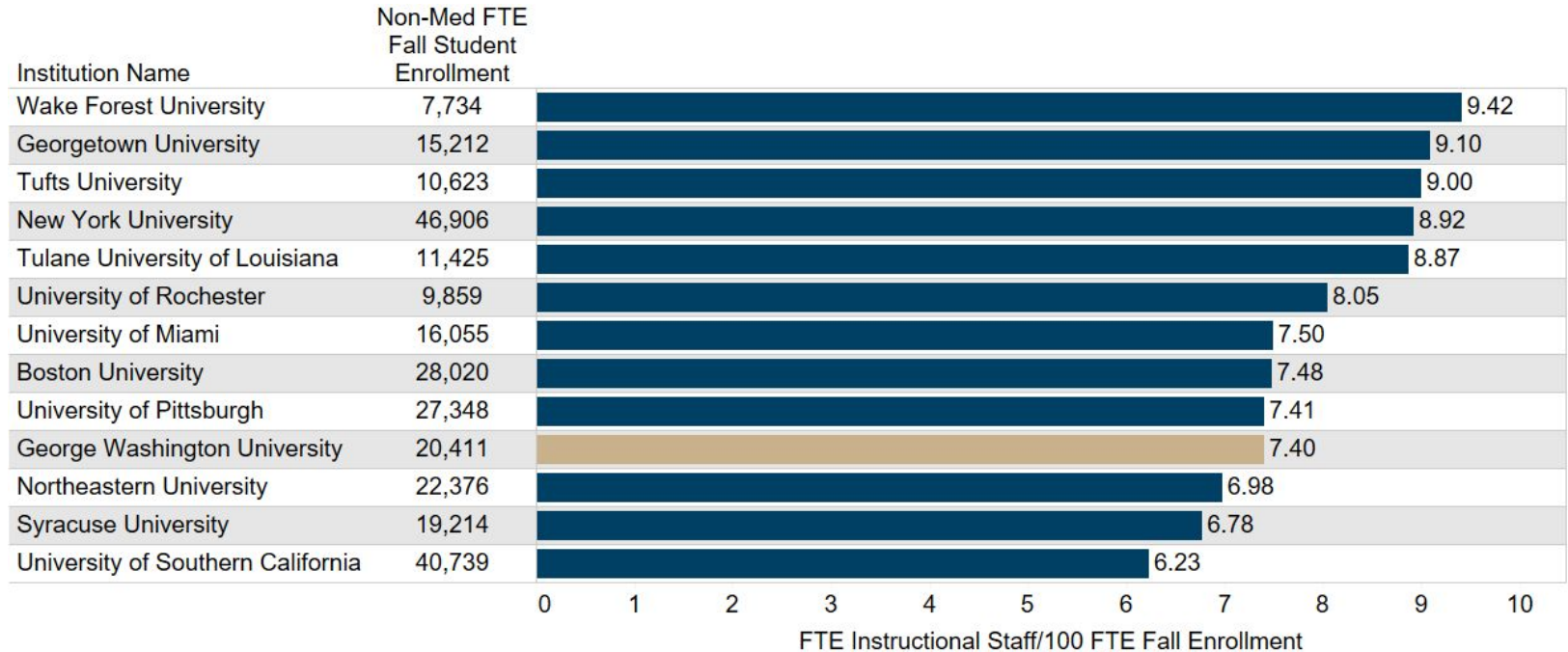
** Students are counted as either on-campus or off-campus/online depending on where students took a majority of their credits.

Comparison of GW and Market Basket FTE Employees per 100 FTE Student Enrollment



Source: IPEDS 2020 data submission.

Comparison of GW and Market Basket FTE Faculty per 100 FTE Student Enrollment



Source: IPEDS 2020 data submission.

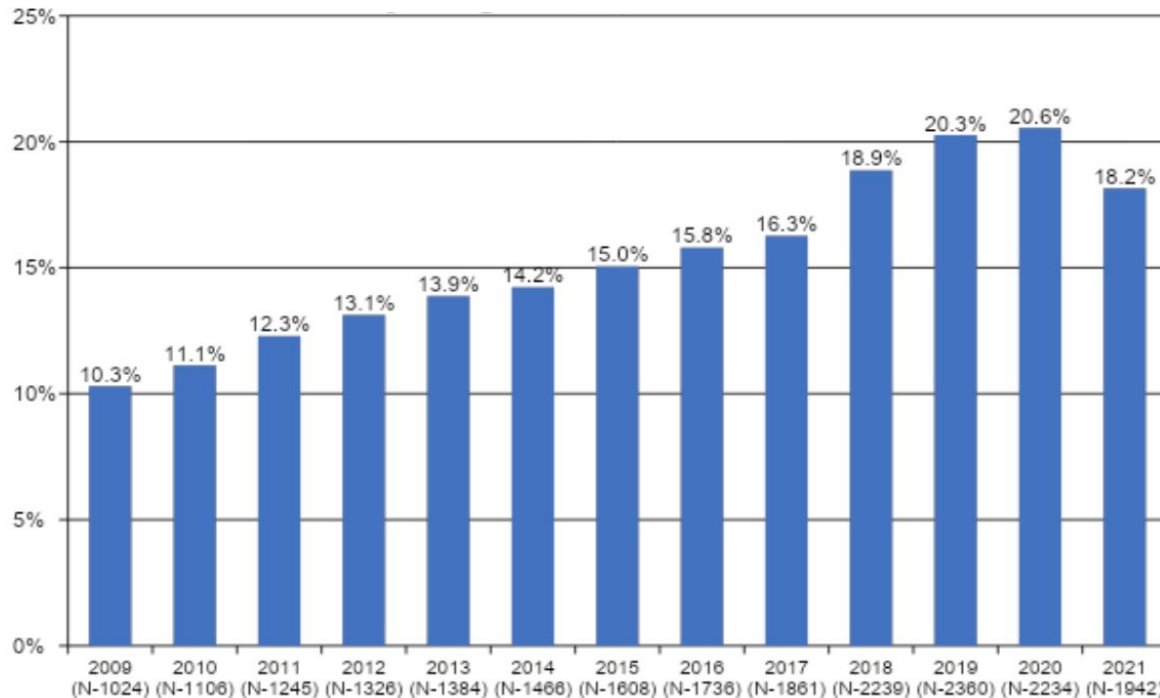
Conclusion

Concluding Thoughts

- We continue to fulfill our two-fold mission:
 - Provide a high quality learning environment to train future leaders of the world
 - Push the frontiers of knowledge through the production and dissemination of high impact research
- Our Core Indicators of Student Success were challenged in 2020 by the pandemic, but we have made a strong recovery and prospects look very promising in the out years
- Our Core Indicators indicate the pandemic's impact upon faculty ranks, and areas of focus and investment to ensure continued world class status

Appendix

Number and Percentage of All Bachelor's Degree Students* Majoring in a STEM Field



* Source: Fall census data. Includes students enrolled in degree-completion programs in SMHS, CPS, and five residential colleges.

Salary Equity Ratio* Between Female and Male Assistant Professor

Average Salary: AY 2020-21

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	7	\$171,149	12	\$192,407	19	\$184,575	88.95
CCAS	58	\$88,365	61	\$89,855	119	\$89,129	98.34
SEAS	5	\$118,987	9	\$110,669	14	\$113,640	107.52
GSEHD	12	\$86,661	5	\$90,448	17	\$87,775	95.81
GWSPH	10	\$104,636	9	\$108,859	19	\$106,636	96.12
Grand Total**	117	\$97,690	101	\$105,760	218	\$101,429	92.37

*"Salary Equity Ratio" refers to the ratio between the average salary for women by rank divided by the average men's salary, times 100. A ratio below 100 indicates the cents on the dollar of an average woman's salary below a man's average salary at that rank, and a ratio above 100 indicates the average woman's salary above a man's average salary at that rank.

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Salary Equity Ratio* Between Female and Male Associate Professor

Average Salary: AY 2019-20

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	9	\$173,109	18	\$170,661	27	\$171,477	101.4
CCAS	89	\$102,481	93	\$106,032	182	\$104,296	96.7
ESIA	9	\$103,473	13	\$123,832	22	\$115,503	83.6
SEAS	5	\$142,949	21	\$142,329	26	\$142,448	100.4
GSEHD	19	\$109,256	14	\$105,318	33	\$107,585	103.7
GWSPH	23	\$132,046	16	\$136,206	39	\$133,753	96.9
Grand Total**	178	\$114,879	184	\$121,956	362	\$118,476	94.2

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Salary Equity Ratio* Between Female and Male Assistant Professor

Average Salary: AY 2018-19

School Name	Female		Male		Total		Salary Equity
	Count	Average Salary	Count	Average Salary	Count	Average Salary	
GWSB	9	\$172,036	16	\$179,343	25	\$176,713	95.9
CCAS	65	\$83,762	69	\$88,105	134	\$85,998	95.1
SEAS	5	\$116,243	11	\$113,057	16	\$114,053	102.8
GSEHD	17	\$86,642	7	\$91,662	24	\$88,106	94.5
GWSPH	13	\$100,394	6	\$106,660	19	\$102,373	94.1
Grand Total**	135	\$94,910	114	\$105,114	249	\$99,582	90.3

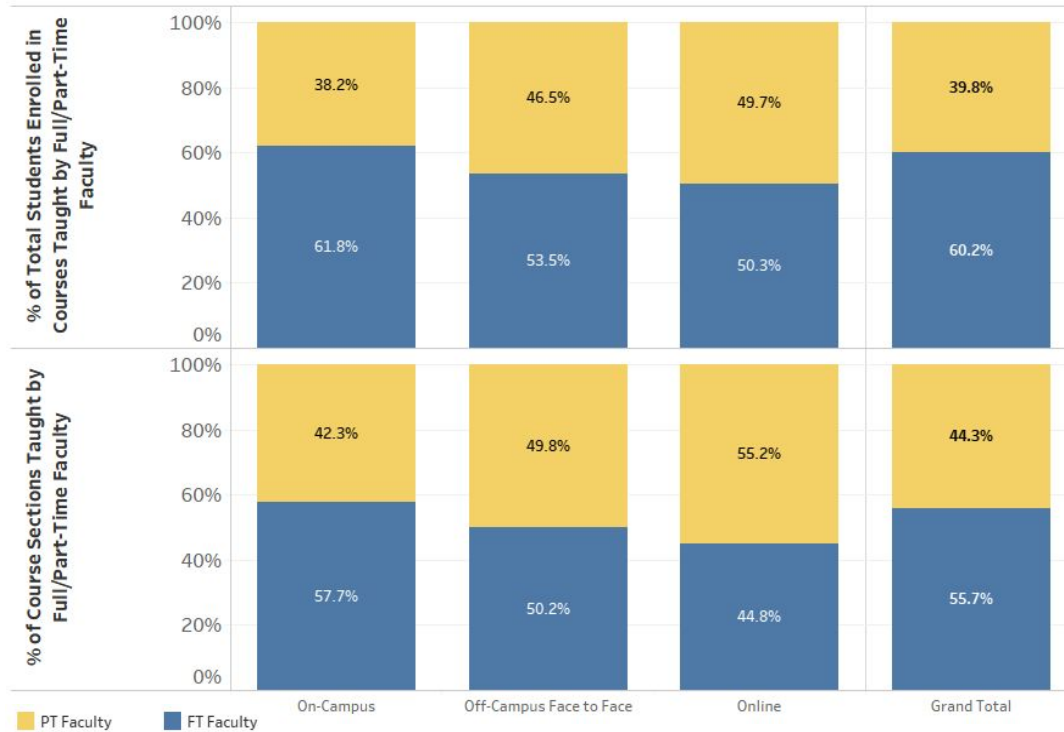
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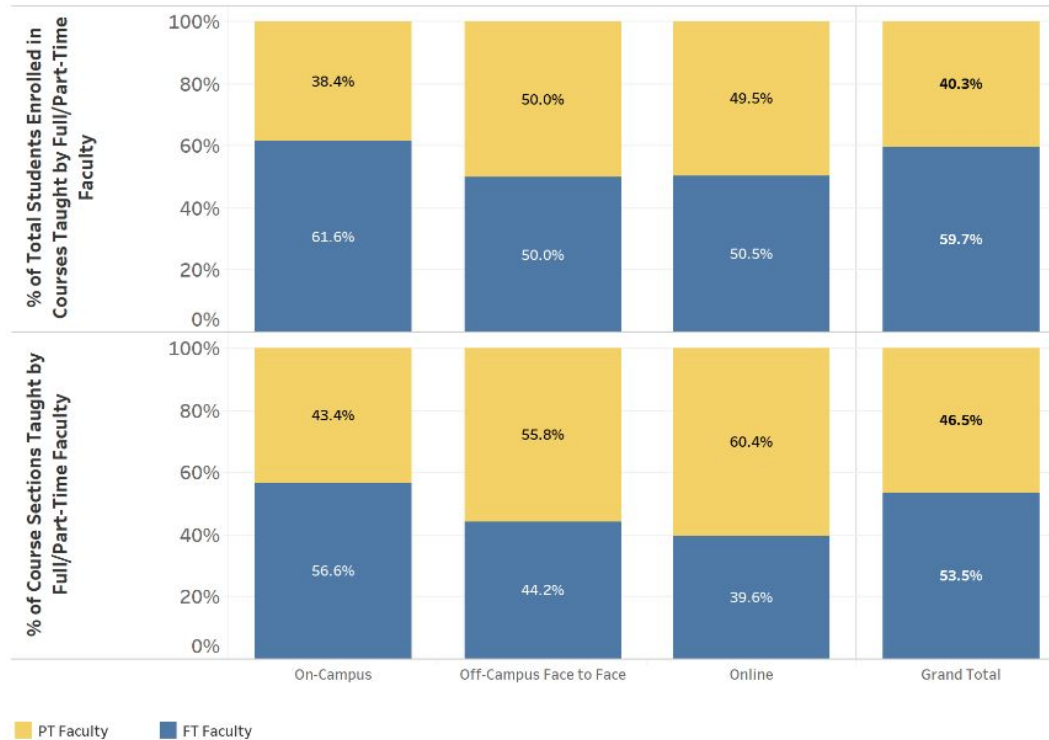
Full- and Part-Time Faculty Teaching* by Campus : Fall 2019



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Full- and Part-Time Faculty Teaching* by Campus : Fall 2018



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“On campus” = Foggy Bottom and Mount Vernon Campus; “off campus” = all other GW locations



Faculty Senate

April 8, 2022

Nominees for Approval by the Faculty Senate

2022-2023 Faculty Senate Executive Committee (FSEC)

CCAS: Harald Griesshammer

ESIA: Ilana Feldman¹

GSEHD: Sylvia Marotta-Walters

GWSB: Patrick McHugh

GWSPH: Jim Tielsch, Chair

LAW: Jeff Gutman

SEAS: Kim Roddis

SMHS: Robert Zeman

SON: Linda Briggs

2022-2023 Dispute Resolution Committee Chair

Joan Schaffner, Law School

¹ Due to Professor Feldman's research leave in Fall 2022, the Elliott School will hold a special election on April 15 for a faculty member to serve in her place for the Fall 2022 term. Following the election, the Elliott School Senate members will determine who will be nominated to serve in Professor Feldman's FSEC seat for the Fall 2022 term. The Senate will confirm this nominee at its May 2022 meeting; Professor Feldman will assume her Senate and FSEC seats with the Spring 2023 term.



FACULTY SENATE COMMITTEE ON APPOINTMENTS, SALARY, AND PROMOTION POLICIES (Including Fringe Benefits) (ASPP) Annual Report (2021-2022)

The ASPP committee was very busy this year, including the summer months of 2021. We met 7 times during August 2021- March 2022 period and attended meetings of several other committees as needed. We worked on the following issues, on some of which we had reported in our interim report in December 2021:

Summer 2021: Professor Wirtz served the committee this summer on an interim chair basis and reported to Faculty Senate on August 10 on seven areas in which ASPP was active this summer:

1. Reviewed and provided feedback for the Post-COVID Academic Innovation Task Force Report;
2. Met with and advised the administration regarding the “Phased Plan for Fall 2020” report;
3. Provided feedback to President LeBlanc regarding criteria and possible candidates for the Interim Provost position;
4. Reviewed the proposed guidance from administration regarding the timing of salary increases for Faculty who are compensated on a 9-month basis;
5. Participated (as Interim Chair) in a meeting to discuss health protocols and student accommodations;
6. Reviewed and offered comments on a near-final draft of the “Classroom Protocols” document; and
7. Engaged in ongoing email discussions about Fall teaching issues, such as mask enforcement in learning spaces.

New Salaries: We noted at the August meeting that the new salaries have been put in place, to be effective with the September checks. We also noted that the summer salary for continuing faculty is based on their previous year’s salary and these summer salaries showed no increments.

Classroom Protocols: We discussed the classroom protocols and what to do with students who are not masked. Suggestions were made that the faculty carry a few spare masks with them to classes and offer to the students who are not masked (the masks are available in dean’s and department offices). It was also noted that the faculty should record their lectures, wear a microphone in class, and can remove their masks while lecturing if they are at least 6 feet away from the students and all students are masked. Also noted that eating and drinking is not allowed in GW classrooms.

Faculty Workstation Initiative (FWI): We had a discussion on the Faculty Workstation Initiative (FWI) and the long wait for the new workstations for faculty. The graduate students need newer and better computers, and these are generally passed down from the faculty. The members thought that the Educational Policy & Technology committee should take up the issue of computers for graduate students.

DEI (Diversity, Equity and Inclusion) issues: We have discussed the DEI since last year. The provost has established a diversity leadership council (DLC) which is starting to collaboratively determine areas of focus and collect appropriate data.

Interim President: There was an announcement of the interim president at the September 10 meeting of faculty senate where BOT Chair, Grace Speights, announced that the board had decided to pause the presidential search process and decided to bring in an interim president, Mark Wrighton, on January 1 and also that President LeBlanc will retire as of December 31, 2021. (Everyone applauded the choice of president Wrighton as interim president.)

This announcement from the Board came as a surprise to everyone. It was noted that the Board Chair stated that she supports shared governance but in the next breath she also made these announcements which lacked any consultation with faculty. We were told that FSEC Chair, Arthur Wilson, has written to the Board indicating that level of concern of the faculty who are unhappy with the process where the faculty were completely excluded from the deliberations.

Shared governance survey: A draft from FSEC was circulated to the committee members and comments were invited. Shaista Khilji talked about the process moving forward. She pointed out that the document originated from the Board and AGB. This document has to be customized for GW. The draft document has been authored by Khilji and Arthur Wilson. Several questions are: who conducts the survey, how do you define the term “faculty”, when do the town halls take place, and what are the trustees looking for? Shared governance survey V2.0 should provide clarity to these and other questions. Provost Bracey stated that the trustees very much hope that the survey results will be available prior to the start of the presidential search which starts in the spring. It is important to conduct the town halls before the survey is sent out; this would allow the perspectives of every faculty member to be heard and possibly incorporated into the survey.

Faculty consultative committee on presidential searches: FSEC asked us to work with the Professional Ethics & Academic Freedom (PEAF) committee to update and codify the procedures around appointing the Faculty Consultative Committee that works with presidential search processes; this work would apply to future searches, not the current search that will begin in spring 2022. The ASPP/PEAF subcommittee drafted a resolution that was submitted to faculty senate for its consideration.

Our resolution (22/6) came up for discussion at the Faculty Senate meeting on March 4, 2022, and after a bit of debate, this resolution was tabled. The arguments were that the issues being considered in the resolution were going to be relevant for a presidential search in 5 or 10 years and we don't know how many schools GW will have, and what GW will look like. It was noted that the currently elected Faculty Consultative Committee is already in place with Professor Kim Roddis elected as Chair of FCC. This group will assist in drafting the job description for the next presidential search that will start sometime in spring of 2022.

Post Covid Task Force report: This report was discussed at one of our meetings and the Hatchet had an article on the report. It was noted that being on campus in person is so much better for faculty and students alike. Question was asked: what is going to happen to the recommendations of the task force. Provost Bracey said that the report has been posted on the provosts' web page and

they are taking it under advisement. Students are asking access to course recordings. When asked if many faculty asked to teach remotely for this fall semester, we learned that the number is very small. **COLA:** We considered the issue of cost of living adjustment (COLA), determined that everyone at GW gets a merit raise only and we are not sure if the faculty should receive it just for “sitting in their seats”. We also noted that merit needs to include non-publishing activities undertaken by the faculty, including teaching and advising. A suggestion was made to work with the Fiscal Planning and Budgeting Committee to study this matter, but this didn’t go anywhere.

Faculty salary equity issues: Provost Bracey gave the faculty senate a complete report in February. He told the committee that the methodology has not changed, and they were looking for outliers based on 2021 salary data. In CCAS, 37 outliers were identified with 7 adjustments. In ESIA, 7 outliers were identified with 5 adjustments. In the law school, 4 outliers were identified with 2 adjustments. In GWSB, there were 7 outliers with 2 adjustments. In GSHED, there were 5 outliers with 3 adjustments. In SEAS, there were 8 outliers with 1 adjustment. In SON, there were 5 outliers with no adjustments. In SPH, there were 15 outliers with 3 adjustments. Provost Bracey clarified that an outlier is defined as the salary that is one standard deviation or more away from the regression line. Once a person is identified as an outlier, conversations are held with the deans. This process will be continued moving forward.

Provost Bracey said he wants to reconstitute the salary equity committee and also include race and gender equity, and also possibly include the health science faculty in SMHS.

75%/25% dichotomy on the faculty numbers: We discussed issues of full-time regular faculty where the Faculty Code specifies 75%/25% for regular faculty. That excludes the specialized faculty who do not do all three aspects of regular faculty. According to the Core Indicators data, presented by the Provost in February, the university is very close to 75% for regular tenure track/tenured faculty (75.2% in 2018, 74.8% in 2019 and 74.1% in 2020). However, when all faculty are included (regular, research and specialized), these numbers are much smaller (65.3% in 2018, 63.9% in 2019, and 64.2% in 2020). The university is technically not in violation of the Code as the Code only refers to the regular faculty (with nonzero responsibilities in teaching, research and service), and the university has been getting around this 75/25 issue by hiring more and more specialized faculty. As the number of specialized faculty has grown substantially in the recent years, we decided that this issue needs to be revisited. An ASPP/PEAF subcommittee worked on this matter.

The ASPP/PEAF subcommittee on 75/25 matters had access to the Faculty Dashboard that contains data on faculty; this data can be compiled in multiple ways. It is concluded that GW has been close to the 75% level of regular faculty until recently. The 10-year data on the dashboard shows the percentage of regular faculty to be 75% or above in the seven years before 2019; in 2019 it was 74.8, in 2020 it was 74.1, and in 2021 it was 73.5.

The following link for the dashboard can be accessed through VPN from off-campus computers.

https://insight.it.gwu.edu/views/FacultyDashboard_0/TenureStatus?iframeSizedToWindow=true&%3Aembed=y&%3Adisplay_count=n&%3AshowAppBanner=false&%3Aorigin=viz_share_link&%3AshowVizHome=n#1

The subcommittee reached the conclusion that this is not the time politically to pursue this issue. We need to keep watching and insisting that the administration respects and follows 75/25 rule as it

applies to 'regular' faculty. The subcommittee decided to not broaden the definition even though that might have to be done in the future.

Health care costs: In June 2021, we received a summer update from the **benefits advisory committee** (BAC). The health care costs in 2021 were on a favorable track and the total health insurance premiums for 2022 were projected to increase by 2.9% next year. The participant contributions will increase by 1%, approximately \$1 to \$7 per month depending upon the coverage tier and salary band of the employee. The university's share of health care premiums in 2022 will increase from 76% to 76.8%.

ASPP committee was approached with certain **concerns from CCAS faculty**. One of these issues was the promotion of specialized faculty with the complaint that some faculty without terminal degree could not be promoted. It was suggested that the group looking into revisions of the Faculty Code should look into the rights and privileges of specialized faculty. Here are the concerns of CCAS faculty and the ASPP committee responses:

1. **Promotion for specialized faculty:** It turns out that CCAS now has written guidelines for promotion of specialized faculty in CCAS Bylaws. As far as requirement of a terminal degree is concerned, that may be a departmental matter. I did hear that in another school, a doctoral degree has been required for promotion even when the profession's terminal degree has been obtained by the candidate.
2. Concern about **performance evaluation:** We all have the opportunity to respond to the chair's comments.
3. **Comments on pay/salaries:**
 - a. Effect of inflation is real and we will try to see if a cost of living adjustment (COLA) is worth considering. So far at GW, it is only the merit raises for everyone.
 - b. Lower salaries for humanities is sadly a fact of life.
 - c. Provost's annual salary reports include all faculty.
 - d. Tenure track faculty have a time limit on their probationary period and their clock was adjusted for pandemic. Contract faculty have no such clock.

Respectfully Submitted,
Murli M. Gupta, Chair, ASPP Committee
March 31, 2022

2021-2022 Committee Roster

- [Murli Gupta](#), Chair (CCAS)*
- [Susan LeLacheur](#), Co-chair (SMHS)
- Shaista Khilji, Faculty Senate Executive Committee Liaison (GSEHD)*
- Eugene Abravanel (Emeritus)
- Elizabeth Anker (CCAS)
- Brian Biles (Emeritus)
- Christopher Bracey (Provost)**
- Linda Briggs (SON)*
- Joseph Cordes (CCAS)*
- Wendy Ellis (GWSPH)
- Valentina Harizanov (CCAS)

- Carol Hayes (CCAS)
- Natalie Houghtby-Haddon (CPS)
- Vivek Jain (SMHS)
- Scott Kieff (LAW)*
- Frank Lee (CCAS)
- Jovawn McNeil (GWSA)**
- Sabrina Minor (Interim Chief People Officer)**
- Harris Mylonas (ESIA)*
- Arlene Pericak (SON)
- Pradeep Rau (GWSB)
- Julia Storberg-Walker (GSEHD)
- Abe Tekleselassie (GSEHD)*
- Amita Vyas (GWSPH)*
- Sarah Wagner (CCAS)*
- Phil Wirtz (GWSB)*
- Heather Young (GWSPH)
- Mona Zaghoul (SEAS)

*Senate member

**Non-voting member



Faculty Senate

Annual Report (2021-2022)

GW Faculty Senate Committee on Educational Policy & Technology

The Committee on Educational Policy and Technology (“EPT”) has had another full year, convening for a total of 11 meetings, including two during the summer months of June and July. Our final meeting for AY 2021-2022 was held on April 8, 2022, and the AY 2022-2023 committee will convene with a meeting in May 2022.

I. OVERVIEW OF THE YEAR

Note: During the regular academic year (September – April), EPT’s monthly agendas routinely contained updates from the five subcommittees that were either established this year or were continuing work from the previous year. A summary for each is provided in **Section II** below on the subcommittees.

Summer Meetings

The committee chairs thank the members of the committee for their dedication, flexibility, and willingness to hold meetings during the summer months to respond to the changing circumstances brought about by the pandemic. The principal focus of the May, June, and July meetings was providing input into plans to reopen in person at the start of the Fall 2021 semester. As detailed in [EPT’s Fall 2021 Interim Report](#) committee members provided significant feedback throughout the summer to Senior Associate Provost for Special Projects Koren Bedeau and Senior Vice Provost for Academic Affairs Terry Murphy.

At the May 21, 2021 meeting, Sarah Wagner and Jason Zara reported that the Post-COVID Academic Innovation Task Force had completed its work and presented the [report](#) to Provost Bracey. The report listed its key findings as: the importance of having an in-person experience in Washington, D.C.; a desire for continued flexibility in learning, teaching, and working; support for a continued “culture of empathy”; and an engaged university community eager to be consulted on the future of GW. As noted below, emphasis on the in-person learning experience, flexibility, empathy, and consultation arose in subsequent committee discussions, including within the subcommittees on class recordings and shared governance.

Fall 2021 Meetings

Much of EPT’s fall meetings addressed COVID-19’s continued impact on teaching and learning, enrollment (including declines in international student enrollment), class recording policy and accommodations, as well as the overstretched capacities of several of GW’s student support services (CARE Team/CAPS; DSS; Vern Express; and advising).

The other major point of concern addressed by the committee during its fall meetings pertained to technology support—namely, concerns related to AT/IT centralization, the surge in tickets, service and support, lack of staff, faculty perspective, and computer replacements. At the October meeting,

the Technology Subcommittee provided an update and emphasized the importance of involving all stakeholders in future discussions of reorganization. Eric Grynaviski, the subcommittee chair, presented a [report](#) documenting the above-listed concerns to the Faculty Senate during its November 12 Faculty Senate meeting and again to EPT on November 18th.

The committee also worked over the winter break to provide feedback on faculty experiences of Fall 2021 instruction. The chairs circulated a survey to faculty members on the committee (“EPT Fall 2021 Instructor Feedback”), which faculty members completed before the beginning of the spring semester. Results are presented under the **Spring 22 Meetings** section below.

Spring 2022 Meetings

At the January 14 meeting, EPT chairs presented the [findings](#) of the “EPT Fall 2021 Instructor Feedback” survey for discussion with Senior Vice Provost Murphy. The report listed the top five issues of concern for faculty (in order of frequency) as follows: (1) classroom technology; (2) class attendance; (3) needs of students experiencing mental health issues; (4) student expectations of attending class remotely (due to physical or mental health reasons); and (5) adequacy of resources to meet the needs of students. These concerns echo – and complicate – the PCAITF report, the CARE Team/CAPS report both to EPT and the Faculty Senate in the Fall, as well as the technology subcommittee findings presented to the Faculty Senate in November and discussions held within the class recording subcommittee (see below in **Section II**).

At the February 11 meeting, the committee was briefed by the technology subcommittee on the GWIT tracking program from Fall 2021 that has since been shut down and associated data destroyed:

- The program tracked wireless data, combined with other data. Although the company (Degree Analytics) policy states that use of its tools requires consent, transparency, and ability to opt out, these were not implemented at GW.
- Violations of GW privacy policy apparent.
- GW is currently moving toward use of CISCO Digital Network Architecture (DNA) that will provide more specific data using existing network of GW Access Points located across campus. Again, this program raises potential privacy, consent concerns.
- Need to prevent future violations of privacy.
- Concern about data security; efforts to implement anonymization of data are insufficient.

The committee agreed that there is a need for broader inquiry into privacy policies and their enforcement. The technology subcommittee chair subsequently presented a [report](#) on “Tracking and Student Privacy” at the Faculty Senate meeting on February 18; in that same meeting, EPT member Jamie Cohen-Cole introduced a [resolution](#) on “Educational Policy, Ethics, Technology, and Privacy Violations,” to the Faculty Senate, which FSEC directed to EPT. The resolution was circulated to EPT members with the March agenda and will be discussed during the April meeting. In the March 11 meeting, the committee also briefly discussed the formation of a committee to address GW’s privacy policy (co-chaired by Terry Murphy, Sr. Vice Provost, and Jared Johnson, Interim Chief Technology Officer).

In that same meeting (February 11), the committee discussed the relationship between housing and enrollment planning and heard from members who had toured residential halls to gain a better sense of the current housing crunch. As one member concluded, “An important bottom line here is that

we need to resurrect the idea of building the new dorm.” Chair of the subcommittee Jamie Cohen-Cole subsequently presented a [report](#) outlining the committee’s findings and concerns at the Faculty Senate’s February 18 meeting.

At the March 11 meeting, the committee voted unanimously to approve changes to the Code of Academic Integrity (see below). Among other points, they included a more nuanced definition of plagiarism.

At the April 8 meeting, the Committee voted on its Annual Report to the Faculty Senate, discussed and on Prof. Jamie Cohen-Cole’s [resolution](#) on “Educational Policy, Ethics, Technology, and Privacy Violations,” (the committee voted to postpone deliberation on the resolution to EPT’s next session AY 2022-2023), heard a [report](#) from the Shared Governance subcommittee on its list of EPT-related items where there must be shared governance, and heard a presentation by Abigail Francis, Executive Secretary of Academic Affairs of the GWU Student Association, on a Student Association [proposal](#) for a Human Diversity Requirement to be added to the general education requirements of the university. The presentation is [here](#).

II. SUBCOMMITTEES

- *Technology (AT/IT)*: [chaired by Eric Grynawski] In the Fall, the committee discussed matters related to technology support—namely, concerns related to AT/IT centralization and reorganization, the surge in tickets, service and support, lack of staff, faculty perspective, and computer replacements. In the Spring, the committee discussed continued service and support challenges. In February, the subcommittee has a special meeting to discuss the tracking program on campus. In March, the subcommittee met to discuss service and support, academic technology, and the new identity management system. The two-domain problem faced by graduate students was also discussed. The continued issue is that there are insufficient resources to meet needs. One challenge is that funds spent on AT are funds not spent in other areas such as support for students (e.g., dorm wifi) and administration (e.g., enrollment systems); we will need to assess the prioritization of needs and develop a better system for doing so.
- *Future Enrollment Planning*: [chaired by Jamie Cohen-Cole] The majority of this committee’s work took place during the Fall 2021 semester. Points of discussion included, among others, dipping international enrollments; fundraising efforts related to Pell Grants, and a plan to meet full needs to be phased in over the next five years; the relationship between limited housing/DC housing cap and future enrollment planning. Members noted that if GWU recruits an entering group of students for 2022 that is of the same size as entered in 2021, then GWU’s total enrollment will further decline with likely significant negative effects on revenue, retention, student services, care staff, financial aid, and overall student experience. In the spring, the committee observed that market basket universities meet full need and raised the question of whether GWU should use increased outlay of operational funds rather than relying only on fund raising to meet demonstrated need. Additionally, the subcommittee and then EPT affirmed the following statement:

EPT and the subcommittee are concerned that current enrollment targets may be insufficient to meet the University’s short- and long-term goals and encourage the administration to review the possibility

of increasing proximal enrollment targets. Having observed the damage that decreasing housing stock and enrollments have caused to student experience, to university budgets, and to some academic programs; having noted the ways that student housing capacity is linked to the university's ability to decide the size of the enrollment it wants; EPT and the subcommittee recommend that the university set as a goal creating a larger housing stock in order to provide for a more robust student experience and future flexibility with respect to enrollment planning. To accomplish this goal, the university needs to ensure that Mitchell and Madison Halls remain in use as dorms (except for necessary renovations) and also strongly consider the need for a new residence hall, such as that which is already designed and zoned.

- *Shared Governance* [chaired by Mountasser Kadrie] In conjunction with on-going Faculty Senate discussions and the recently established Shared Governance Task Force, the subcommittee sought to clarify EPT's concerns/expectations regarding shared governance. Consulting meeting minutes and meeting with faculty leaders of the Shared Governance Task Force, the committee compiled a list of items that fall under EPT-related/defined shared governance and prioritized them (see attached). They compared these items with the recent results of the Shared Governance Task Force Survey and provided some thoughtful feedback to the larger committee on the shared governance taskforce report at the April 8 meeting.
- *Academic Integrity Code Review*: This subcommittee was reconvened in AY2021-2022 to consider questions that have arisen since the adoption of the revised code. They met regularly during the Fall 2021 semester and early Spring 2022. In the February 11 meeting, Aaron Howell on behalf of Christy Anthony, Director of the Office of Student Rights and Responsibilities, presented the proposed changes to the Academic Code of Conduct after extensive work by the subcommittee and other SSR staff. These revisions were subsequently presented and discussed by several other entities (the Student Association, the Deans Council, etc.). In the March 11 meeting, the committee reviewed and deliberated the resolution on the revised Code of Academic Integrity, introduced by Christy Anthony. The resolution passed by unanimous consent and was sent to the full Senate for deliberation at the April 8, 2022 meeting (see below under **Resolutions presented to the Faculty Senate**).
- *Joint PEAFF-EPT Subcommittee on Class Recording*: EPT chairs met with their counterparts from PEAFF as well as attended a Student Association joint student-faculty information-gathering meeting on the subject on November 18, and again at the beginning of the Spring 2022 semester. The EPT wing of the subcommittee subsequently determined that it would pursue the topic according to EPT-specific questions and concerns regarding intellectual property and privacy; pedagogical impact and efficacy; student expectations; and DSS accommodations. The subcommittee met twice during the Spring 2022 semester to review resources compiled, and preliminary findings were presented to the full committee in the March 11 meeting. The subcommittee should seek representation on the new committee being established by Senior Vice Provost Murphy to study hybrid teaching, lecture recording, online posting of class recordings, the demand from students (DSS or otherwise) for remote instruction even in an in-person class, and the instructional and technology resources needed to meet such demands.

Resolutions presented to the Faculty Senate

1. The committee reviewed and deliberated the “Redline of Proposed Changes” and unanimously voted to approve Resolution 22/12, “To Approve Changes to the Code of Academic Integrity.” The resolution will be presented to the Faculty Senate in the April 8, 2022 meeting.

Continuing Business for the Committee

1. Establishment of clearer policies for class recording, posting of such recordings and provision of DSS accommodations to students
2. Follow up on adequacy of academic technology support
3. By unanimous consent, the committee voted on April 8 to postpone further consideration of and action on Faculty Senate Resolution on “Educational Policy, Ethics, Technology, and Privacy Violations” (attached at the end of this report) until EPT’s next session (AY 2022-2023).
4. Follow up on GW Student Association proposal for a Human Diversity requirement to be added to the general education requirements
5. Longer-term: What does residential education mean post-COVID?

Respectfully Submitted,
Sarah Wagner and Irene Foster
Co-Chairs, EPT Committee
April 8, 2022

Roster of EPT Members (2021-2022)

	Fujita, Megan	Rao, Yuan
	Ganjoo, Rohini	Robinson, Lilien
Amundson, Beth	Goff, Jay	Schultheiss, Katrin*
Aviv, Eyal	Greiff, Tobias	Schumann, Mary Jean
Badie, Sameh	Griesshammer, Harald*	Schwartz, Lisa
Bandyopadhyay, Bidhan	Grynaviski, Eric*	Seavey, Ormond
Bankole, Ayo	Johnson, Candice	Siczek, Megan
Beil, Cheryl	Johnson, Jared	Smith, Andrew
Beveridge, Scott	Kadrie, Mountasser	Stebbins, Heather
Bhati, Sue	Kastrinakis, Mariana	Thorpe, Jane Hyatt
Cohen-Cole, Jamie*	Knestrick, Joyce	Toll, Ben
Core, Cynthia	Lotrecchiano, Guy	Ullman, Daniel
Dimri, Manjari	Martinez, Gustavo	Velez, Joe
Dobrydneva, Yuliya	Murphy, Terry	Wirtz, Phil*
Doering, Michael	Nicholas, Janis	Wolfe, Zachary
Driscoll, Michael	Packer, Randall	Zielinski, Piotr
Edmundson-Wright, Georgette	Padovano, Cara	Galston, Miriam
Ensor, Brian	Phillips, Robert	Zara, Jason
Feuer, Michael	Pintz, Christine	
Foster, Irene	Posey, Laurie	
Foster, Meghan	Quinlan, Scott	



Faculty Senate

Committee on Honors and Academic Convocations 2021-2022 Annual Report

The Committee met on March 8 to discuss candidates forwarded by the provost's office. The committee discussed whether the nominees met the criteria for an honorary degree at GW:

- 1) Nature and substance of professional achievements.
- 2) Contribution to the public good outside their profession.
- 3) Connection to GW.

Nominees must score highly on at least two of the three criteria and cannot be current faculty members, administrators, or trustees.

Results:

All of the proposed nominees were approved by the six voting members of the committee. These results were reported back to Jennifer Abbruzzese in the Office of the Provost.

Committee Members (voting members in **bold**)

- **Katrin Schultheiss**, Chair (CCAS)
- **Hugh Agnew**, Faculty Senate Executive Committee Liaison (ESIA)
- Jennifer Abbruzzese (Provost's Office)
- Dasia Bandy (GWSA)
- **Leonard Friedman** (GWSPH)
- Paul Hegarty (Events)
- **Loring Ingraham** (CCAS)
- **Homayoun Khamooshi** (GWSB)
- **Gail Rosseau** (SMHS)



Faculty Senate

The Faculty Senate Standing Committee on Physical Facilities Annual Report 2021-2022

Submitted by Co-Chairs: Sylvia Marotta-Walters, Chair, Department of Counseling and Human Development & Professor of Counseling and Human Development (GSEHD) and John Traub, Assistant Professor of Production Management & Technology (CCAS)

Committee Members:

Robert Zeman, Faculty Senate Executive Committee Liaison (SMHS)

Elizabeth Amundson, Registrar, Non-voting

Catherine Cox (SON)

Baxter Goodly, Office of the Executive Vice President and Treasurer, Non-voting

Scott Burnotes (VP for Safety and Facilities)

Eric Grynawski (CCAS)

Dhinu Jayaseelan (SMHS)

Joshua Mannix (SON)

James Mahshie (CCAS)

Terry Murphy (Sr. Vice Provost for Academic Affairs)

Isabella Nienaman (GWSA)

Cara Padovano (SON)

Yuan Rao (SMHS)

Mark Reeves (CCAS)

Cynthia Rohrbeck (CCAS)

John Traub (CCAS), Co-chair

Nicholas Vonortas (ESIA)

Colin Young (SMHS)

Sylvia A. Marotta-Walters (GSEHD), Chair

Committee Meeting Dates: August 19, 2021; September 28, 2021; October 1, 2021; October 26, 2021; November 23, 2021; January 4, 2022; January 25, 2022; February 2, 2022; March 22, 2022 (Cancelled);
Next Meeting: April 19, 2022

Campus Spaces Meetings attended by two PFC Members on behalf of Committee: May 3 and 5, 2021; May 10 and 12, 2021; May 17, 2021; May 24, 2021; June 7 2021, June 14, 2021; June 21, 2021; July 12, 2021; July 19,2021; July 26, 2021.

Fiscal Planning and Budget Committee Meetings attended by Chair on behalf of Committee: May 21, 2021; September 24, 2021; October 22, 2021.

H-Street Redesign Committee attended by Chair on behalf of the Committee: 10/29/2021; 11/16/2021;

11/24/2021; 2/16/2022

Topics Covered in Interim Report December 2021 (Details available on Senate Website Interim Report)

HVAC Alignment Scorecard – Building Level

Filtration (HEPA and MERV 13) in residential and classroom buildings

Strategic Campus Facilities Master Plan (SCFMP)

H Street Redesign

Spring Topics and Actions Taken

Return to Campus Spring 2022.

VP Scott Burnotes briefed the committee on testing challenges during the break and decision to start the semester virtually. Waits at the testing centers were longer because of the weather and COVID-19 related absences. The appearance of the Omicron variant required quick actions, including accelerating the booster deadline and creating procedures for residential students to quarantine upon arrival.

The administration ordered 25,000 N95 masks which were to be distributed at testing centers.

Anticipating increased test positivity upon students' return, the administration entered into an agreement with a local hotel to provide increased housing capability should it be needed. Arrangements for isolation in residential halls were also described where this is possible. Approximately 150 singles and 250 doubles are available for isolation purposes.

The administration reported that DC guidelines for a 10 day isolation remain in place even though the CDC changed its policy to five days. A Clear Health App is being discussed to provide instant access to vaccination status.

The committee's questions to the administration included how to access N95 masks, prioritization, checking for fit of small, medium, or large masks for use in laboratories. The committee also requested a definition of who is considered a visitor with access to campus buildings. The committee discussed whether students might be sent home as was done in the prior year (no plans for this) and whether there will be service reductions should staff test positive and need to isolate.

Update on buildings

The HVAC Alignment chart, reported on last fall, was updated with latest figures as of January 24, 2022. The committee questioned whether the repair tickets that were closed actually solved the issue that was reported. Currently this level of data is not available, though the system is being upgraded to provide such. A large remediation project was completed at Amsterdam Hall over the winter break.

General services RFP.

Two vendors are currently in consideration, one having been eliminated already. Aramark and Donoho are the vendors. The goal is to select one in mid to late February.

New Zone Structure for Maintenance

There is an issue regarding work being done by external contractors rather than in-house, though this is being managed with a new system using zones across the university. Facilities are on a zone structure now instead of a shop structure, e.g., plumbing, electric. Now geography drives the needs, shops are across each zone, with a zone manager. The zone manager is responsible for quality control in their area. This includes monitoring of vendor work. Zones were implemented in the fall. Each zone is being monitored by a zone manager who is a GW employee. A report will be made to the committee next month.

The administration reported at a subsequent meeting that a third shift was added for maintenance crews, also working through the zone structure. Interdisciplinary training is beginning in conjunction with Prince George's Community College. A PowerPoint presentation was provided to the committee by Baxter Goodly. Zone maintenance will include self-generated work orders from maintenance personnel who know the buildings in their zone. It will no longer be necessary to wait for others to generate reports. This system brings the work closer to the maintenance staff. The committee had questions about oversight of the maintenance work, how much expertise will reside in GW employees and not only with external contractors, and how resources are distributed across the zones. Baxter reported that each zone team has long time GW employees as well as new hires.

Provisions are in place for cross-training of staff rather than single job roles like plumbing, etc. in favor of general maintenance workers.

H Street Design

The design competition has begun and there are three vendors invited to submit. The committee will be kept apprised of the process as it unfolds. Currently, two vendors are providing responses to the design committee.

Update on classroom level data

John Traub is working with the administration to create an alignment scorecard similar to the building level one that is already in place. He will be completing the list of classrooms, and the administration will provide updated data as projects are initiated and completed. A question was raised about lecture capture camera upgrades in classrooms. This question was referred to the Educational Policy and Technology committee of the Senate.

Upper Room Germicidal Ultraviolet (GUV) in classrooms

A new technology is being investigated by the administration to help with indoor air quality in buildings. The committee decided to create a subcommittee to meet with the proposed vendor. The subcommittee has met twice and will be testing several pieces of equipment in identical classrooms with heavy usage in late spring and summer courses. The data acquired through the testing process will be used to determine any further action on this new technology.



Report of the Faculty Senate Executive Committee (FSEC)
April 8, 2022
Arthur Wilson, Chair

Shared Governance

By now, I hope Resolution 22/13 has been passed. I want to note that when the Shared Governance Taskforce began, the parties (faculty, trustees, and administration) were surprisingly far apart. We also got off to a frustrating start with respect to the role of the “steering committee”. While the trustees understandably wanted to focus on the future instead of the recent past, in hindsight, there might usefully have been more discussion to clarify why we were meeting. I think initially, the trustees thought the problem was a noisy faculty that did not care for the good of the university. I (we?) thought the problem was a failing administration that was ignoring faculty input, and a slow response from the only folks who could redirect the administration. We approached the discussions with Shared Governance 2.0 in mind - with its focus on interdependence, communication and meaningful consultation, and transparency. They seemed more concerned about what one trustee called “chaos” in communications. Perhaps because several trustees were accustomed to well-defined hierarchies, initially they wanted to know what one person could genuinely speak for, and could commit the faculty to a given course of action. Of course, there was no one person who could commit the faculty to a given course of action.

Over time, I think the trustees came to realize that we were as fully committed to the good of the university as they were. With the help of the survey, they also came to realize that the faculty senate and its committees, and the faculty assembly were the proper vehicles for working with the faculty. Over time, we came to recognize their concern with the time commitment that goes along with being a trustee. We came to realize that despite some seeming divisions among trustees, that for the most part, neither we nor they wanted them to have the sort of activist role that might become a full-time job.

Even so, by establishing robust channels of communication, we should never again have a situation where the administration is the only channel between the faculty and the trustees, and so where a future administration might be tempted to misrepresent one to the other. Over time, informal contacts might develop as well, reinforcing the robustness of these channels.

Regrettably, we made less headway on transparency. It seems reflexive secrecy is part of the DNA of administrators. We need to keep working on that and them.

I would suggest a further take-away from these last few years. The faculty are stronger, and also the university is likely to be more successful if we have robust participation on the faculty side of shared governance, and after suitably vigorous debate, faculty are substantially united. There is still time to join one or more standing committees.

Reflections

The Faculty Senate is now winding up the year. Of course, we've been busy, most recently with the shared governance task force. We have communicated frequently with FSEC and other senators and sought and received extensive advice on how to proceed. For more on that, I refer you to Shaista Khilji's comments.

This is also the time where outgoing FSEC chairs offer a personal reflection.

Were I to describe the last three terms, two years as FSEC chair - I can find no better words than to borrow the title of a movie I never saw: This has been a "long strange trip."

It began when I learned that Phil Wirtz had resigned from FSEC, necessitating one of the other GWSB senators to step up to the plate. Shortly thereafter, the other senators, with other obligations, removed themselves from consideration. I am reminded of the Marx brothers movie, where the General, addressing assembled troops, requests that volunteers for a dangerous mission take three steps forward, whereupon the entire unit (except the Marx brothers) takes three steps backward. So, I agreed to do it - taking comfort that we get lunches out of it.

When, just a few months later, Sylvia Marotta-Walters told me that I would be the next FSEC chair, my first reaction was to say: "You're kidding, right?" I knew Sylvia had a sly sense of humor, but she was not kidding. I was reminded of the movie where, over the objections of Thomas More, Henry VIII appoints his friend to head the Church of England. Of course, that ended badly for More.

When I was elected two years ago, I think I said something to the effect that I would need everyone's help if this is not to also end badly. Amazingly, so many people stepped forward to help, I could not name them all.

I have been amazed at the incredible organization, planning, thoughtfulness, and even institutional memory of the Senate staff - Liz Carlson and Jenna Chaojareon. I shudder to think how many times they have saved me from missing meetings, getting my facts wrong, or otherwise looking really foolish. Thank you.

I have been amazed that other members of the Senate and FSEC—Jamie Cohen-Cole, Joe Cordes, Harald Griesshammer, Murli Gupta, Susan Kulp, Guillermo Orti, Christine Pintz, Kim Roddis, Phil Wirtz, and many, many others, but also every single member of FSEC—were able and willing to do what was needed, when it was needed. I dearly hope that continues for Jim Tielsch and beyond.

But here, I have to note an omission from today's agenda. By now, Phil Wirtz has said nice things about me. Scott Kieff will have said nice things about Miriam Galston. When it was necessary to organize and execute a huge, long survey of the faculty - with no help from the administration - Shaista Khilji, Jamie Cohen-Cole and Susan Kulp were there, and Shaista really led the effort and did the lion's share of the work. When it was necessary to really understand what "shared governance" is supposed to mean, by immersing oneself in AAUP meetings and working papers, Shaista Khilji was there. When it was necessary to craft a faculty position on what shared governance should mean at George Washington University, what came to be called "Shared Governance 2.0", Shaista Khilji,

along with Kim Roddis, were there. With a little help, Shaista wrote it. When it was necessary to represent the faculty to the board initiated Shared Governance Task Force, Shaista Khilji was there. When the taskforce needed one of us to represent the faculty in the so-called “steering committee,” Shaista Khilji was there - even when those meetings became profoundly contentious.

If shared governance is to have a meaning at GW going forward, we all have to thank Shaista Khilji for repeatedly and cheerfully doing incredible things to make that happen. We all owe a huge debt of gratitude to Shaista Khilji for her service to GW.

Personnel Actions

There are no active grievances at the university.

Calendar

The next regularly scheduled meeting of the Faculty Senate Executive Committee is April 29, 2022. This will be a joint meeting of the incoming and outgoing FSECs. 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, ideally by April 22, 2022.



**Faculty Senate
Provost Bracey Remarks
April 8, 2022**

Commencement

The university's Commencement preparations continue, with Commencement Week just over a month away. The president has already mentioned the exciting news about double alumna Elana Meyers Taylor being our Commencement speaker and receiving a President's Medal.

Registration opened last week to all Class of 2022 graduates, faculty, staff, and guests who are interested in participating in Commencement Week activities. In an effort to enhance cohesion among all Commencement Week events, we are borrowing the Welcome Center model that we used for October's Centuries Celebration Weekend and asking that all attendees register online and pick up credentials that will be able to be used throughout the week. We are asking everyone to complete registration by Friday, April 29.

Research Showcase

As a reminder, the 2022 Research Showcase will be held virtually next week. Previously known as GW Research Days, this event celebrates the breadth of student research across all disciplines and provides an opportunity for students to receive feedback on their projects, hone their presentation skills, and compete for prizes.

Undergraduate Student Research Day will be Tuesday, April 12th, Graduate and Professional Student Research Day will be Wednesday, April 13th, and Special Prize presentations will be Thursday, April 14th. I encourage you all to attend some of the presentations.