



**MINUTES OF THE REGULAR SENATE MEETING
HELD ON DECEMBER 9, 2022
HYBRID: 1957 E STREET/STATE ROOM & WEBEX**

Present: President Wrighton, Provost Bracey; Faculty Senate Executive Committee Chair Tielsch; Parliamentarian Binder; Acting Registrar Cloud; Senate Office Staff Liz Carlson and Jenna Chaojareon; Deans Ayres, Feuer, Goldman, Henry, Lach, Mehrotra, and Wahlbeck; Professors Agnew, Bamford, Briggs, Cordes, Eakle, El-Ghazawi, Gore, Griesshammer, Grynawiski, Gupta, Joubin, Marotta-Walters, Mazhari, McHugh, Orti, Pittman, Roddis, Sarkar, Schultheiss, Schwindt, Wagner, Wilson, Wirtz, Yezer, and Zeman.

Absent: Deans Bass, Matthew, and Riddle; Interim Dean Slaven-Lee; Professors Anenberg, Borum, Callier, Clarke, Gutman, Johnson, Kay, Kieff, Kulp, Mylonas, Olesen, von Barghahn, Vonortas, and Vyas.

CALL TO ORDER

The meeting was called to order at 2:00p.m.

APPROVAL OF THE MINUTES

The [minutes](#) of the November 11, 2022, Faculty Senate meeting were approved by unanimous consent.

PRESIDENT'S REPORT (Mark Wrighton, President)

As the end of the semester approaches, the university is providing resources and hosting events for students to support their academics and wellbeing. Among these is the Midnight Breakfast, which will be held in the University Student Center on December 12. The President thanked the group for all they and your colleagues are doing for GW's students to help them finish the semester with success.

The University Leadership Council heard an update from Jay Goff on this year's applicant pool, which is very strong. The enrollment team anticipates enrolling another extremely strong class next fall.

The university was recently named a top producer of the [Gilman International Scholarship Program](#) for the 2020-2021 academic year. The Gilman scholarship broadens the student population that studies and interns abroad by supporting Pell Grant recipients who might not otherwise participate due to financial constraints.

The President noted that he has been attending many women's and men's basketball games in the Smith Center, and he looked forward to games tonight and tomorrow.

He also attended the Career Milestones events on December 8 and 9, which honored GW's longest serving staff members. Yesterday's recognition was for those with 20 years or more of service, and events today honored those with five, ten, and fifteen years of service to the university.

President Wrighton recognized the work of Dr. Tara Scully for her "World on a Plate" course, taught in collaboration with José Andrés. He especially enjoyed participating in the paella-making class recently, held on Potomac Plaza, and recognized the importance of food, sustainability, and other topics this course highlights.

Faculty and staff holiday parties on the Foggy Bottom and Virginia Science and Technology campuses will be held next week.

President Wrighton noted that the university is keeping an eye on infection levels—from flu, COVID-19, and RSV—in the community; medicine shortages around the country are a cause for concern. He expressed his hope that the community would emerge in 2023 healthy and strong.

Finally, the President wished everyone a productive end of the fall semester and a restful winter break.

BRIEF STATEMENTS & QUESTIONS/PRESIDENT'S REPORT

None.

REPORT: Information Technology Update (Geneva Henry, Dean of Libraries & Academic Innovation and Vice Provost for Libraries & Information Technology)

Referencing the [attached](#) slides, Dean Henry reviewed several aspects of information technology at GW, including service delivery and support, workstation initiative, academic technology, Banner upgrades, security, networking, research, and business intelligence. She also provided an organizational overview, including specific areas of responsibility.

Regarding the workstation initiative, Dean Henry noted that supply chain issues slowed deployments earlier in the year but that the program is now moving more quickly. She added that faculty workstations are updated every three years and staff workstations every four years; all workstations are under warranty.

Dean Henry emphasized that the state of GW's IT team is very strong; to a one, she is very impressed and praised the strength of her staff. She acknowledged retention challenges due to the strength of this group and the fact that they are frequently recruited away by other institutions.

Professor Gupta asked about the upcoming functionality around attendance tracking for classes and how this will work. Dean Henry responded that she would look into how this functionality will work; this is not a student-driven tool, however.

Professor Schultheiss asked about artificial intelligence tools available online that are allowing students to generate essays without writing them themselves. Dean Henry responded that the Libraries & Academic Innovation team would be the group to look at this but that they have not yet done so. Professor Schultheiss urged her to investigate this, as the trend in this area is alarming.

Professor Wagner shared a question from her Educational Policy & Technology (EPT) committee co-chair, Irene Foster, on the interface between Blackboard and Banner and efforts to create more synergy between the two systems. Dean Henry responded that she would add this question to ongoing discussions about the functionalities of these two systems. She added that there are data concerns involved that need to be considered when determining what information can be shared between the two systems.

Professor Eakle asked about training and/or a user guide for the new features in Banner 9. Dean Henry responded that training is not planned due to the intuitive nature of the new interface, but she added that she would look into the possibility of posting user guides for end users.

Professor Griesshammer thanked Dean Henry for her Herculean work in information technology. He noted a turnaround in the IT area and asked about the Dean's bandwidth (in terms of budget and workforce) for longer-term planning and strategizing in order to be proactive and not reactive moving forward, as has been necessary at the beginning of her tenure. Dean Henry responded that her team is under resourced but that not planning strategically is not an option. Like the rest of the university, IT is very resource constrained. The move to shared services included a number of personnel and budget cuts as well as a cultural shift in the division. At the same time that these issues are being resolved, the division is looking forward with an eye to partnerships and what other institutions are doing. The area of digital transformation is very exciting, but these efforts will require resources.

Professor Wirtz echoed the accolades for Dean Henry's excellent presentation and her work in this area. He noted that the university was hit substantially by the move to the shared services model. For a year to a year and a half now, GW has had an opportunity to analyze the effectiveness of the shared services model vs. the decentralized services model. He asked the Dean to reflect on how well the current shared services model is working and whether it makes sense now to start thinking about returning some of these functions to the schools or to remain exclusively with the shared services model. Dean Henry responded that the shared services model was implemented very quickly without adequate opportunity for planning. If the university is going to be more efficient and effective in teaching across disciplines and organizations, she noted, consistency in the technology environment will be even more important than it already is. In thinking about the student and faculty experience, the more consistency and efficiency that can be brought to the table the better; however, there are areas that clearly require more local support, and she envisioned a concierge approach within the schools that would provide a local point of contact dedicated to understanding

the particular needs of that area. President Wrighton added that the question of shared services versus local services is something that should be closely monitored; university leadership will be looking to Dean Henry to closely monitor this and determine how well the model is working.

Professor Gore noted a sizable difference in classroom support from pre-pandemic to post; while there have been improvements more recently, there are still response time issues. She noted an experience this week in which her call for support on a classroom technology failure resulted in a great deal of lost instructional time, and, ultimately, the issue could not be resolved. She asked whether data is available on the time it takes from the placement of a support call to the arrival of a tech on site. Dean Henry responded that she was very sorry to hear about Professor Gore's experiences. She added that her staff feels terrible when they are unable to resolve an issue in the instructional environment. She referenced the concierge-type response approach just mentioned as one possible way to improve response times in the classrooms.

Professor Tielsch asked Dean Henry to talk about how she envisions IT services working with the libraries going forward. The Dean responded that ensuring data integrity is strong cuts across all of her areas of responsibility, from IT to the libraries. She noted that her current focus is on stabilizing the IT organization, so there was no thought of trying to merge the two organizations. There will be an assessment of how well the full division is working once that stabilization occurs; in the meantime, the teams do work very closely together and not in a vacuum from each other.

Professor Grynaviski first noted that the sharp drop in the time it takes to clear the early-semester support call backlog is an impressive and major improvement. He then recognized the very talented middle leadership of the IT organization and expressed his concern that these are people who are likely to be poached by other organizations; he asked about Dean Henry's confidence in the retention strategies available to the Dean at GW. Dean Henry responded that this is also a concern of hers and that she works very hard to retain talented staff members, using all resources at her disposal. President Wrighton added that this staff retention is a university-wide concern. He noted that, in discussing programs and finances going forward, the administration has made the Board aware of the challenges around GW's relatively modest compensation for the area and the issues this raises.

Professor Gupta asked about the functionality of Blackboard and Banner and whether grades can be shared between the two systems. Dean Henry responded that this is something faculty clearly want but that technical work and planning still needs to be undertaken to make this work due to a misalignment of grade ranges between the two systems. The Banner 9 upgrade needs to be completed first, at which point this can be investigated further. She hoped that there might be some piloting of this before a full deployment, which is not likely before Spring 2024.

RESOLUTION 23/4: On Title IX Training for Faculty (Guillermo Orti and Natalie Houghtby-Haddon, Co-Chairs, Professional Ethics & Academic Freedom Committee)

Professor Orti thanked the Professional Ethics & Academic Freedom (PEAF) committee for their work on the resolution as well as members of the Senate for their feedback this past week. He also thanked the Provost for inviting the committee to address the issue that prompted this resolution—namely, low faculty participation in Title IX training.

Additionally, he thanked Vice Provost Caroline Laguerre-Brown (of the Office for Diversity, Equity and Community Engagement) and Asha Reynolds (Director and Title IX Coordinator) and her team in the Title IX Office for their work to promote a university free from discrimination, harassment, and violence, and for the resources they provide to the GW community. In particular, he recommended looking at the recent and comprehensive [Title IX report](#) for 2021-2022. Another resource, and the topic of today's discussion, is the online training module entitled "Preventing Harassment & Discrimination: Gateway" that the Office for Diversity, Equity and Community Engagement released in February 2021. He noted that the resolution incorrectly notes in Whereas Clause (WC) 7 that the Ethics, Compliance, and Risk offers this training; this technical correction has been made to the text of the resolution.

The issue brought to PEAFF's attention is the "poor participation" of faculty taking this training module, as learned from a July 5 email sent to the faculty by Provost Bracey, Vice Provost Laguerre-Brown, and Faculty Senate Executive Chair (FSEC) Chair Tielsch. Professor Orti argued strongly that faculty care very much about Title IX, and he suggested that poor participation in the available training can be traced to other factors—namely, poor communication and misaligned content in the training module.

With regard to communication, Professor Orti noted that the most recent reminder email he could locate for Title IX training arrived in the July 5 email, and he added that July is not the best time of the year to communicate with faculty. In asking his Columbian College of Arts & Sciences (CCAS) colleagues and chairs, no one had heard of an assigned Title IX training; recent CCAS meetings also included no mention of Title IX training. In fact, recent CCAS emails on Title IX (including one on September 20) did not mention the Title IX training module at all. The Title IX office also communicated on the same date and did not mention the Title IX training module (mentioning another session altogether). There was a presentation at the CCAS meeting for Title IX on December 17, 2021, and the slides and transcript of that meeting do not mention an online course or training module.

The Elliott School of International Affairs (ESIA) has a Diversity, Equity, and Inclusion newsletter that frequently references Title IX issues and includes office hours and other information. However, it nowhere references an online training module for Title IX. Additionally, the Title IX office home page does not include a link to or any references to this training module.

The only reference to the training module the committee located concerning comes from the July 5 email, and that reference was embedded in that long email, which was sent in the middle of the summer:

"Online training is the most efficient means of educating yourself about your responsibilities under the Title IX policy. You can access the online training course directly through [this link](#) or by logging into Talent@GW, where the course has been placed in your list of available training programs under "Your Action Items." This course will take approximately 30-45 minutes to complete. If you have technical questions regarding the course, you may contact tag_learning@gwu.edu. Live training sessions are also available for departments upon request. Please use the following link to request a live session: <https://titleix.gwu.edu/request-training>."

As a result, Professor Orti noted, one could be frankly surprised to see a 20% compliance rate given the extremely low communication on the availability and convenience of taking the online Title IX training.

Professor Orti moved next to the issue of content. The training module seems designed for a generic workplace—which is not surprising if it was targeted at large audiences and intended to be taken by the more than 11,000 employees at GW. The training module “preventing harassment and discrimination” looks like an off-the-shelf product purchased from an outside vendor. It includes some inserted content about GW policy and how it affects faculty, and a foreword by President Wrighton. Two important issues are mentioned in the foreword but are not really developed or effectively addressed in the training module, notably the Policy on Prohibited Relationships with Students, and the designated reporter obligations for faculty.

This training module does an acceptably good job at defining harassment, discrimination, and biased behavior in its diverse forms (covered under Title VI, Title VII, and Title IX) in general. It also provides tips to improve “awareness,” “attitude,” and “action” (the 3 As) to create a positive work environment in which discrimination, harassment, and retaliation rarely happen and are addressed if they occur. The treatment is designed to portray a generic working environment, so it is not specific to an academic setting.

The “actions” segment (“knowing when to intervene”) also is generic and does not specifically address what a “designated reporter” (faculty member) should do under alleged or perceived instances of sex discrimination (Title IX). In fact, some content in this section may be misleading for designated reporters. It also addresses retaliation.

There is a single slide inserted into this training module that outlines “Designated Reporters Under GW’s Title IX Policy.” It contains lengthy text and therefore is ineffective in transmitting any memorable message to the participant. All the slides about how to take action are, again, generic (speak up, demonstrate disapproval, delay, diffuse, be a problem solver, etc.). They do emphasize that “reporting is a duty and a tool” but include nothing about how to contact the Title IX office, how to deal with the student or co-worker (complainant, respondent, or witness), and what implications of confidentiality are involved. The current program will not help faculty members navigate the difficult conversations with students and others that might require both judgment and sensitivity. The few faculty that did take this training may not have been positively impressed to pass this message along and encourage others to take it.

With this resolution, PEAFF is sending a clear signal that faculty care deeply about this issue and that they are willing to put action and commitment behind this sentiment. “Mandatory” and “training” are two words that generally do not sit well with faculty, but here they are, for the Senate’s consideration. Professor Orti expressed his belief that this resolution sends a strong message that faculty are very supportive of Title IX policy and are willing to work with the administration to comply with mandatory training.

Professor Orti requested and obtained unanimous consent to substitute a [revised version](#) of the resolution (circulated on December 8) for the original version posted with today’s meeting agenda.

Professor Schultheiss thanked Professor Orti for outlining the issues around the current training. She noted that, in her experience, the training module was woefully inadequate in terms of its

relevance to higher education institutions and in particular to faculty members. The module seemed to focus on behavior modification and not about faculty responsibilities under Title IX. Links to points of contact at the university also did not work. The training is not signaling that the university takes Title IX seriously but rather that the university just wants to check a compliance box. She noted her strong support for the resolution.

Professor Wirtz noted an apparent disconnect in that the resolution seems to state that all faculty should take the training but that the training itself is not good; this sends a confusing message to the faculty about what the Senate intends with the resolution. He also could not recall the Senate ever having passed a resolution mandating faculty participation or action. Anecdotally, he shared that he took the training last night on two different browsers and was not able to get the system to mark it as completed; this may point to higher completion numbers if others experienced similar issues. He expressed his view that GW's faculty is very invested in this issue and questioned whether the resolution before the Senate today truly addresses the issue adequately. He stated a preference to remove the word "mandatory" and to work to implement a training module that makes sense for the GW environment. At present, he suspected that faculty do step up to the plate on this issue and don't need to be told to do this; instead, he suggested, low participation is being driven by a bad module and technological problems.

Professor Wirtz moved to amend Resolving Clauses (RCs) 1 and 2 to replace "mandatory" with "strongly support" and added that he would like to draft language for the administration on improving this training. Professor Gupta seconded the motion.

Professor Gore noted that she uniformly heard surprise from faculty about the existence of online Title IX training; communication is clearly a major issue. She observed that many faculty expressed eagerness not just for Title IX training but also for training on other issues involving faculty responsibilities (e.g., HIPAA, ADA). She suggested that mandating training at this point is premature and that the bigger picture around how best to support students should be at the forefront of this endeavor.

Professor Eakle noted that this resolution prompted him to engage in a cursory search of other available training modules on this issue. Some are mandatory, and some are not, and he referenced the University of Oregon training as being one that appears to be very good given the accolades it has received. He added that he supports mandated training for faculty on this issue while not generally being in favor of mandates for faculty. Considering all the importance of this issue, he felt it was important that the Senate issue a strong statement of support for this and then work to improve the training going forward.

Professor Grynawski thanked PEAFF for this resolution and the detailed presentation on it. He noted that he had initially had concerns about faculty as designated reporters but that the aforementioned Title IX report proved these concerns wrong, indicating a dramatic expansion of the number of reports since faculty became designated reporters. The report includes very good information on issues of confidentiality, advice for faculty, reporting processes, and contacts for the Title IX office. He asked whether this resolution might benefit from some reframing in the WCs (e.g., the importance of this training to the university community, the designated reporter requirement) in order to give more focus to the substantive issues. He added that he had thought he was trained on Title IX because he attended an in-person training in CCAS, but he has not taken the online module and was not part of the group that has done so. The 20% participation number is

therefore a misleading statistic, and he suggested that there might be a good reason to recommit the resolution to PEAFF for further consideration and to incorporate work that has been done since the resolution was authored.

Professor Wirtz noted that he would temporarily withdraw his amendment in favor of consideration of a motion to recommit.

Professor Schultheiss observed that the message the resolution is trying to send is that it is important that faculty know what they are doing with regard to Title IX; therefore, rewriting the current resolution may not make much of a difference. The resolution sends a message that this is serious issue and that the current training module needs to be improved dramatically. She added that a mandatory policy is not uniquely oppressive on faculty and rather indicates that this issue is so important that training must be completed.

Professor Griesshammer requested clarification on whether Title IX itself mandates that designated reporters must be trained. If U.S. law doesn't mandate this training, then an open discussion can be had about whether this is so important that it needs to be mandated for GW faculty. He noted that there are already mandatory trainings in place at GW; for example, individuals must take P-Card training in order to obtain a university credit card. This in no way infringes on academic freedom. Similarly, trainings on radiation safety and human subjects are mandatory, as is completion of conflict of interest forms. These things are mandatory because they are mandated by law and, even if they weren't, the university would likely still mandate them because noncompliance can have huge repercussions for the university. Academic freedom, he noted, is not a free-for-all, and the Senate can support mandating a training that is not mandated by law if that training is in the best interest of the university community.

President Wrighton asked Vice Provost Laguerre-Brown to comment on the discussion thus far. Vice Provost Laguerre-Brown noted that she is glad faculty are engaged on and interested in this issue and are taking it up today. She welcomed feedback on the training module, both in today's and beyond and expressed that she is very open to improving the module as well as all other information provided on this issue. She noted that, when she arrived at GW in 2016, the available training module was almost two hours long, very text-dense, and difficult to navigate. The company that had created that module has since been bought out by another company with their own training module.

At present, she noted, no law requires that the university conduct this training. However, the university has a broad commitment, articulated in many different places, to training the community on these issues. This commitment is articulated under the DC Human Rights Law, and the language appears in several GW policies. The current training module has been in place for an extended period of time and is customized for GW (including GW-specific policies and resources). She confirmed that the Title IX coordinator's information is indeed in the module and wasn't sure why Professor Schultheiss was not able to view it when she accessed the module. She noted that the training module is meant for both faculty and staff. It isn't tailored just for faculty because faculty don't exist in a bubble at the university; they flow through the university in many ways and interact with all aspects of the community. She noted that over 2000 colleges and universities use the customized versions of the training program currently in use at GW. She recognized and heard the feedback that many do not like the current training module; she noted that she has also received positive feedback about it.

In addressing communications to faculty, she noted that the module was assigned to all faculty through the university's talent management office (via an email on May 12); this was followed by the July 5 email mentioned earlier. Further communications were emailed to faculty on November 23 and 30. Similar communications were sent as far back as the latter part of 2018. She added that GW does not call this "Title IX" training but rather "preventing harassment and discrimination" training that includes Title IX; the university's responsibility is broader than just Title IX. She recognized that Title IX receives a lot of attention as it has a distinct regulatory framework, but the university's responsibility is to be attentive to its community with regard to having a harassment-free environment that is broad and does just center solely on Title IX.

Regarding the learning objectives for the course, Vice Provost Laguerre-Brown relayed that extensive research has shown that presenting faculty with slide after slide about laws and how people can be on the receiving end of complaints is not effective at changing behaviors or creating a sense of urgency around acting if someone reports an incident (and actually getting that report into the hands of those who can address it). The learning objectives of the present course are that faculty will receive information about appropriate actions that they can take to prevent and stop harassment with practical tips on creating a culture that promotes respect and professionalism. This includes information on bystander intervention and active allyship, which are key features of the module. This information has been shown in research to achieve the kinds of behaviors desired. Another objective of the course is for faculty to learn how university policy and relevant laws protect them from discrimination and harassment and provide mechanisms for complaining. She added that the 45-minute course is meant to be short in order to keep people engaged.

She noted that there are six slides in the module about designated reporter duties. The first one lifts language from GW policy and lists all of the individuals who are responsible for making reports to the Title IX office if they receive information. The bottom of that slide spells out what the responsibility is—namely, that if someone learns about something that could potentially fall under the Title IX policy, that person is required to provide that information to the Title IX office. The module then drills down with additional info about what the reporting process looks like. She respectfully pushed back on the idea that the program is not achieving its objectives but reiterated that she is very open to having conversations around what the training should look like. She again noted that the training is much broader than Title IX alone. Addressing the primacy/recency repetition question of communication about training, she noted that, when the office is called out to do live training, they are typically not talking about the online training in that moment because they are providing that content in person. She took this point, however, and noted that more information can be added to the Title IX office website, and statements about the online training module can be added to public presentations.

Vice President Laguerre-Brown closed her remarks by noting that current completion rates show that 44.7% faculty have completed training (with only 5.7% showing as in progress); 49.5% of faculty have not completed the module.

Professor Wagner noted that all the information laid out today is incredibly important. She asked Vice Provost Laguerre-Brown to speak to why she and her staff consider faculty training, in particular, so important. Vice Provost Laguerre-Brown responded that, in thinking about the commitments the university has made in its policies, mandated training is one piece of communicating the message that GW is a welcoming environment and wants students of many different identities to come to and thrive at GW. Part of that commitment is ensuring that faculty

are knowledgeable about and sensitized to the kinds of issues that can negatively impact students' experiences. She noted that her office and others across the university are hearing about challenges students are facing in terms of inclusive classroom spaces that reflect knowledge gaps or blind spots with some faculty. These complaints are coming through existing complaint mechanisms (e.g., bias reporting) and are on the rise in a post-COVID, post-George Floyd world where people are very legitimately unwilling to accept behaviors they lived with previously. She expressed her desire to help faculty be partners with her office and noted that she was very encouraged to see that faculty reported to the Title IX office in higher numbers than any other group. Faculty are on the front lines of these issues, and student experiences in the classroom are integral to how they characterize their overall experiences at GW. In addition, she noted, faculty awareness contributes to better experiences for faculty themselves as they interact with their colleagues.

Provost Bracey commented that, as a lawyer, he would be remiss if he didn't mention that the virtue of this training module is that it protects the faculty members taking the training. He envisioned a scenario in which a faculty might be sued, personally, for something they did or were accused of doing in a classroom setting that was perceived as discriminatory or harassing. From a risk management perspective, it would be very challenging for the university to defend a claim against a faculty member if that faculty member had not completed a mandated training course that was designed to protect them and the community from these sorts of actions.

Professor Wirtz very much appreciated the spirit in which today's comments are being offered but wondered if two different issues are being confused in the current discussion. He stated that he did not know of anyone who objects in any way to the intent of the training; the discussion should therefore not be centered on intent. The more relevant question, in his view, is about mandating a training module that is seen as flawed, at least by a number of people. He appreciated Vice Provost Laguerre-Brown's point about the attention given to customizing the module but noted that his inbox overflows with comments from those who have had issues with the training module. He suggested that the Senate draw a clear distinction between intent and the way that intent is carried out. He expressed confidence that the faculty could work with the administration to produce a product that meets the university's collective objectives. He indicated that he would even be willing to consider mandating the module under those circumstances. He noted his support for Professor Grynawski's suggestion to recommit because the resolution should be addressing a module that actually does what it is designed to do.

Professor Grynawski expressed that his concerns with the training module are that it seems to include misleading information on how to respond to observations of certain behaviors. He observed that the previous training was something he found valuable and memorable and was sorry that this company is no longer making this product. He noted that his reason to suggest recommitting the resolution is that many are supportive of mandated training and do not want to vote against it but want to take the time to ensure that there is a training the Senate can endorse. He noted that his reason for wanting to recommit the resolution is that many present are supportive of mandatory training but want to be sure they can endorse the training module in place. He did not want to vote against the resolution, but he noted that it would be helpful to take time to address these issues. Professor Wirtz withdrew his amendment, and Professor Grynawski moved to recommit the resolution to PEAFF. Professor Marotta-Walters seconded the motion.

Professor El-Ghazawi spoke against the motion, noting that it would not make sense to tie a vote on requiring this training to particular content. The Senate either supports mandated training on this issue, or it does not.

Professor Griesshammer noted that CCAS did email its faculty on October 4 with a clear message to complete this training; the message included an explicit mention of the Title IX/preventing harassment and discrimination course. Professor Orti thanked him for this correction to his opening remarks.

Professor Griesshammer spoke against recommitting the resolution, noting his concern about the conditional element of the present discussion (that the Senate is fine with the training as long as they like it), which he saw as a slippery slope. The wording of the resolution, he stated, is not as bad as some make it sound; rather, it draws a fine line between supporting Title IX training (and the importance the faculty places as communal body on that training) and encouraging the administration to help make the training more relevant for GW. It is clear that there is space for improvement in the current training module, and the resolution balances a commitment to training and understanding responsibilities with an encouragement to adopt a training module appropriate for an academic institution. He added that the training he completed some years ago was very helpful and gratifying, specifically as it explored different scenarios; that training gave him clear guidance in his then-role as a graduate advisor on how to handle the various challenging scenarios he encountered. The present resolution will help move the university in the right direction, and he reiterated his opposition to the motion to recommit.

President Wrighton noted that he needed to depart for a Board of Trustees committee meeting. He stated that he valued the collegial discussion on this topic and expressed his support for Vice Provost Laguerre-Brown, confident that she is genuine in her response today that she is appreciative of criticisms that could result in improvement. He expressed his belief that the university can improve in this area and should do so. He looked forward to hearing the outcome of the present debate, and he turned the meeting gavel over to Provost Bracey.

Professor Eakle observed that one of the shortcomings he noted while doing a shallow reading about these topics is victim input into the process, and he asked whether GW's procedures currently address this. Vice Provost Laguerre-Brown noted that GW's process for "complainant" or "survivor" participation (the university uses these terms as opposed to "victim") takes their wishes into account at every stage of the process. Complainants are a big part of the process at every stage of decision-making, and she noted that most of the Title IX office work involves providing support to students and an array of different kinds of supportive measures. The student does not have to decide that they want to pursue a formal process in order to avail themselves of those supports. Once a student makes the decision to proceed with a process or complaint, the office takes their wishes into account at every stage. She caveated this by noting that, in a small category of circumstances, a set of allegations might mean that there is a potential risk of harm to the campus community. In these rare circumstances, the office may have to make a decision that they cannot align with the wishes of the complainant. Throughout the process, the office works to prioritize the wishes of the people who are seeking help.

Professor Wilson asked whether the previous module might be made available in parallel to the current one, given that some faculty seemed to prefer it. Vice Provost Laguerre-Brown responded that the module the university previously used is no longer available.

Professor Gupta noted that he received the July 5 email and took the training that day. Like Professor Wirtz, he couldn't access the completion screen but called the Title IX coordinator and was told he was logged as having completed the module. He spoke against recommitting the resolution, noting that RC3 is adequate as written.

Professor Schultheiss also spoke against recommitting, observing that the Senate can't ask PEAFF to come up with prescriptive solutions for any shortcomings in the existing module. It would be better to go on the record that there are issues with the module and then allow Vice Provost Laguerre-Brown's office to work with faculty and gather recommendations, as they are the ones with the expertise and professional skills to actually improve the module.

Professor Orti also spoke against recommitting; he noted that the resolution is clear that the faculty are willing to work with the administration to make suggestions and then to complete the training when it has been improved. He asked whether the Senate expects to vote on whether the module is good enough and only then make it mandatory. He expressed his hope that the resolution would pass today.

Professor Marotta-Walters spoke in favor of recommitting the resolution in order to correct errors of fact in the resolution. In addition, she noted, the question of mandating training needs to be re-discussed in context of today's extensive discussion; in her view, this resolution is not ready to be passed. On a practical basis, she noted the fact that the present discussion has continued for over an hour speaks to the importance that the Senate places on Title IX; recommitting would not negate that. She stressed that the Senate should pass the best possible resolution it can put forward. Professor Wagner opposed recommitting the resolution, suggesting that any errors of fact can be fixed via amendment now. Professor Grynawski suggested also updating the language on faculty compliance; Professor Tielsch noted, however, that this is a dynamic number and will continue to shift. Professor Schultheiss expressed her desire to avoid returning this resolution to the Senate floor at a subsequent meeting, given such extensive discussion today.

Unanimous consent was requested and obtained to close debate and vote on the motion to recommit. The motion to commit failed in a 10-10 tie.

Professor Wirtz moved to amend the resolution by adding a new RC4 reading as follows:

“That any training mandated under this resolution be first reviewed and endorsed by the Faculty Senate or by a Senate committee designated by the Faculty Senate Executive Committee.”

His reasoning for the proposed RC4 is that, essentially, all the Senate is doing in the current resolution is saying they agree there should be mandated training, but they have absolutely no control at that point over the form that the mandated training takes, including any changes that might be made. In his view, this leaves the whole process open to changing without Senate involvement. The proposed RC4 would allow the Senate to maintain some control over the content of what is being mandated. Professor Gupta seconded the motion.

Professor Griesshammer stated that, while this sounds like a very reasonable and well-intentioned amendment, his concern is that there isn't anyone in the Senate or on its committees who have

expertise to make sure the Senate is not “Monday morning quarterbacking” the Title IX and Equal Employment Opportunity & Access offices. He noted that service on such a review committee would be extremely educational for him but useless to the committee given his lack of expertise; there is simply too much law involved. As Vice Provost Laguerre-Brown noted earlier, the Title IX law may not directly mandate training but that the commitments the university has made under various other laws may mandate it. Training development should also include national best practices, and a Senate review committee will not have expertise on these.

Professor Wagner noted that, while Senate faculty members are not experts on this, they do have an opportunity to provide feedback via Vice Provost Laguerre-Brown’s clear invitation to do so.

Professor Yezer noted that he had struggled to understand the training as well and suggested that if a Senate review committee couldn’t understand it, then he and presumably other faculty members would similarly not be able to understand it.

Professor Schultheiss spoke in favor of the amendment because the suggestion is not that the designated Senate review group create content but rather that they be able to endorse its educational effectiveness. Professor Grynawski agreed, noting that the review group’s endorsement would be of the faculty’s ability to understand the training, not judge its specific content. He added that the concern around GW being wedded to the current instrument is better discussed in committee than in the full Senate but should be raised as the university works to determine the best way forward with this training.

Professor Marotta-Walters expressed her dismay that the Senate would be voting on this resolution as this is a primary area of research for her that is very nuanced; training should be geared toward the different constituencies taking it (even different categories of students). She stated that she would reluctantly be voting against the resolution as one-size-fits-all training is not advisable in this area.

A vote on amendment passed 11-9, and a vote on the amended resolution passed 17-5.

INTRODUCTION OF RESOLUTIONS TO BE REFERRED TO COMMITTEE

No new resolutions were introduced at the meeting.

GENERAL BUSINESS

I. Nominations for Membership to Senate Standing Committees

- Scott Pagel/LAW: Physical Facilities (Voting)

This nomination was approved by unanimous consent.

II. Senate Standing Committee Annual Reports Received

The following committee interim reports are included with the minutes and have been posted to the Senate website:

- [Appointments, Salary, & Promotion Policies](#)

- [Athletics & Recreation](#)
- [Educational Policy & Technology](#)
- [Physical Facilities](#)
- [Professional Ethics & Academic Freedom](#)
- [University & Urban Affairs](#)

III. Report of the Executive Committee: Professor Jim Tielsch, Chair

Professor Tielsch's report is [attached](#). He also encouraged PEAFF to retain the language of the Assembly membership paragraph in the *Faculty Organization Plan* (FOP) for the time being while that issue remains under active work and to submit the balance of the proposed FOP amendments in a resolution to the Senate.

He provided a very brief update on the presidential search, noting that the search continues to be in a highly confidential phase. The candidate pool is very strong, and the search committee is looking forward to sending forward the requested 3-4 candidates to the Board of Trustees for their consideration.

IV. Provost's Remarks

The Provost's remarks are [attached](#).

BRIEF STATEMENTS AND QUESTIONS

Professor Wirtz asked whether the presidential search process will involve bringing finalists to campus. Professor Tiesch responded that it would but that he did not know whether they would be publicly identified at that point. This will be something the Board considers.

Professor Tielsch recalled a presentation in the University Leadership Council last year from the CFO on the economic impact of GW on the District. At the time, there was a discussion of how to bring this very interesting analysis to the university community, and he asked where this stood. The Provost responded that he would reach out to the relevant parties for a full copy of the document and would revisit discussions about how best to disseminate this information.

Professor Grynawski noted that the Physical Facilities committee recently received a heads-up that university leadership was putting the campus master plan as a whole on hold but was beginning to investigate individual projects for their utility. Simultaneously, there are efforts underway to better engage the university community for input to planning process recommendations. He expressed the committee's strong recommendation that project decisions not be made before these planning processes are in place.

Professor Griesshammer thanked Liz, Jenna, and the IT staff for all their efforts to keep the Senate functioning through an extremely long stretch of online and hybrid meetings. He recognized the immense amount of work that goes into planning for these meetings and expressed his deep appreciation.

Professor Orti stated that PEAFF would shortly be taking up its charge to consider revisions to the *Faculty Code*. He asked that any suggestions in this area be sent to him for committee consideration.

Professor Yezer noted that short-term interest rates remain high and that the Consumer Financial Protection Bureau is considering whether balances held by students in their university accounts should perhaps be paid interest on those balances. He hoped that GW would adhere to best practices in this area. In addition, he relayed that online gambling websites are paying universities to promote gambling online; he observed that this would be a terrible investment and something the university should clearly avoid.

ADJOURNMENT

The meeting was adjourned at 5:11pm.

THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON, DC

GW

GW Information Technology Update

Faculty Senate
9 December 2022

Geneva Henry
Vice Provost for Libraries and Information Technology
Dean of Libraries and Academic Innovation

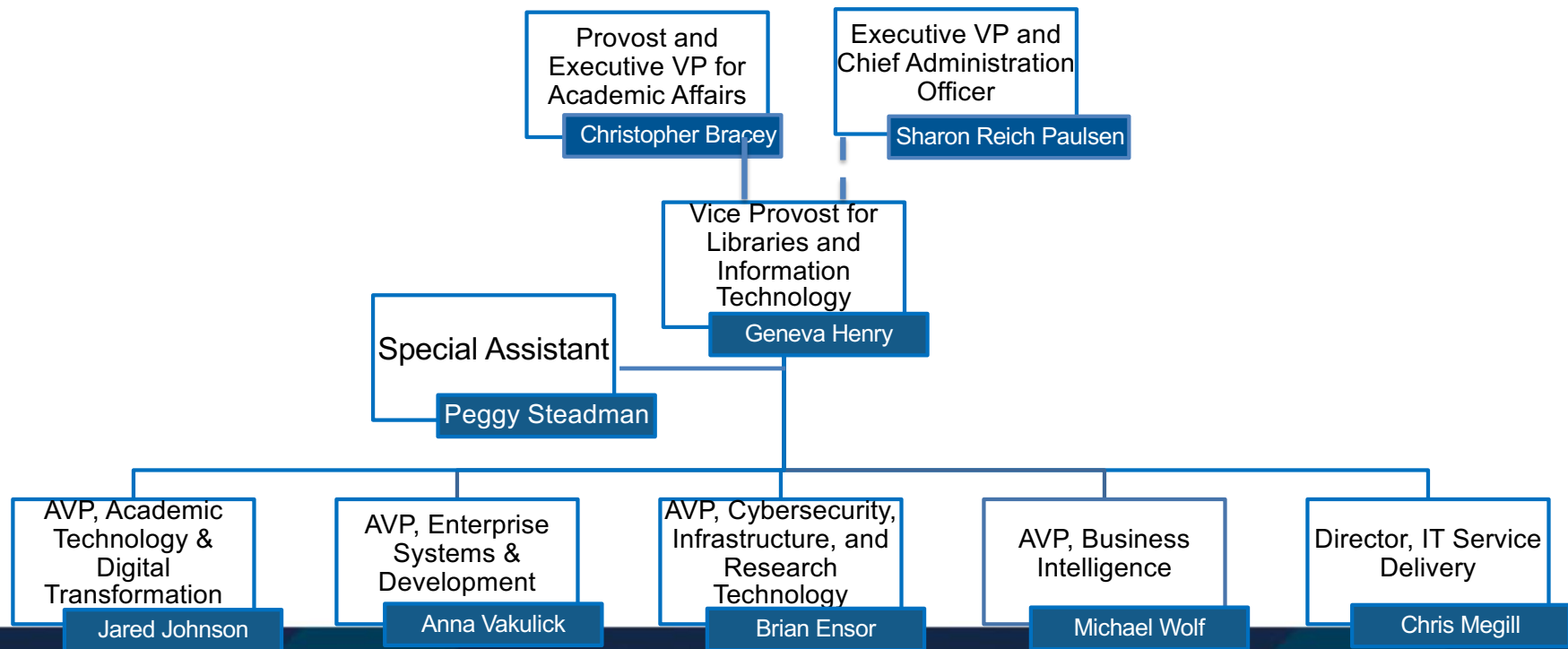


Agenda

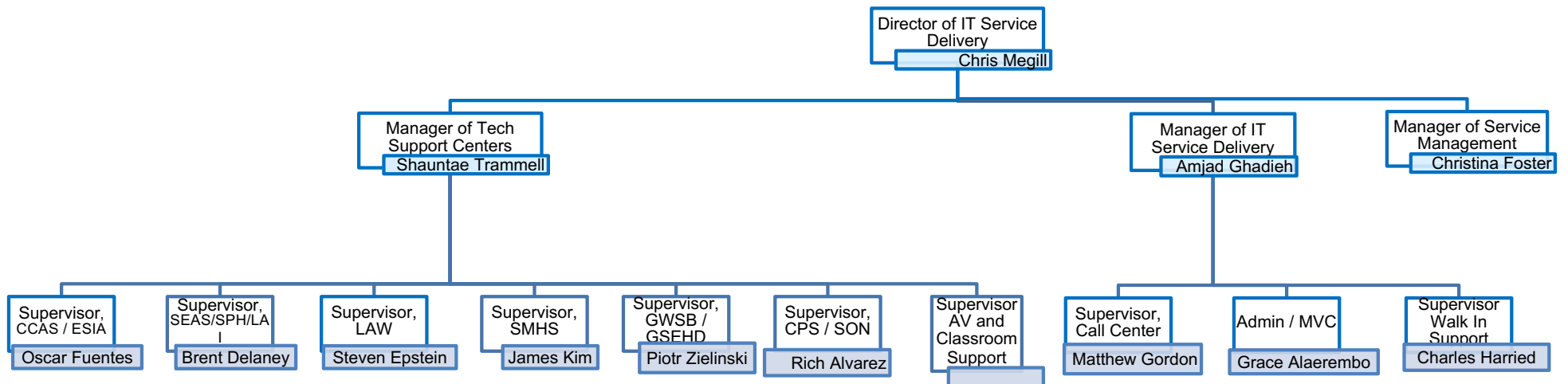
- IT Organization Overview
- Service Delivery/Support
- Workstation Initiative
- Academic Technology
- Banner
- Security
- Networking
- Research
- Business Intelligence

GW IT Organizational Chart

Primary Functions and Teams



IT Service Delivery



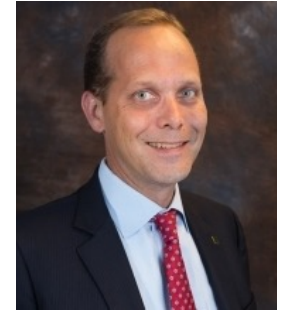
IT Service Delivery

Responsible for:

- School, Division, & Student Support
- Desktop & Mobile Device Support
- Classroom support
- IT Support Center (virtual and walk-in support)
- Technology Outreach
- IT Service Management framework

Key Initiatives

- Maintain Classroom Support Tiger Team
- Expand Status Hub to include Classroom technology status pages
- Enhance AWS Call Center Manager for ITSC Call Center and integrate with 3rd party services
- Implement call back feature on call queues
- Consolidation and redesign of IT websites and KnowledgeBase

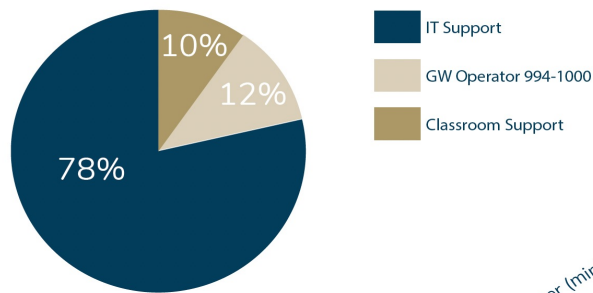


Chris Megill

Call Support Comparison Summary

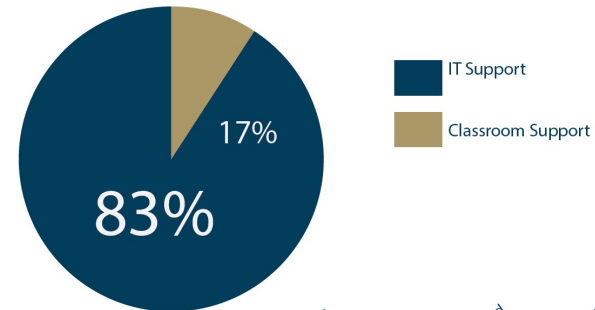
November, 2021  8.7/10 customer satisfaction

Incoming calls by support type



November 2022  8.72/10 customer satisfaction

Incoming calls by support type

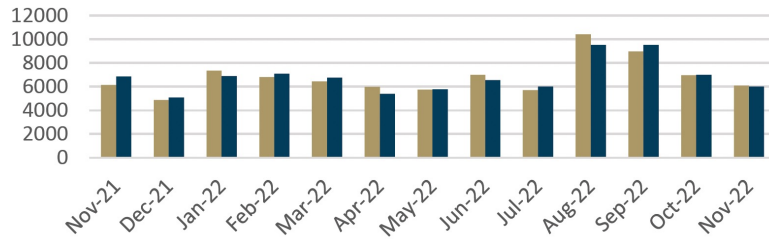


| Support Type | Total calls | Calls answered | % answered | Avg speed to answer (min) | Avg time to abandon (min) | Avg handle time (min) |
|--------------|-------------|----------------|--------------|---------------------------|---------------------------|-----------------------|
| IT Support | 3062 | 2311 | 75.4% | 2:35 | 1:12 | 8:32 |
| GW Operator | 458 | 309 | 67.4% | 1:33 | 1:36 | 2:29 |
| Classrooms | 388 | 289 | 74.4% | 1:24 | 1:24 | 3:50 |
| Total | 3908 | 2909 | 74.4% | 2:22 | 1:18 | 7:26 |

| Support Type | Total calls | Calls answered | Neg Abandon | Adj % answered | Avg speed to answer (min) | Avg time to abandon (min) | Avg handle time (min) |
|--------------|-------------|----------------|-------------|----------------|---------------------------|---------------------------|-----------------------|
| IT Support | 2311 | 2134 | 76 | 95.63% | 0:22 | 0:22 | 7:52 |
| Classrooms | 382 | 312 | 54 | 95.81% | 0:29 | 0:14 | 3:57 |
| Total | 2693 | 2446 | 130 | 95.66% | 0:23 | 0:19 | 7:22 |

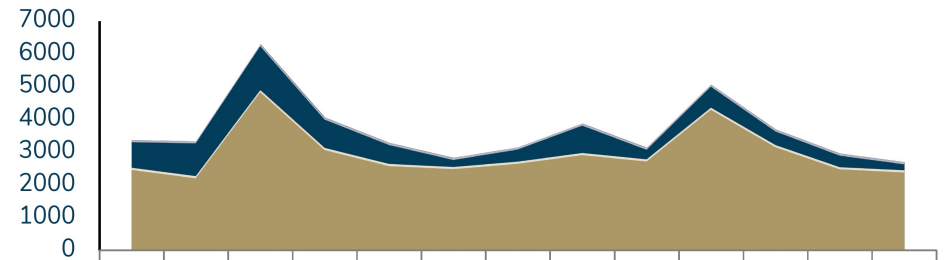
Ticket & Call Volume Support Comparison

Monthly Ticket Volume
November 2021- November 2022



| | Nov-21 | Dec-21 | Jan-22 | Feb-22 | Mar-22 | Apr-22 | May-22 | Jun-22 | Jul-22 | Aug-22 | Sep-22 | Oct-22 | 22-Nov |
|--------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Total Open | 6136 | 4866 | 7341 | 6815 | 6455 | 5990 | 5738 | 6989 | 5699 | 10414 | 8968 | 6950 | 6073 |
| Total Resolved/Closed/Canceled | 6864 | 5086 | 6893 | 7091 | 6756 | 5383 | 5779 | 6546 | 5996 | 9519 | 9506 | 6994 | 5999 |

Monthly Call Volume
November 2021 - November 2022



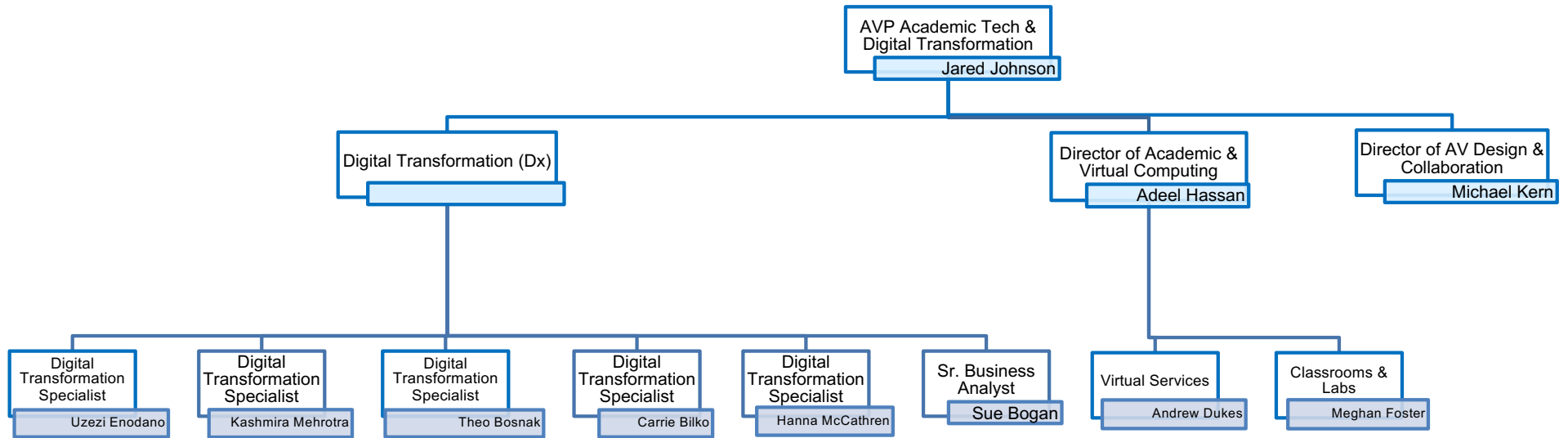
| | Nov 21 | Dec 21 | Jan 21 | Feb 21 | Mar 21 | April 22 | May 22 | June 22 | July 22 | Aug 22 | Sept 22 | Oct 22 | Nov 22 |
|-----------------|--------|--------|--------|--------|--------|----------|--------|---------|---------|--------|---------|--------|--------|
| Calls Presented | 3369 | 3330 | 6292 | 4062 | 3283 | 2821 | 3143 | 3871 | 3133 | 5060 | 3691 | 2952 | 2693 |
| Calls Answered | 2520 | 2263 | 4887 | 3128 | 2634 | 2544 | 2704 | 2971 | 2778 | 4355 | 3210 | 2535 | 2446 |

Faculty and Staff Workstation Deployment

- 1,828 workstations deployed since 1 July 2022
 - 672 Faculty
 - 1,156 Staff

| CCAS | SMHS | SPH | GWSB | SEAS | ESIA | LAW | SON | GSEHD | CPS |
|------|-----------------|---------------------|-------------------|--|------|-------------------|------|-------|-----------|
| 362 | 178 | 113 | 101 | 87 | 65 | 51 | 51 | 37 | 37 |
| GWIT | STUDENT AFFAIRS | SAFETY & FACILITIES | DAR | LAI | HRMD | COMMS & MARKETING | OVPR | ESS | EVP / CFO |
| 132 | 94 | 67 | 64 | 49 | 45 | 44 | 32 | 29 | 14 |
| | | ATHLETICS | PROVOST IMMEDIATE | DIVERSITY, EQUITY & COMMUNITY ENGAGEMENT | | OTHERS | | | |
| | | 26 | 24 | 13 | | 113 | | | |

Academic Technology & Digital Transformation



Academic and Virtual Computing

Responsible for:

- Student printing (WEPA & 3D)
- Support & Lifecycle for Physical & Virtual Computer Labs
- Endpoint Management Systems
- Software and Applications Distribution
- Lecture capture systems

Key Initiatives:

- Implement BeyondTrust for Remote Support
- Launch ArGIS & Nvivo for GW and Student devices
- Lifecycle refresh of Classrooms and Lab Equipment
- Consolidate SEAS Sassafras service into GWIT
- Transition GWSB macOS devices into central JAMF instance
- Improve classroom support, customer experience, and establish SOP's



Adeel Hassan

AV Design & Collaboration

Responsible for:

- Audiovisual engineering
- Audiovisual design standards
- Classroom & Conference Room Equipment Lifecycle



Michael Kern

Key Initiatives

- Consolidation of departmental collaboration spaces into central management
- Upgrade Classroom Technology equipment
- Standardize processes and support procedures

Classroom Technology by School

| Owner | Total number of rooms |
|------------------------|-----------------------|
| CCAS | 178 |
| SEAS | 34 |
| GWSB | 33 |
| GWSPH | 41 |
| CPS | 37 |
| General | 200 |
| GSEHD | 16 |
| SON | 8 |
| ESIA | 5 |
| Academic Totals | 552 |

- SMHS and Law rooms are not included. They oversee their own spaces.
- Does not include specialized technology such as simulation technology, recording/broadcast technology, musical instrument technology, electrical engineering lab equipment, etc.
- Meetings scheduled with each of the schools to review the technology refresh plan for spaces.

Digital Transformation

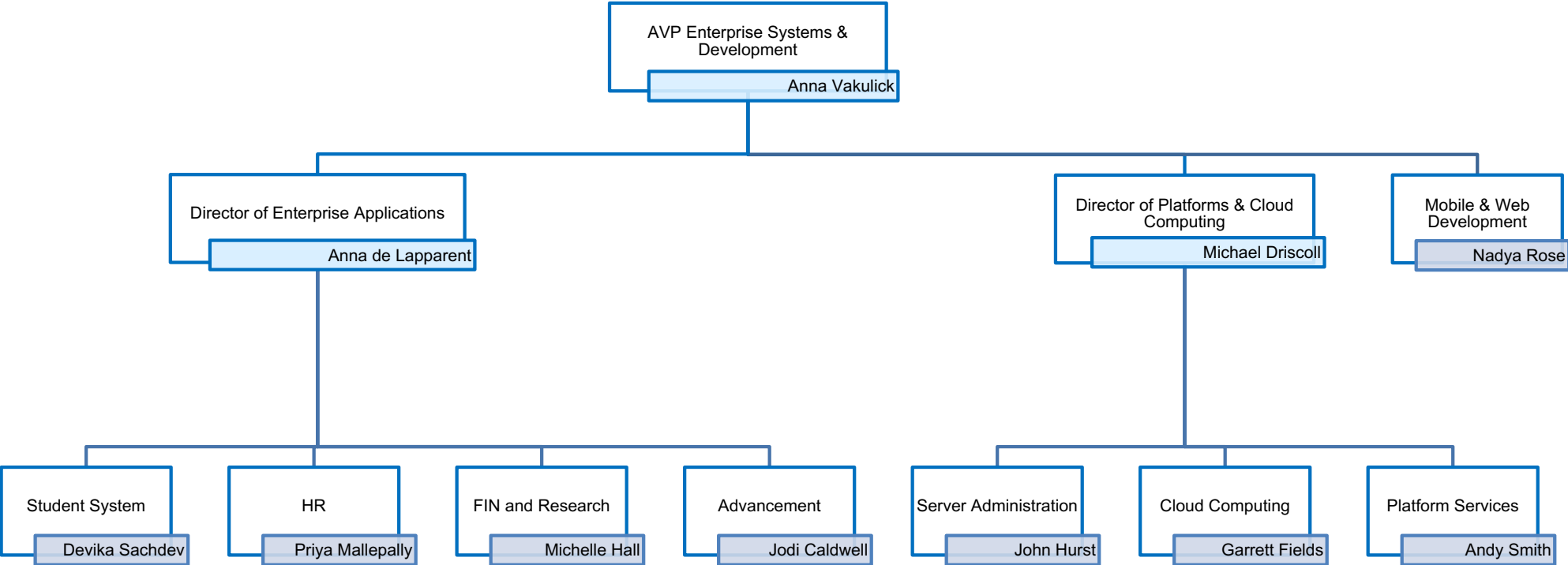
The Three D's of Digital Transformation ([dx.Educause.edu](https://dx.educause.edu))

- Digitize information
- Digitalize processes
- Digitally transform institution

Key Initiatives

- Chosen Name, Gender Identities, and Pronouns
- Enterprise Constituent Relationship Management (CRM) – Advancement and Admissions
- Digital Workplace Platforms

Enterprise Systems & Development



Enterprise Applications

Responsible for:

- Advancement
- HR
- Finance & Research
- Student System
- CRM

Key Initiatives

- SMS Texting for Recruitment and Admissions
- Banner 8 to 9 Self-Service Upgrade
- Advance DB Upgrade to Oracle 19c
- Oracle EAS upgrade to 12.2
- SSO for Oracle EAS



Anna de Lapparent

Platforms & Cloud Computing

Responsible for:

- Platform Management (Drupal, Box, Database)
- Cloud Computing (AWS, Azure)
- Server Administration (VMWare, Storage, Backups)

Key Initiatives:

- Refresh Cisco Servers and Tintri Storage
- Upgrade Drupal to v.9
- CCAS AD to EAD Consolidation
- SEAS/GWSB/LAI/Milken School consolidation



Michael Driscoll

Mobile and Web Development

Responsible for:

- Mobile & Web development
- Automations & Workflows

Key Initiatives:

- Salesforce and Nintex Workflow Cloud Prototype
- Mobile Application Redesign
- Digital Accessibility

Banner 9 Self-Service Completed

All Constituents:

- Personal Information - allows chosen first name, gender identity, and pronouns which feeds downstream systems
- Communications Management - one-time and recurring communications which include data sourced from Banner. Currently used for Financial Aid tracking and award letters.

HR:

- Labor Redistribution and Effort Reporting - updated interfaces
- Employee Profile: Updated Interfaces
 - Banweb - Employee Information Menu - Employee Information - “My Profile”

Banner 9 Self-Service Completed

Students:

- Student registration (Updated 2020): improved experience for registration, class scheduling, course catalog viewing, etc. Recently turned on “plan ahead” functionality.
- Student Profile: consolidated view of student’s information and academic progress. Advisors share the same view. GWorld Photos to be added soon.
- Action Item Processing: ability to insert a required action prior to a process. Has been used to capture cell phone info for emergency communications.

Upcoming Functionality

All Constituents:

- Update Digital Accessibility to comply with WCAG 2.1
- Improved landing page which will customize the links by role (student, faculty, staff, advisor)
- Removal of GWID and PIN login to meet security guidelines
 - Former employees will use SSO to obtain last paystubs (access provide for 6 months)
 - Student applicants will use SSO to log in to GWeb

Upcoming Functionality

Students:

- Direct Deposit: new online experience to replace a paper process
- New user experience for processes like Graduation Application and Faculty Feedback
- New interface for Veteran's processes

Faculty and Advisors:


- New user experience for many processes like Faculty Grade Entry
- Attendance Tracking for classes
- New Class list functionality -
 - view student profile and academic information by clicking on student's name in class list
 - email a student or entire class from the class list
 - advisors can see a weekly view of student's schedule

Banner 9 Student Profile

Student • Student Profile

Student Profile - Vanessa

Term: Fall 2023 Current term | Standing: Good Standing, as of Spring 2022 | Overall Hours: 61 | Overall GPA: 3.76 | Registration Notices: 3 | Holds: 1



Vanessa

- Curriculum and Courses
- Prior Education and Testing
- Additional Links
- Registration

Bio Information

Email: [@gwu.edu](#)

Phone: Not Provided

Legal Sex: Not Provided

Date of Birth: Not Provided

Ethnicity: Not Provided

Race: Not Provided

Citizen: Not Provided

Citizenship: Not Provided

Emergency Contact: Not Provided

Emergency Phone: Not Provided

General Information ⓘ

Level: Undergraduate

Class: Junior

Status: Active student

Student Type: Continuing Student

Residency: Not Provided

Campus: Main Campus

First Term Attended: Fall 2020

Matriculated Term: Not Provided

Last Term Attended: Spring 2022

Leave of Absence: Not Provided

Graduation Information

Graduation Applications: None

Advisors

Primary

CURRICULUM, HOURS & GPA

| Primary | Secondary | Hours & GPA |
|-----------------------|-----------|--------------------------------|
| Degree: | | Bachelor of Arts |
| Study Path: | | Not Provided |
| Level: | | Undergraduate |
| Program: | | Not Provided |
| College: | | Columbian Coll of Arts & Sci |
| Major: | | Speech, Language, Hearing Sci. |
| Department: | | Not Provided |
| Concentration: | | Not Provided |
| Minor: | | STEM Teaching |
| Concentration: | | Not Provided |
| Admit Type: | | New Applicant |
| Admit Term: | | Fall 2020 |
| Catalog Term: | | Fall 2020 |

REGISTERED COURSES

Not Registered

Total Hours | Registered Hours: 0 | Billing Hours: 0 | CEU Hours: 0 | Min Hours: Not available | Max Hours: Not available

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, DC

Comparison of Hold Screens

[Student Records & Registration Menu](#) | [Financial Aid](#) | [Personal Information Menu](#) | [Employee Information Menu](#) | [Document Submission](#)

Search

[RETURN TO MENU](#) | [SITE MAP](#) | [HELP](#) | [EXIT](#)

12/06/22 09:32 am

View Administrative Holds

These are the holds on your record. If you have a registration hold you will not be allowed to register. If you have a grades hold you will not be able to view your grades. A transcript hold will prevent you from viewing your transcript.

Administrative Holds

| Hold Type | From Date To Date | Amount Reason | Originator Processes Affected |
|-------------------------------|-------------------|------------------------------|-------------------------------|
| AlcoholEduOngoingMod 994-6555 | 11/29/21 12/31/99 | AlcoholEdu course incomplete | Transcripts |

RELEASE: 8.7.1

Vanessa

Student • Student Profile

Student Profile - Vanessa

Term: Fall 2023 Current term
Standing: Good Standing, as of Spring 2022
Overall Hours: 61 | Overall GPA: 3.76
Registration Notices: 3 | Holds: 1

Vanessa

- Curriculum and Courses
- Prior Education and Testing
- Additional Links
- Registration

Bio Information

Email: [@gwu.edu](mailto:>@gwu.edu)

Phone: Not Provided

Legal Sex: Not Provided

Date of Birth: Not Provided

Ethnicity: Not Provided

Race: Not Provided

Citizen: Not Provided

Citizenship: Not Provided

Emergency Contact: Not Provided

Emergency Phone: Not Provided

General Information 1

Level: Undergraduate

Class: Junior

Status: Active student

Student Type: Continuing Student

Residency: Main Campus

Campus: Fall 2020

First Term Attended: Not Provided

Matriculated Term: Spring 2022

Last Term Attended: Not Provided

Leave of Absence: Not Provided

Graduation Information

Graduation Applications: None

Advisors

Primary

AlcoholEduOngoingMod 994-6555

From Date: 11/29/2021

To Date: 12/31/2099

Reason: AlcoholEdu course incomplete

Processes Affected: Transcript

▲

CURRICULUM, HOURS & GPA

| Primary | Secondary | Hours & GPA |
|-----------------------|-----------|--------------------------------|
| Degree: | | Bachelor of Arts |
| Study Path: | | Not Provided |
| Level: | | Undergraduate |
| Program: | | Not Provided |
| College: | | Columbian Coll of Arts & Sci |
| Major: | | Speech, Language, Hearing Sci. |
| Department: | | Not Provided |
| Concentration: | | Not Provided |
| Minor: | | STEM Teaching |
| Concentration: | | Not Provided |
| Admit Type: | | New Applicant |
| Admit Term: | | Fall 2020 |
| Catalog Term: | | Fall 2020 |

REGISTERED COURSES

Not Registered

Total Hours | Registered Hours: 0 | Billing Hours: 0 | CEU Hours: 0 | Min Hours: Not available | Max Hours: Not available

Comparison of Paystub View

GWeb
INFORMATION SYSTEM

Student Records & Registration Menu | Personal Information Menu | Employee Information Menu | Admissions | Document Submission

Search: Go RETURN TO MENU | SITE MAP | HELP | EXIT

View Pay Stub Detail

George Washington University
45155 Research Pl Ste 155
Ashburn, Virginia 20147
571-553-4277

Pay Date: 11/30/22
Pay Period: 11/01/22-11/30/22

Banner ID:
SSN/SIN/TIN:
Employee:
Address:

[Summary](#) | [Earnings](#) | [Benefits, Deductions and Taxes](#) | [Check or Direct Deposit](#) | [Filing Status](#)

Payment Summary

| Type | Current Period | YTD Amount |
|-------------------------------|----------------|-------------|
| Gross Amount: | \$ 701.93 | \$ 3,278.19 |
| Total Personal Deductions: | \$ 413.58 | \$ 1,257.69 |
| Net Amount: | \$ 288.35 | \$ 2,020.50 |
| Total Employer Contributions: | \$ 254.88 | \$ 722.91 |

Earnings

| Job | Earnings | Shift | Hours or Units | Rate | Amount | YTD Amount |
|---------------|-------------|-------|----------------|------|------------------|--------------------|
| Director | Regular Pay | 1 | | | \$ 701.93 | \$ 3,278.19 |
| Total: | | | | | \$ 701.93 | \$ 3,278.19 |

GW ⚙️ 👤

[Employee Dashboard](#) | [Pay Stub Information](#) | [Pay Stub Detail](#)

Pay Stub Detail

George Washington University
45155 Research Pl Ste 155
Ashburn
Virginia 20147
571-553-4277

[Printer Friendly](#)

Net Pay: \$ 288.35

Pay Date: 11/30/2022

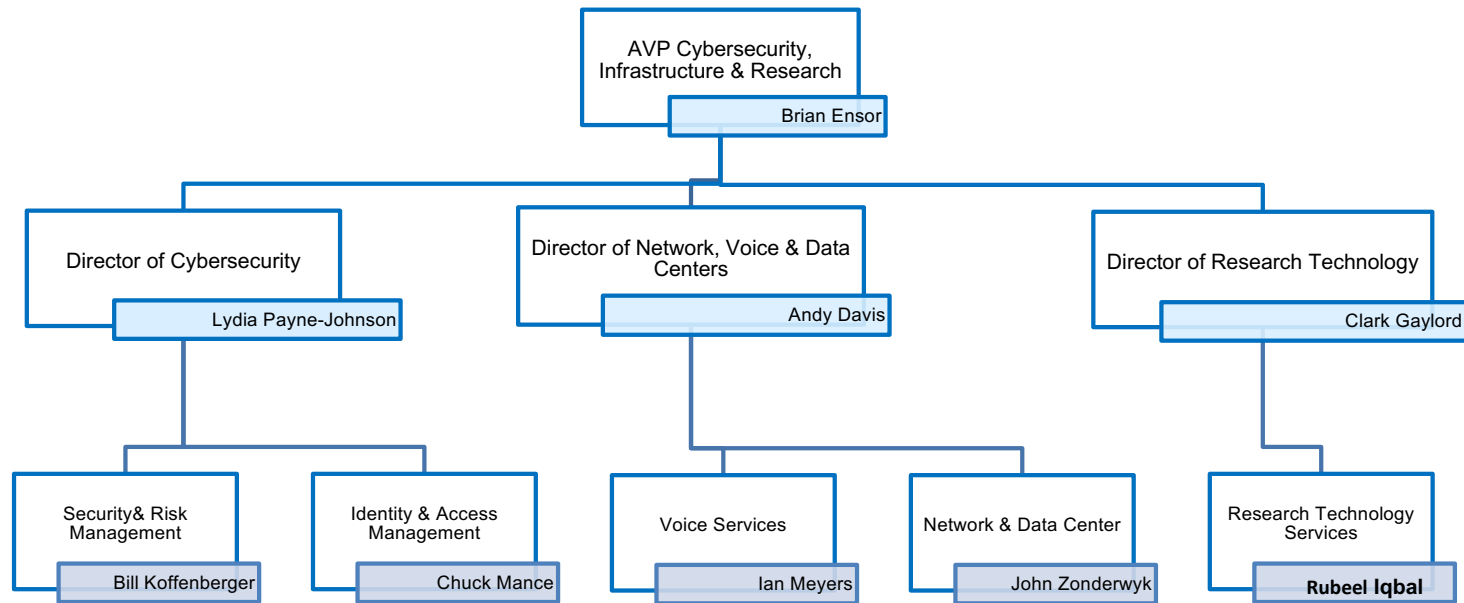
| Type | Current | YTD |
|---------------------------|------------|-------------|
| Gross | \$ 701.93 | \$ 3,278.19 |
| Total Personal Deductions | \$ 413.58 | \$ 1,257.69 |
| Net | \$ 288.35 | \$ 2,020.50 |
| Employer Contributions | \$3,254.88 | \$45,722.91 |

ID:
SSN/SIN/TIN:
Name:
Address:
Pay Period:

Earnings

| Title | Earnings | Shift | Hours or Units | Rate | Amount | YTD |
|---------------|-------------|-------|----------------|------|------------------|--------------------|
| Director | Regular Pay | 1 | | | \$ 701.93 | \$ 3,278.19 |
| Total: | | | | | \$ 701.93 | \$ 3,278.19 |

Cybersecurity, Infrastructure, & Research Technology



Cybersecurity, Identity and Risk

Responsible for:

- Identity and Access Management
- Governance, Risk and Compliance
- Information Security and Incident Response
- Policies, Training and Awareness



Lydia Payne-Johnson

Key Initiatives:

- Splunk Cloud migration
- Identity transformation Phase 2: Email formats, Role-Based Access Controls Pilot (“RBAC”)
- Cybersecurity Awareness Month -October
- Incident Response Maturity (improve process, metrics, operating model)
- Updating Workflow Process for Security and Vendor risk assessments (in partnership with Procurement)

Network and Data Services

Responsible for:

- Campus Network Infrastructure
- Voice, Collaboration Services
- Physical Security Systems
- Cyber Physical Systems Engineering Support
- Datacenter Services

Key Initiatives

- Moving Call Centers to AWS
- Upgrade of UC server Infrastructure
- Wireless service vendor evaluations
- Next Generation VPN deployment
- Network modernization (IPv6, Infrastructure, monitoring & reporting)



Andy Davis

Research Technology Services

Responsible for:

- High Performance Computing (HPC)
- Research platforms and secure/protected/managed data services
- Research Cloud services
- REDCap and other research data management platforms
- Integrated research computing support
- Research computing consultancy, scientific workflow design and implementation
- Regional research infrastructure (Internet2/CAAREN)

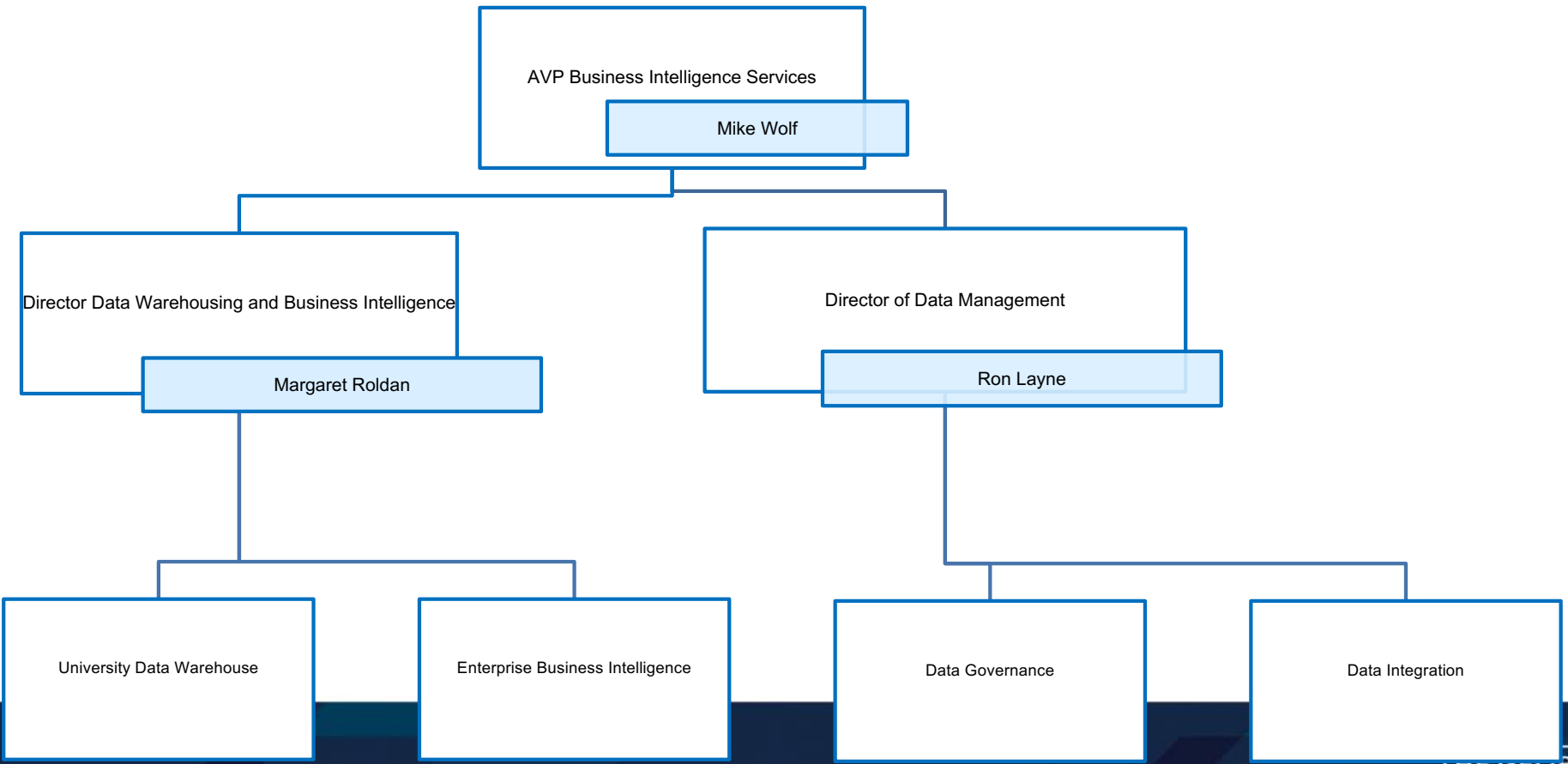
Key Initiatives

- Fiber Ring Refresh — connectivity between campuses
- Next Generation High Performance Computing (HPC) design
- Research Network Attached Storage (NAS) service
- Ronin cloud provisioning platform
- Service management — service agreements, portfolio, operations



Clark Gaylord

Business Intelligence and Data Management



Data Warehouse and Business Intelligence

Responsible for:

- Data Warehouse Architecture
- Data Modeling
- ETL Mapping
- Data Warehouse Infrastructure and Maintenance
- Business Intelligence Architecture
- BI Content Creation
- BI Infrastructure and Maintenance

Key Initiatives:

- Life cycling Cognos and ThoughtSpot BI tools
- Implementing Microsoft Power BI
- Migrating the Data Warehouse to the Cloud
- Implementing a Development and Alumni Relations Decision Center and BI Capabilities
- Implementing an Enrollment Milestone Comparison Model

Data Management

Responsible for:

- Data Governance and Data Quality Architecture
- Meta Data Modeling
- Enterprise Data Governance Center
- Enterprise Data Governance Coordination
- Data Governance and Data Quality Infrastructure and Maintenance
- Data Sharing Agreements
- System to System Data Integrations

Key Initiatives:

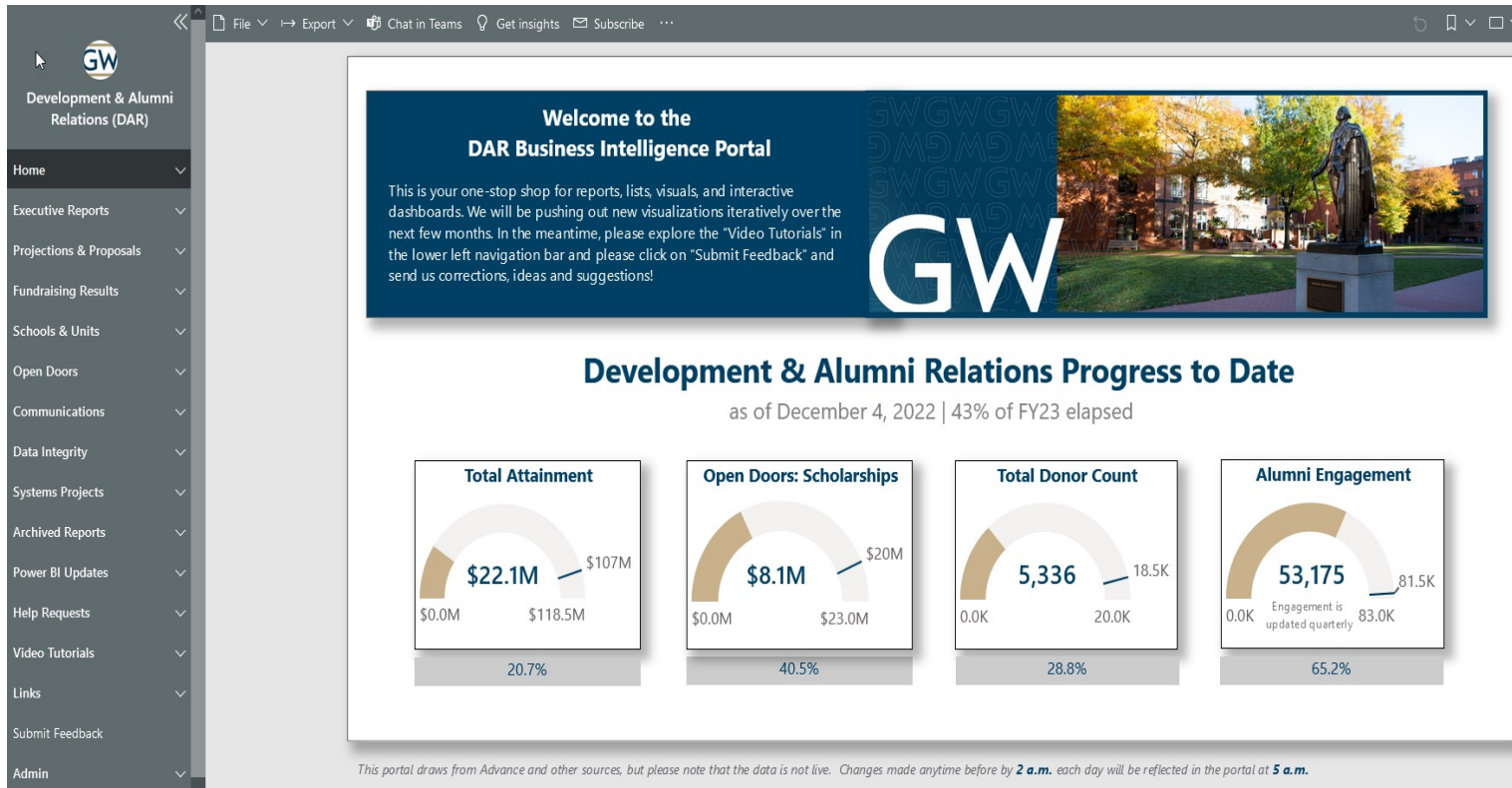
- Enterprise Reporting Catalog and Business Glossary
- Microsoft Power BI Meta Data Capture
- Data Sharing Agreement Coordination
- Data Integrations in support of new software and systems

Power BI Course Scheduling Interface

The screenshot shows the Power BI interface for 'ACADEMICS: Course Scheduling' at The George Washington University. The top navigation bar includes the GW logo, 'Power BI', and 'ACADEMICS: Course Scheduling'. The left sidebar contains a navigation menu with the following items: Welcome, Class Schedule, Class Schedule with All Instructors, Building and Room Schedule, Room Usage, Room Usage by Term and Room, Course Management Course Fee, Course Management Course Link, Course Management Course Prerequisite, Course Management Course Restriction, Course Management Course Section Attribute, and Course Management Course Attribute (uncertified). The main content area displays the title 'ACADEMICS: Course Scheduling' and a 'TERMS OF USE' section. The terms of use text reads: 'Use of this system indicates agreement with the following terms:'. It lists four bullet points: 1. Agreement not to use data as 'official' GW counts or statistics and to obtain approval for distribution. 2. Agreement not to print, copy, or disclose proprietary information. 3. Agreement to comply with the GW Information Technology Security Policy. 4. Understanding that non-compliance may result in termination of access and disciplinary action.

- Released November 30, 2022
- Available to faculty & staff in all 10 colleges
- 11 reports related to Course Scheduling

Power BI Dashboards for Development



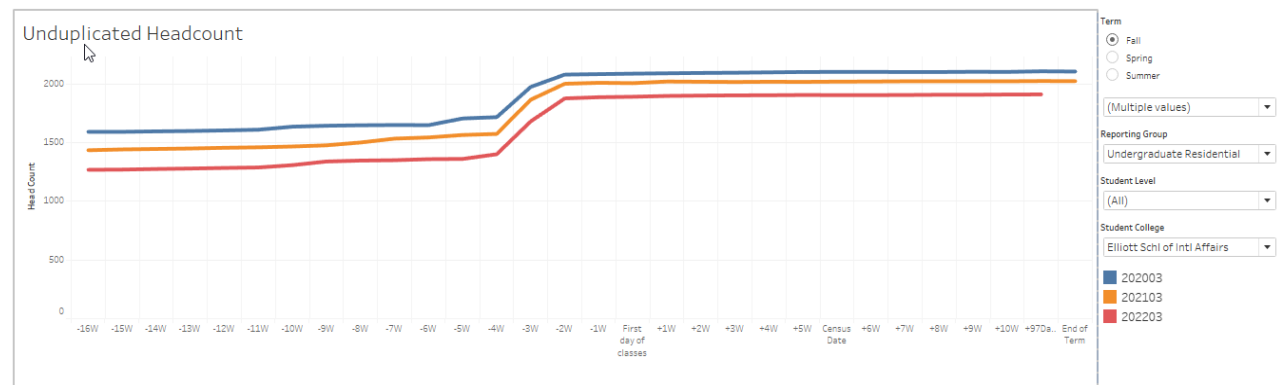
- Data that supports DAR's operational day-to-day activities
- Available to DAR, Deans and their designates

Coming soon..

- Row-level security for Financial, HR and Awards data
- Full integration with GW's Data Governance Platform
- Build Your Own report capability for Academic Lifecycle, General Ledger, Awards data

Coming soon...

- Finance
 - Capability to view A/P and drill down to Invoices within a single dashboard
- Enrollment
 - View course registrations using enrollment milestones (eg. 10 weeks before start of classes, start of classes, census, etc.)



Questions



A RESOLUTION ON TITLE IX TRAINING FOR FACULTY (23/4)

WHEREAS, The university must comply with a wide range of laws, regulations, and policies that govern its various activities;

WHEREAS, the George Washington University complies with Title IX of the Education Amendments of 1972¹ (“Title IX”), which prohibits discrimination on the basis of sex in the university’s programs and activities; the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act² (Clery Act), and the Violence Against Women Reauthorization Act³ (VAWA), which, with Title IX, governs policies related to the university’s response to sexual harassment, sexual assault, dating violence, domestic violence, and stalking; Title VII of the Civil Rights Act of 1964⁴ (“Title VII”), which prohibits discrimination on the basis of sex in employment; the District of Columbia Human Rights Act⁵; and other applicable law;

WHEREAS, The George Washington University is committed to maintaining a positive climate for study and work, in which individuals are judged solely on relevant factors, such as skill and performance, and can pursue their activities in an atmosphere that is free from discrimination, harassment, and violence;

WHEREAS, The George Washington University, after consultation with the Faculty Senate, adopted the Title IX Sexual Harassment and Related Conduct Policy (the “Title IX Policy”)⁶, to inform members of the university community about the university’s prohibition against sexual harassment and retaliation and also provides information about resources, reporting options, and prompt and equitable resolution options, and the Equal Opportunity, Nondiscrimination, Anti-Harassment and Non-Retaliation Policy (the “EEO Policy”)⁷, to inform members of the university community about the university’s commitment to maintaining a nondiscriminatory, harassment-free, diverse work and education environment and also provides information about resources and reporting options;

WHEREAS, Faculty are governed by the Title IX and the EEO Policies;

¹ [Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance](#)

² [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act](#)

³ [Violence Against Women Reauthorization Act](#)

⁴ [Title VII of the Civil Rights Act of 1964](#)

⁵ [District of Columbia Human Rights Act](#)

⁶ [Title IX Sexual Harassment and Related Conduct Policy](#)

⁷ [Equal Opportunity, Nondiscrimination, Anti-Harassment and Non-Retaliation Policy](#)

WHEREAS, Faculty are “Designated Reporters” and as such they are *required by the Title IX Policy to promptly report* any information they learn about suspected or alleged sexual harassment or potential violations of the Title IX Policy to the university’s Title IX Coordinator; and

WHEREAS, GW’s Office of Diversity, Equity, and Community Engagement has designed and offers online training sessions on matters defined by the Title IX Policy and the EEO Policy but this resource does not effectively address actions expected for the designated-reporter role faculty have under current policy and is otherwise inappropriate to academic settings, and communication to faculty about the existence of this resource has been ineffective to achieve high levels of participation;

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

1. That the Senate supports mandatory Title IX/EEO training for all faculty to facilitate and foster a positive climate for study and work across all campuses and to facilitate their obligation as reporters in cases of suspected or alleged sexual harassment or potential violations of the Title IX Policy to the university’s Title IX Coordinator;
2. That the Senate supports mandating faculty to refresh and update their Title IX/EEO training every time the Title IX Policy is revised;
3. That the Senate recommends that such training contain best practices, is targeted and appropriate for an academic setting, and is limited in scope to matters directly related to Title IX, and that the Provost identify (a) effective means for faculty to participate in the Title IX/EEO training, (b) appropriate times to communicate with faculty about deadlines, and (c) adequate timelines for completing the training; and
4. That any training mandated under this resolution be first reviewed and endorsed by the Faculty Senate or by a Senate committee designated by the Faculty Senate Executive Committee.

Professional Ethics & Academic Freedom Committee
December 1, 2022
Revised December 8, 2022
Adopted as amended December 9, 2022



Faculty Senate

Appointment, Salary, & Promotion Policies Committee 2022-2023 Interim Report

The ASPP committee continues to be active this year. We met three times this semester on September 30, October 28 and December 2.

Tenured/tenure-track numbers: At our September meeting, there was a continued discussion of the 75%/25% tenure & tenure track guidelines as discussed at the spring meeting. It was noted that this Faculty Code language only applies to six schools and colleges, SMHS, MISPH, SON and CPS being expressly excluded in the Code from this requirement. However, the second half of the Code language requires that no department have more than 50% of non-tenured faculty; several departments in GSEHD and CCAS have been out of compliance for a long while. The provost had promised to look into that aspect and determine what needs to be done to come into compliance with the Code. (We looked at the latest issue of the Faculty Code and determined that the above is the correct situation at the present time. Schools of Nursing and Public Health were thought of having being excluded from this 75%/25% requirement but that change has not reached the latest edition of Faculty Code – May 2019 edition- which is up for revisions this year.) VP Hammond indicated that new numbers will be available soon and the data might reflect better compliance.

Promotion of specialized faculty: We initiated conversations on the promotion of specialized faculty and learned that several schools have written rules/guidelines for this. We have now studied documents from CCAS, CPS, ESIA and MISPH, and have recently received a document from SON. Some of these documents contain good ideas that might be incorporated in the documents of other schools. There was a question about the requirement of a terminal degree in a department in CCAS and it was noted that while the CCAS document doesn't say anything about terminal degree as a promotion criterion, when the case went up the chain, it was stated that the faculty member is ineligible for promotion because they did not have the terminal degree in the field. This issue will be further discussed with the administration.

Faculty Senate Executive Committee Charge to ASPP

1. *In coordination with the Provost's office, develop a clear policy addressing if and under which circumstances and to which extent classroom recordings can be consulted in promotion, tenure, and disciplinary cases as well as in other cases of concern to the committee.*

We have had conversations on course recordings at all three meetings this semester and are in the process of meeting with representatives of EPT and PEAFC committees. There was a survey about course recordings that was sent to faculty from Educational Policy committee, and we will discuss the results of that survey in the near future.

2. *Continue the subcommittee work on diversity, equity, and inclusion, working closely with Provost Bracey as the DEI assessment/initiative is launched.*

Shaista Khilji has agreed to continue as co-chair of the subcommittee. She noted that provost Bracey

has a timeline for the review of DEI report, and also that the results of the Climate Survey are scheduled to be shared widely in the spring. Some preliminary findings of the DEI committee will be shared with us at our future meeting.

Investment options within our employee retirement plans: On a question from a member, we invited Associate VP for Total Rewards, Jennifer Lopez, to attend our December meeting and to describe what kinds of retirement funds we have for investment by GW employees. She told us that GW offers 84 funds through Fidelity and TIAA-CREF; Vanguard funds are offered through Fidelity. Her team is responsible for enrollments into the GW retirement plans, managing the vendors and monitoring the service; they do a lot of audits and manage the compliance requirements. There is also very formal oversight with regards to the investments, fund offerings and monitoring the performance of those funds. The university has a retirement plan investment committee consisting of four people that include Vice Provost for Faculty Affairs Emily Hammond, VP & Chief People Officer Sabrina Minor, VP & CFO Bruno Fernandes, and Associate VP Total Rewards Jennifer Lopez. We also have investment advice of our investment advisors CapTrust. As stated, we have 84 funds available to GW employees; average number of funds at other comparable institutions is 30-40. Of these 84 funds, 12 are target or allocation funds, 17 are index funds and 55 are actively managed funds. Information on all of these funds is available at the Benefits website where quarterly performance summaries of the funds is also posted. We monitor performance on a 1-, 3-, 5-, and 10-year basis. We also monitor risk adjusted performance and expense ratios. The retirement plans are governed by ERISA and there is a lot of guidance to employers on types of funds that can be offered to employees via ERISA plans. Jennifer Lopez mentioned that they often receive suggestions from employees, including members of this committee, and she is always happy to engage with the employees and our investment advisors.

Angela Gore asked if there is a faculty representation on the committee. Jennifer Lopez said that the Vice Provost for Faculty Affairs represents the faculty interests, additionally the CFO and Chief People Officer and she represent the interests of all faculty and staff. In addition, there are investment advisors who help with monitoring the funds. Emily Hammond pointed out that this is a highly regulated field; there is a statute- ERISA, the employee retirement income security act- which sets this committee to act as a fiduciary for all of the participants. The role of this committee is very methodical and has a very consistent, thorough, process. The committee meets a minimum of four times a year but more recently have been meeting almost every month. The committee welcomes feedback from faculty and staff and would be willing to consider suggestions for additional funds as retirement options. Joe Cordes mentioned the Benefits Advisory Committee (BAC) that has a broader representation, and a subcommittee of BAC may have a role in considering the questions that come up. Phil Wirtz mentioned that GW have experts in this area who train people that work in the field and are then hired by GW to give investment advice; he suggested that it would be good if GW utilized the in-house experts in this and many other areas. Angela Gore asked about inflation proof options and mentioned a global commodities stock fund as a possible investment option. Jennifer Lopez mentioned that we do have some inflation protection funds in the line-up and she would be happy to share the information with the committee. Murlu Gupta thanked Jennifer Lopez for attending our meeting this morning and encouraged the members to send her any feedback and/or suggestions. Phil Wirtz mentioned that the administration could do it job more effectively if it were to utilize the available faculty expertise that is available in house. Many members of the committee echoed this sentiment.

COLA: The issue of COLA (cost of living adjustment) was initiated last year, and it was pointed out that the cost of living is increasing very rapidly and that the university needs to help the faculty and staff with keeping up with the inflation. Just the merit raises of around 2% isn't enough. Joe Cordes mentioned that colleges are very reluctant to increase tuition and that constrains the universities' ability to provide large(r) raises. He thought that Fiscal Planning and Budgeting might look at the issue; he also said that the provost's office is aware of the issue. He also said that the last time we had big inflation, GW provided a large pool of merit raises and also was able to raise the tuition by large amounts. This is clearly not possible in the current climate. The current sentiment of the committee is as follows: "In the light of the current inflationary economy we may revisit offering COLA or restructuring the current raises to include a guaranteed component to help GW employees with the soaring inflation."

Tenure Clock Extensions and External Letter Writers: We discussed the external letter writers who may not be familiar with Covid related tenure-clock extensions or parental leave tenure clock extensions at GW and suggested that our letters of request for external review of research contain language describing these dispensations so the external reviewers can make informed comments on the dossier they are reviewing. The Faculty Code contains specific language on various kind of leaves and related tenure-clock extensions. If the external letter writers are uninformed about the tenure clock extensions and make comments/comparisons of a candidate who may have spent 8 years in the probationary status with a 6-year candidate elsewhere, it is the department chair who must point out in their Chair's Transmittal Letters that particular sentence(s) or paragraph(s) in certain external letters may need to be ignored.

Faculty salary equity issues: Salary equity process should be underway again this year, but we have not received any updates.

Health care costs: The Benefits Advisory Committee (BAC) continued its work this year and was persuaded to have only modest increases in the health care premium for 2023. Whereas the total health care costs are expected to increase by 5.9% in 2023, the participant contributions are set to increase by only by 1.3%. Faculty members on BAC continue to advocate for lower costs for GW employees. GW's portion of these costs will increase by 1% to approximately 77.6%.

Respectfully Submitted

Murli M. Gupta and Susan LeLacheur, Co-chairs, ASPP Committee
December 5, 2022



Faculty Senate

Athletics & Recreation Committee 2022-2023 Interim Report

Our committee had an online meeting on October 14, 2022 9:30AM – 10:30AM

Attendance:

Peng Wei. (Co-Chair)
Matthew Kay. (Co-Chair)
Tanya Vogel (Director of Athletics)
Christian Zidouemba (Student Assoc Member)
Kurt Johnson (Prof Dept Anatomy and Cell Bio)
Andre Julien (Director of Lerner Health and Wellness)
Ashley Darcy Mahoney (Prof School of Nursing)
Patrick McHugh (Prof School of Business, FSEC Liason)
Beverly Westerman (Prof School of Public Health)
Kyle Levers (Asst Prof Exercise and Nutrition Science)
Beth Tuckwiller (Prof Special Ed and Disabilities)
Linda Casser (Assoc Prof School of Nursing)
Colette Coleman (Assoc Vice Provost and Dean of Students)

Agenda:

- (1) Welcome and introductions
- (2) Engage with the Athletics department on the process and status of updating the university's policies regarding name, image, and likeness (NIL), including an understanding what other conference schools are doing and what GW's strategy is in this area. Update on GW Athletics (Tanya Vogel)
 - a. Tanya gave update on success of competitive sports
 - i. Multiple championships to be excited about
 1. Highlighted
 - a. Cross Country
 - b. Gymnastics
 - c. And many others
 - ii. Name image and likeness (NIL) for student athletes
 1. Collegiate sports industry is updating (removing) restrictions
 2. Last Fall GW responded to these changes
 3. GW athletes typically are receiving some minor compensation for social media posts for their NIL

4. NIL private collectives were explained. GW will likely have one that is affiliated with the university.
 - b. Update on new coaches
 - i. Four new coaches:
 1. Women's Tennis
 2. Women's Lacrosse
 3. Women's Volleyball
 4. Men's Basketball
 - ii. All new coaches are doing well
 - c. Success in the classroom
 - i. Skipped this
 - d. Success and challenges in competition
 - i. Skipped this
 - e. Other notable issues?
 - i. A few discussed – Men's Lacrosse and potential NIL deal pressures.
- (3) Engage with the Athletics department on the status of campus recreation and the closure of the wellness center. (Andre Julien)
- a. Status of campus recreation facilities
 - i. Lerner Health and Wellness closed at the end of Spring semester for HVAC project.
 1. Andre provided update in Word Doc regarding alternate fitness spaces.
 - ii. Building is still closed.
 - iii. Colette gave update on Lerner status. Working to get building back online ASAP. HVAC work is complete and is working. Planning to have the building on Oct 31st for students only. Building will be fully open to all in January 2023.
 - iv. Excitement for the changes and updates to greatly enhance the student experience in fitness and sports.
 - b. Data on student, staff, and faculty participation in campus recreation
 - i. Skipped this
 - c. Plans for summer and fall 2022
 - i. No longer applicable
- (4) Engage with the Athletics department on the impact of staffing changes on athletics and recreation. NCAA Liaison – Faculty Athletics Representative (Beverly Westerman)
- a. Role and responsibilities: Met with Atlantic 10 (Beverly is the current Chair) to discuss how to support athletes. Discuss opportunities for students (scholarships). Identify students that qualify for scholarships. Promote mental health and collection of data regarding mental health.
 - b. Beverly works to ensure athletics eligibility (?), with an analysis of academics.
 - c. Traveling in Nov to the FARRA (?) meeting
 - d. Selection process (term ending June 2022)
 - i. Beverly will continue in her role for another 3 years.
 - ii. Term model is now for 3 years.
- (5) Discuss with the Athletics department on its broader goals.
- (6) New Business
- a. Can squash programs re-instituted as a varsity sport?
 - i. In the past we have had scholarship money raised for squash players.

- ii. Tanya responded with an explanation of why squash was cut. Not a COVID related decision. Market basket schools and Atlantic 10 schools do not offer squash. Needed to focus on NCAA sports.
- iii. Tanya offered that club programs can compete as varsity programs? This could be an option to consider.

Campus Recreation fall semester updates

USC & West Hall Gym Usage:

- 175+ students using both facilities daily
- Lloyd Gym access for students

Group Fitness:

- 594 students signed up for the group fitness weekly newsletter
- 296 students have attended classes so far in the District House studio & Hand Chapel
- Mindful Meditation & HITT style programming in Champions Club at Smith Center

Intramural Sports:

- 3 vs. 3 basketball league beginning Saturday, October 1st at the St. Patrick's School Gymnasium near MVC.
- We are averaging about 50 students for drop-in basketball as well as M/W Club Basketball team practices
- Kickball Tournament scheduled for Saturday, October 8th at the Lincoln Memorial Softball Fields at Constitution and 23rd
- Flag Football Tournament scheduled for Saturday, October 15th at the Lincoln Memorial Softball Fields

Club Sports:

of teams: **40**

of participants: **1250**

Fall sports practicing and competing at the MV Fields, Charles E. Smith Center, TBC, St. James complex, and other locations

TRAiLS Programs:

17 TRAiLS Trips to date

200 students participating

19 more trips planned for this semester

Adventure Bound Weekend

of events: 17

of participants: 111



Faculty Senate

Fall 2022 Interim Report Committee on Educational Policy & Technology

The Committee on Educational Policy and Technology (EPT) has met five times so far this year – on 19 May 2022, 19 August 2022, 16 September 2022, 21 October 2022, and 18 November 2022. The final meeting of the semester is scheduled for December 16, 2022.

I. The primary focus of the **spring meeting (May)** was on the anticipated large incoming class (a projected 2,940-2,995 students) and related instructional planning, namely about whether there were sufficient seats to accommodate the larger class, especially within CCAS, SEAS, and GWSB. EPT members also expressed concern regarding teaching assistant (TA) numbers, as well as DSS and other student services' capacity to support the incoming class given resources already overstretched by the pandemic. The subject of DSS accommodation—how it is determined and implemented—continued to be a topic of discussion.

In this same meeting, Deputy Provost for Academic Affairs, Terry Murphy, provided an update on the Data Privacy Task Force, noting that the report would be shared shortly. (The report includes three recommended core principles regarding the use of university data for analytical purposes; see the Provost's [official update](#) on September 9, 2022.)

Finally, in the May meeting, unanimous consent was given to renew the following subcommittees: shared governance; future enrollment planning; technology; and classroom recording. (See updates below).

Co-chairs Irene Foster and Sarah Wagner developed a set of questions to present to Deputy Provost Terry Murphy in late June regarding Fall 2022 instructional and COVID-specific policies (i.e., COVID testing and indoor mask requirements; classroom recording policies; DSS accommodation policy and procedures; incoming class update [on the melt, or lack thereof]; and IT support in classrooms at the beginning of the semester); on July 26, Sarah met with Terry and newly appointed Associate Provost for Undergraduate Affairs and Special Programs Jeffrey Brand to discuss these issues.

II. The **fall meetings (September- November)** have focused on enrollment (the large incoming class and future enrollment planning); implications of the Medical Faculty Associates financial status for the university's educational mission; instructional technology; and classroom recording:

Enrollment: Jay Goff, Vice Provost for Enrollment and Student Success, provided updates on enrollment and future enrollment planning in the August 19 and November 18 meetings. Key takeaways from the August update included:

- Registration was close to expectations, albeit with less melt than anticipated.
- International enrollments are rebounding, though still below pre-pandemic levels (including notable declines from China).

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- Residential undergrads expected to be 3-4% above target. The class is expected to be strong academically, diverse, with record numbers of underrepresented students, first generation students, and Pell grant recipients.
- Non-residential undergraduate enrollment is expected to be below targets.
- Graduate programs have seen an increase in international enrollment but decrease in domestic enrollment.
- The 5-year enrollment plan is being implemented and is on target.

Vice Provost Goff and Ben Toll, Dean of Undergraduate Admissions, provided a follow-up presentation during the November meeting in which they reviewed total enrollment and trends. Adding to the preliminary picture provided in August, they confirmed that overall enrollment for this fall was on track at 25,939 students (the goal had been 26,000). They also sketched out early positive indicators for the AY2023-2024 admissions cycle, among them strong recruitment during summer/fall for next year's class; an increase in early decision applications; and an increase in international applications.

The presentation also addressed the question of retention, specifically in the context of recent classes. EPT members sought to understand why students who decided to leave felt disconnected—what was the predominant source of disconnect, were there patterns, etc.? In the spring semester, we will explore the topic further, soliciting input from Chanté Clarkson (Office of Student Success), Jeff Brand (Associate Provost for Undergraduate Affairs and Special Programs), and student support services, such as DSS and CARE/CAPS, in addition to Jay and Ben's team. As suggested by Eric Grynawski to the committee co-chairs, EPT should seek to have a faculty member from the committee participate in the retention data committee that is currently being formed.

Student support services: The August 19 meeting addressed instructional policy and student support services in light of the large incoming class:

- Associate Provost Jeff Brand outlined clear guidance for faculty to include in their syllabi (should state the policy of either: 1) no recording, 2) recording available by default, or 3) recording available by request only); also recommended faculty not require medical documentation for accommodations or distinguish COVID-19 absence policies from all other absences. (See below on the classroom recording subcommittee's work.)
- Dr. Maggie Butler, Director of DSS, explained that DSS had updated their website; that the office will be offering bi-weekly office hours for faculty/staff; and that they have made some hires but still need to fill additional positions.

Medical Faculty Associates (MFA) and the implications of continued debt: The September 16 meeting focused largely on understanding and discussing the financial situation of the MFA and its impact on the university, specifically its research and educational mission. Prior to the meeting, EPT member Phil Wirtz circulated a memorandum providing context about the MFA, its relationship to the university, and its recent run of deficits (FY20-\$40M deficit, FY21-\$48M deficit = \$88M over two years; see attached memo). The memo also provided an explanation of President Wrighton's announcement in the September Faculty Senate meeting of the 14 endowed professorships resulting from the sale of 20% stock in the GW Hospital, nine of which are allocated to SMHS, with five to the rest of the university. Fiscal Planning and Budgeting Committee Co-chairs Joe Cordes and Susan Kulp provided context and answered questions on these issues. EPT members expressed concern about the real cost to university when debt is taken on (e.g., the need to reallocate resources, limitations on scholarships, student services, marketing, etc.), as well as the desire to see

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a full business plan and regular reporting on the MFA's financial situation—in sum, greater transparency, given the troubling implications of its recurring deficits.

Instructional technology: In the November 18 meeting, chair of the Technology Subcommittee shared its findings presented in an update report provided to Provost Bracey on November 12, 2022. (See below.)

Classroom recording: In the October 21 meeting, the subcommittee discussed how best to solicit faculty input on their experiences and concerns related to classroom recording; in the November 18 meeting, chair Katrin Schultheiss presented preliminary findings. (See below.)

Other Issues Discussed

- 1) The status of student housing and dining (updated provided by Seth Weinschel, Associate Vice-President, Business Services in the August 19 meeting), including updates on Thurston Hall and the rollout of the new dining plan, which is on hold until Spring 2023. See below for the Resolution 23/3 on a new residence hall.
- 2) The need for the religious holiday calendar to be distributed to faculty by late July. The committee also recommended that some members of EPT and student government work together to address the current list, possibly adding clarification regarding major versus minor holidays.
- 3) The restarting of the program for alumni to audit courses.
- 4) Libraries Committee (chair, Holly Dugan) provided a presentation on Open Access (OA) and Open Educational Resources (OER); in addition to making the case that open access is consistent with GW values and affordability is key as the costs of course materials can be prohibitive, the discussion underscored the point that LAI continues to be underfunded and understaffed.

III. Subcommittees

- *Technology Subcommittee*: Eric Grynavski continues to serve chair this subcommittee, the original mandate of which was to collect data so as to benchmark organizational changes and communicate its findings to the chairs of EPT and the Provost's Office. In the November meeting, he shared a summary of those findings based on the first batch of classroom data produced by GWIT; those data allow the subcommittee to compare the performance of Fall 2022 with that of Fall 2021. (See the attached "Service Delivery Dashboard Report September 2022.") The subcommittee's update report notes three areas of clear improvement:

First and most importantly, in September, the number of tickets closed exceeded the number of tickets opened. This means in effect that the backlog produced by the first day of classes—which is inevitable—a was rapidly closed.

Second, the number of calls answered at peak (August) increased over the previous year. Last August, GWIT was capable of answering 4093 calls (70% of calls), and this year peaked at 4355 (86% of calls). In short, the volume and percentages are both trending up which is excellent news.

Third, I believe these numbers will rapidly improve, especially for classroom support. The rate at which calls were answered -- especially in classrooms -- was likely depressed due to the ongoing network problems. These create an instantaneous issue across the entire campus, leading many people to pick up the classroom phone at precisely the same second (at least anecdotally). No support system will be resilient to this. Once this problem is remedied, I expect more improvement to the Academic Technology piece of the statistics in particular.

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There of course remain continued needs in GWIT identified by faculty. Items include issues within support specifically for CCAS (owing to its size and legacy systems), the need to train staff and student workers, the ability of GWIT to resolve issues quickly, a needed upgrade to university enterprise systems, and of course the global supply chain and inflation. There also continues to be problems from the faculty perspective with tickets closed without resolution and a relatively low first call resolution rate. The size and complexity of CCAS in particular will continue to present challenges for the foreseeable future and there is no quick fix to this.

On balance however our conclusion about the trajectory of GWIT is **very** positive. The beginning of this semester was a substantial improvement from last AY, especially as it relates to Academic Technology. We have every expectation that this trend should continue. We are especially appreciative of the initial focus on improving the Academic Technology piece given the serious classroom issues last academic year.

- *Future Enrollment Planning Committee:* The subcommittee met with Vice Provost Goff once during the Fall semester. They discussed the updates that Jay provided to the Faculty Senate in its November meeting and to the EPT committee as a whole. In the November 18 meeting, subcommittee chair Phil Wirtz noted the subcommittee's strong support for Jay and Ben's team, which is significantly understaffed but whose members continue to do outstanding work; he also flagged the discussion raised about the current (higher) acceptance rate, which is ~50%.
- *Subcommittee on Class Recording:* An outgrowth of the 2021-2022 joint PEAFF/EPT subcommittee on the issue, this subcommittee met several times to discuss how best to gather faculty input on classroom recording (existent policies within the schools, pressure points, concerns, advantages, etc.). Subcommittee chair, Katrin Schultheiss, provided an update on the survey and its preliminary findings during the November 18 meeting. She began by outlining the survey: the subcommittee members developed a Qualtrics survey to assess faculty's experience with classroom recording. The survey was distributed to all schools except for the law school, which has its own system for recording. Thus far, the subcommittee has received 500 responses, representing all types of instructors. The following are preliminary findings based on the responses received thus far:
 - Lecture classes more likely to record and make available.
 - Fewer people did selective release.
 - Few people only recorded some classes.
 - Most either record all and release all or no recording.
 - Most faculty have concerns about recording. More training might be helpful (e.g., adaptive release, how to start/stop, erase, etc.).
 - Positive aspects of recording: accessibility for disability, illness.
 - Concerns: All factors were selected by some respondents. The greatest concern was unauthorized circulation by students. Other main concerns are attendance, IP, unauthorized use by administration.
 - Going forward a recommendation for a formal policy on recordings. This was a priority for EPT under previous provost no changes were made. Needs to remain priority.
 - Issues to consider are ownership of the recording, parameters for administrative use, what permissions are needed to record or use, and safeguard for authorized use.

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The subcommittee will continue to analyze the survey results and will present a comprehensive report to the full committee in the Spring semester.

- *Shared Governance*: Extending the subcommittee's work related to the 2021-2022 Shared Governance Task Force, the subcommittee continues to seek to clarify EPT's concerns/expectations regarding shared governance. In the November 18 meeting, subcommittee chair Mountasser Kadrie noted that in its initial meetings the subcommittee discussed the need for training or educational offerings for faculty and administration on how to manage and promote shared governance. They will explore this point further in their upcoming meeting in December, and will present a fuller report in the January 2023 meeting.
- *Academic Integrity Code Review*: This subcommittee continues the work of considering questions that have arisen since the adoption of the revised code; they will present their recommendations for additional revisions to EPT in Spring 2023.

Resolutions presented to the Faculty Senate

RESOLUTION 23/3: In Support of a New Residence Hall/Jointly Submitted by the Committees on Physical Facilities and Educational Policy & Technology (Eric Grynaviski, Educational Policy & Technology Committee and Co-Chair, Physical Facilities Committee). The Resolution was approved by a vote of 22 in favor, 4 opposed, and 1 abstention.

New Business

On 15 September 2022 the Faculty Senate Executive Committee charged the committee with the following:

1. Advise and work with Dean Henry on the reorganization of AT & IT services at GW.
2. Consider the issue of whether GW can mandate the recording of classroom interactions (and post them online).
3. Investigate how GW is working to collaborate with Amazon HQ2 and to navigate competition from other local universities.
4. Through the relevant subcommittee, continue to monitor issues around academic and information technology, including classroom technology, technology support, and faculty workstations.

The committee discussed the AY2022-2023 charge during its October 21 meeting, determining that it will seek to address these four areas while it pursues other pressing issues related to the educational side of the committee's mandate. In particular, following on the report about enrollment planning from Vice Provost Goff in the November 18 meeting, the committee will delve further into issues related to retention.

Respectfully submitted,

Sarah Wagner and Irene Foster
Co-Chairs, EPT
December 1st, 2022



8.48/10 customer satisfaction



845 customer feedback received
(survey sent for every resolved request)



3210 calls answered (adj) (90.92%) **
** Adj % reflect Neg Abandon Calls
Hang ups 15 sec or less



26 sec average speed to answer

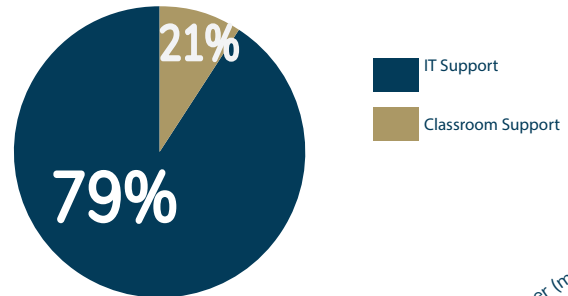


September 2022 Service Disruptions

- 9/6 Blackboard Collaborate Service Disruption
- 9/7 MyLAW Access Issues
- 9/9 Wireless Service Disruption 9/1/2022
- 9/15 Zoom Service Disruption
- 9/15-Luste Performance Issues in Pegasus
- 9/24 Virginia Campus Maintenance
- 9/20 Business Intelligence performing a certificate renewal.
- 9/21 GWireless issues
- 9/22 Business Intelligence Services Banner Issue
- 9/23 TouchNet upgrade to Data Center
- 9/23 Service has been restored to Lustre
- 9/25 VSTC Wireless Maintenance
- 9/28 GWorld Maintenance
- 9/30 PI Dashboard Interruption

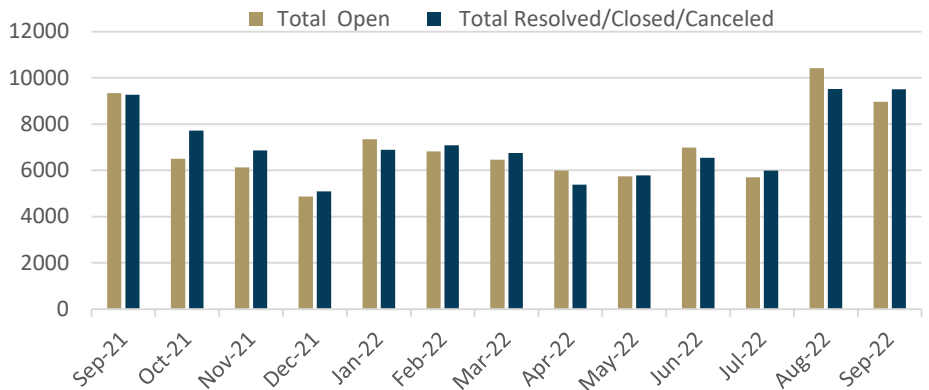
Peak Day September 9th - 652
Peak Time 3p -4p

Incoming calls by support type

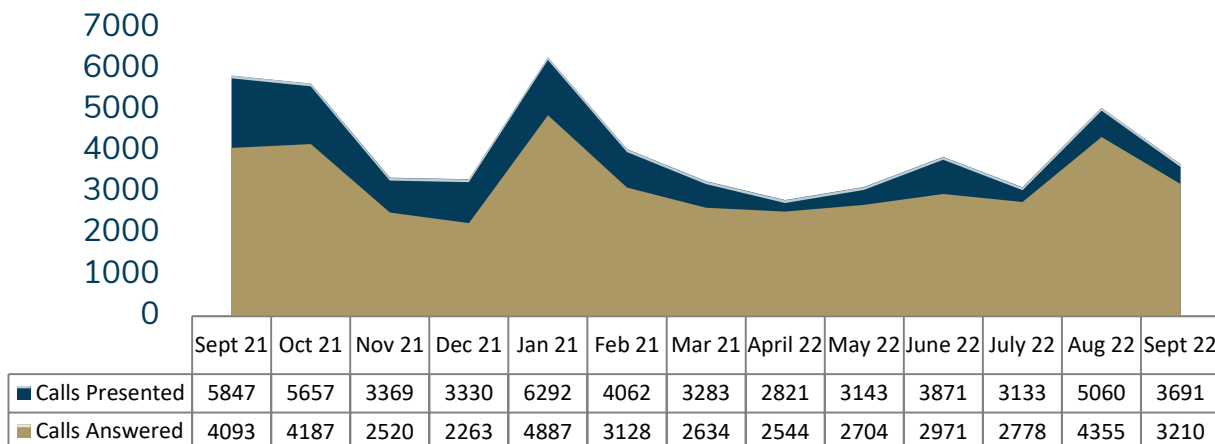


| Support Type | Total calls | Calls answered | Adj % answered | Avg speed to answer | Avg time to answer (min) | Avg handle time (min) |
|--------------|-------------|----------------|----------------|---------------------|--------------------------|-----------------------|
| IT Support | 2928 | 2586 | 90.43% | 0:24 | 0:38 | 7:55 |
| Classrooms | 763 | 624 | 90.43% | 0:33 | 0:57 | 3:48 |
| Total | 3691 | 3210 | 90.92% | 0:26 | 0:47 | 7:08 |

Monthly Ticket Volume September 2021 - September 2022



Monthly Call Volume September 2021 - September 2022



Hitchhiker's Guide to the GW Medical Faculty Associates (MFA)¹
October 7, 2022

Executive Summary

- The Medical Faculty Associates (“MFA”) is comprised of the physicians who service the GW Hospital. It is structured as an independent 501(c)(3) entity, although the University has considerable oversight authority. Two members (Chichester, Lawrence) of the GW Board of Trustees as well as the GW President and the GW Vice President/Treasurer are members of the MFA Board of Trustees; the Dean of the GW Medical School is the CEO of the MFA; the MFA Board Chair, Ellen Zane, is formerly a member of the GW Board of Trustees; and although there is no public roster of the current MFA Board, it appears that former GW Board Chair Nelson Carbonell is also a MFA Board member.
- Over the past 3 fiscal years, the MFA expenses exceeded revenues by (\$43M + \$48M + \$78M =) \$169M. *You read that correctly: the MFA has lost \$169M over the past three years alone, and is seriously in debt, both to the University and to private creditors.*
- To cover these losses, the University has loaned the MFA a great deal of money (some of which has been “forgiven”) over the years, and the University has underwritten some major loans from private creditors.
 - The amount of MFA debt to the University is approximately \$120M;
 - The amount of MFA debt to private creditors appears to be in excess of \$115M, of which at least \$85M (and possibly all) is guaranteed by the University;
 - Therefore, the total MFA debt exceeds \$235M, with University exposure of at least \$200M;
 - It appears that last year the MFA *increased* its loan indebtedness to the University by more than \$70M; the University is continuing to pump tens of millions of dollars into an enterprise that hasn't come close to breaking even for at least three years.
- A recent MFA departmental website postings suggests that physician shortages may be leading to the inability to take new patients, raising concerns about maintaining current revenues.
- The University administration has repeatedly offered false assurances about the financial health of the MFA, and has, to date, declined to provide the Faculty Senate with (1) a MFA Business Plan showing how they are going to recover from this situation, (2) projected MFA quarterly forecasts of revenues and expenditures corresponding to the (unprovided) Business Plan, and (3) any assurance that it will submit for review by the Senate quarterly MFA Financial Statements (e.g., Balance Sheets, Profit and Loss statements) demonstrating that they are meeting the projections specified in the (so far unprovided) quarterly forecasts.

This is a serious problem, with the potential to have major long-lasting effects if not addressed immediately. What is needed is complete transparency, including immediately providing the Senate with a credible and auditable short- and long-term MFA-specific Business Plan, quarterly MFA revenue and expenditure forecasts that are consistent with the Business Plan, and quarterly MFA Financial Statements that demonstrate successful execution of the MFA Business Plan. Deferring, yet again, to the end of the fiscal year to see if the MFA has turned around without a Business Plan would be extremely risky.

¹ This document draws heavily on the presentation by Professors Joseph Cordes and Susan Kulp to the May, 2022, meeting of the GWU Faculty Senate: <https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2022/06/5-2022-minutes-attachments.pdf>. Those numbers, in turn, are drawn from the University's published audited financial statements, provided at <https://finance.gwu.edu/reports>. If there are any errors contained in the current document, they are exclusively attributable to this document's author, Professor Philip Wirtz (pww@gwu.edu).

1. What is the “Medical Faculty Associates” (MFA)?

The Medical Faculty Associates, Inc. (“MFA”) is an independent 501(c)(3) (nonprofit) corporation whose sole corporate member is The George Washington University. The MFA operates exclusively for the benefit of the University.

2. Who are the employees of the MFA?

According to GWToday², the “Medical Faculty Associates is the largest academic physician practice in the metro D.C. area, with 800 physicians who provide comprehensive patient care in 51 medical and surgical specialties. As faculty members in the GW School of Medicine and Health Sciences, the GW MFA physicians serve as teachers and mentors for medical students, residents and researchers.”

3. What function does the MFA serve?

The MFA

- provides certain clinical, teaching, research and administrative services to the University;
- provides professional physician services and related health care services, including diagnostic and therapeutic procedures and services, to patients in the greater Washington, DC community and other areas, including those unable to pay for such care;
- Furthers the advancement of medical knowledge through basic and applied research in medicine, lectures, consulting, publishing information and teaching, particularly regarding medical and health care issues prevalent in urban communities;
- Undertakes teaching the diagnosis and treatment of medical conditions to medical students, interns, residents, fellows and other professionals in connection with the University;
- Employs physicians duly licensed to practice medicine, who hold a faculty appointment at the University, and other qualified personnel and makes the service of such personnel available to indigent and other persons requiring such care; and
- Performs the other necessary or appropriate functions and services in connection with the above purposes.

4. How is the MFA structured?

- The GWU Medical School Dean is the CEO of the MFA.
- The MFA has its own Board of Trustees who are appointed by the GWU Board of Trustees. Those trustees include several GW Trustees (currently Chichester, Lawrence), the GW President (Wrighton), and the GW Vice President/Treasurer (Fernandes)
- The Board Chairman of the MFA is former GW Trustee (Zane).
- The University has considerable oversight authority over the MFA as set forth in the “Amended and Re-stated By-Laws of the MFA”.
- MFA physicians:
 - i. Salaries and benefits of MFA are paid by the MFA.
 - ii. MFA physicians are clinical faculty in the GWU School of Medicine.
 - iii. MFA physicians are represented in the GWU Faculty Senate.
 - iv. Dependents of MFA clinical faculty qualify for GWU tuition benefits.

5. What is the financial relationship between the MFA and GWU?

- Although the MFA and the University are two separate financial entities, the University has loaned the MFA a great deal of money (in the form of structured loans and a line of credit) and is a guarantor of many of the existing private loans to the MFA.
- The University and the MFA each file separate IRS 990 informational tax returns to the IRS and prepare separate audited financial statements.
- Starting in 2020, consolidated financial statements have been prepared.

² <https://gwtoday.gwu.edu/george-washington-university-and-gw-medical-faculty-associates-restructure-relationship>

- As a result of a December 2018 restructuring of the GW-MFA relationship, although the MFA is still a separate non-profit, the University is the sole corporate member and as such has greater control over the medical enterprise.
- There are numerous transactions between GW and MFA, including
 - i. Guarantee of debt
 - ii. Loans / lines of credit
 - iii. Debt forgiveness
 - iv. Contractual relationships (e.g., faculty)

6. What is the financial situation of the MFA?

Based on the recently-released University Consolidated Statements for FY2021-2022, the MFA Consolidated Balance Sheet dated June 30, 2021 and the MFA Consolidated Statement of Activities for the year ending on June 30, 2021:

- In FY2021-2022, MFA *operating expenses exceeded operating revenue* by \$78.68M.
- In FY2021-2022, the total net assets of the MFA exceeded -\$157M, not including an “elimination” (i.e., a transfer to the University’s balance sheet) of approximately -\$3M. Because a large portion of the MFA debt is in the form of loans to the MFA that GW has either made directly or has underwritten, this means that if all activity of the MFA had stopped on June 30 2022, the University would have been “on the hook” to cover \$157M. Some of this \$157M would be in the form of “bad debt” that would no longer be available as assets to pursue the academic mission of the University; the remainder would be debts owed to creditors that would demand payment.
- Independent of the MFA’s debt, in the fiscal year 2020-2021, the MFA’s expenses exceeded its revenue by more than \$48M.
- In the previous fiscal year, the MFA also incurred a substantial loss: the MFA’s expenses exceeded its revenue by \$43M³.
- *Thus, across the three-year period July 1 2019-June 30 2022, the MFA’s expenses exceeded its revenues by a total of \$168M.*
- The MFA has covered these losses through a series of loans/lines of credit, many of which are directly provided by or guaranteed by GW. As of June 30 2022, the MFA had a total loan balance exceeding \$235M.
- In the 2021-2022 fiscal year alone, it appears that the MFA increased its loan indebtedness to the University by more than \$70M.
- In 2019, the University forgave \$17.5M of the MFA’s debt to it⁴.

7. Is the University’s stake in the Hospital directly related to the MFA?

Not in any direct sense. Until very recently, the University owned a 20% stake in the GW Hospital. This past summer, the University sold its 20% share for \$54M. President Wrighton announced at the September Faculty Senate meeting that (without any apparent Faculty consultation) the \$54M would be invested in 14 endowed Faculty positions, including nine in the School of Medical and Health Sciences. *This has no direct bearing on the financial operation or circumstances of the MFA. The \$54M went into the University quasi-endowment, and has zero relationship with the MFA’s operations.* It has been noted, however, that President Wrighton chose (again, without any apparent Faculty consultation) to delegate a significant portion of the \$54M to endowed Faculty positions in the School of Medical and Health Sciences at the same time that the MFA has been running a significant deficit each year and has had to borrow heavily to cover its expenses. In addition to this \$54M, it is reasonable to presume that there are additional provisions associated with the sale of

³ This value differs from the report given to the Faculty Senate. It is drawn from Page 40 of the GWU Financial Report, 2019-2020, https://finance.gwu.edu/sites/g/files/zaxdzs4696/files/2022-06/2020-the-george-washington-university-annual-report_12212020.pdf.

⁴ This number differs from the value presented in the report to the Faculty Senate. It is drawn from Page 22 of the GWU Financial Report 2018-2019, https://finance.gwu.edu/sites/g/files/zaxdzs4696/files/2022-06/evpt_financialreport2018-19.pdf

GW's stake that have not yet been shared with the Faculty as of now.

8. What role has COVID-19 played in the MFA's financial situation?

COVID-19 related variants, most notably Omicron, have had an adverse impact on MFA volumes, particularly in the months of December 2021 and January 2022. As of June 30 2022, while the number of people commuting into DC for work had increased, it was reportedly still far below pre-pandemic levels, which continued to have an adverse impact. To help mitigate the adverse impact of COVID-19, the MFA received federal Coronavirus Aid, Relief and Economic Security Act (CARES Act) grants of \$15.6 million and \$4.8 million for the years ended June 30, 2022 and 2021, respectively. In addition, during the year ending June 30, 2021, the MFA received \$9.9 million in grants from the Washington, D.C. government to help to mitigate the adverse financial impacts of COVID-19. In the absence of a MFA Business Plan or associated earnings forecasts, it is not currently possible to estimate any continued drag of COVID-19 on MFA revenues.

9. Have the MFA deficits impacted the operations of the University's academic units?

- As previously noted, in 2019, the University forgave \$17.5M of the MFA's debt to it. That is \$17.5M that was not, therefore, available to fulfill other aspects of the University's academic mission.
- In order to cover the losses incurred annually by the MFA, the University has chosen to loan the MFA significant amounts of money and provide a line of credit which has been largely drawn upon. These are funds which could otherwise have been used to fulfill other aspects of the University's academic mission.
- Given the significant deficits incurred by the MFA operations in the past several years, there is basis for concern that the University might choose to loan the MFA more money, to forgive additional MFA indebtedness, and/or to act as guarantor of additional private loans. This, again, potentially depletes funds which would otherwise be available to fulfill other aspects of the University's academic mission.

10. What assurance has the University administration provided to the community that the MFA financial situation is improving?

- At the May 2022 Faculty Senate meeting, Medical School Dean Bass asserted that "in short order, the MFA's accounts payable to the university will be reconciled". No specifics have been provided, and there is no way to verify the veracity of Dean Bass' assertion.
- Merely "reconciling" the MFA's accounts payable to the University would be suboptimal if it was accomplished by securing additional private loans for which the University was the guarantor.
- A recent GWU medical department posting suggests physician shortages may result in the inability to take new patients, raising questions about ongoing financial viability (see Appendix A).
- At the September 2022 meeting of the Faculty Senate, President Wrighton assured the Senate that "a fulsome discussion of the MFA's finances will take place in the Senate this fall."

11. Does the MFA have a business model and revenue/cost forecasts?

If there are such documents, they are unknown to (and have not been shared with) the Faculty Senate. Professor Yezer made precisely this point at the May 2022 Faculty Senate meeting.

12. How could the situation have gotten this out of hand without anyone noticing?

It was noticed by the Faculty Senate, and false assurances were provided in response.

- At the October 2020 Faculty Senate meeting, President LeBlanc was asked "how the MFA is performing this year, financially, and how it is anticipated to perform next year."⁵ President LeBlanc replied that "the MFA is geared back up now and working hard to recover some of

⁵ <https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2020/11/October-2020-minutes-attachments.pdf>

its lost patient care revenue. MFA leadership is optimistic that the MFA has the opportunity to break even this year, which would be a sizable accomplishment in face of the pandemic. He noted that Dean Bass and the MFA Chief Operating Officer are working hard to make this happen, noting that increased efficiency in scheduling allowing for more appointments and telemedicine are helping to keep revenue flowing into the MFA.”⁵. That was the fiscal year in which the MFA closed out with a \$43M loss.

- As previously noted, at the May 2022 Faculty Senate meeting, Dean Bass asserted that “[s]he anticipated that, in short order, the MFA’s accounts payable to the university will be reconciled.”⁶ Dean Bass’ presentation to the Senate failed to disclose that, in less than 2 months, the MFA would close out the fiscal year with a \$78M loss and \$250M in debt.

13. Where do we go from here?

The absence of a Business Plan, including credible and auditable quarterly revenue/cost forecasts, which demonstrate that the MFA has structured a way to return to solvency, is *very* concerning. It would appear that the MFA is spiraling financially downward at high velocity with no end in sight, taking its primary creditor -- the University -- with it. The rest of the University is paying a very high price, with University funds which would otherwise be invested in key academic initiatives flowing instead to the MFA to cover its spiraling debts. And if the excessive losses continue, the very existence of the University becomes imperiled.

The time has come for the central GW administration and the MFA leadership to prepare and share with the Faculty Senate a fiscally responsible MFA Business Plan, including credible, defended quarterly estimates of (among other details) revenues, expenses, cash flows, assets, liabilities (including debts), profits, and losses, in order to demonstrate that the MFA is returning to fiscal health. It would not be sufficient to provide generic undefended “we plan to be at \$X by quarter Y” without providing full documentation supporting such assertions.

The problem is *not* that the University and the MFA have a symbiotic relationship: the MFA has played a critical role in the provision of medical education at GW. The problem *is* that the MFA's fiscal performance has continued to deteriorate ever since the University assumed more direct control over it in December 2018. The MFA’s fiscal performance is undermining our capacity to perform our overall education and research mission, and rosy claims that the problems were addressed have repeatedly been undermined by the audited year-end reports released by the University.

In order to restore the faith of the GW community that the MFA is truly on the path to fiscal recovery, it is critical that the University share the business plan that will guide the MFA in the years ahead and that MFA quarterly performance be shared with those of us who have been trying to ring the alarm bell for several years.

⁶ <https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/0/196/files/2022/06/5-2022-minutes-attachments.pdf>

Appendix A
Department of Gastroenterology & Liver Diseases Notice to Patients

- Department of Gastroenterology & Liver Diseases
<https://gwdocs.com/specialties/gastroenterology-liver-diseases>
Accessed on October 3, 2022

“Dear Patients,

The GW MFA Division of Gastroenterology is undergoing a transformation, and as always, we remain committed to delivering the best possible care for our patients. With this in mind, our goal is to enhance access and continue to deliver high-quality care for our current patients at our 2150 Pennsylvania Ave., NW, location.

Like so many academic medical centers around the country in the aftermath of the pandemic, we are rebuilding our physician and advanced practitioner teams and are excited for our new colleagues to start this fall. As we grow, we expect to be able to welcome new patients to our practice again soon. Thank you so much for entrusting the GW MFA with your care. If you have any questions, please don't hesitate to contact our offices.

Thank you very much for your patience and understanding during this time.”



Faculty Senate

Faculty Senate Standing Committee on Physical Facilities Interim Report, Academic Year 2022-2023

Submitted By Co-Chairs:

Eric Grynawski (CCAS) and John Traub (CCAS)

Committee Members:

Eric Grynawski, Chair (CCAS)*

John Traub, Co-Chair (CCAS)

Robert Zeman, Faculty Senate Executive Committee Liaison (SMHS)*

Demetrius Apostolis (GWSA)**

Thomas Choate (GWSB)

Katie Cloud (Interim Registrar)**

Colette Coleman (Vice Provost, Dean of Students)**

Catherine Cox (SON)

Mary DeRaedt (GSEHD)

Baxter Goodly (Facilities)**

Sarah-Kay Hurst (CCAS)

Joan Kester (GSEHD)

Joshua Mannix (SON Staff)

Mallory Miller (GSEHD Staff)

Terry Murphy (Sr. Vice Provost for Academic Affairs)**

Wayne Psek (GWSPH)

Mark Reeves (CCAS)

Cynthia Rohrbeck (CCAS)

Mary Beth Stein (CCAS)

James Tielsch (GWSPH)*

**Senate Member*

***Non-Voting Member*

Committee Meeting Dates:

Thursday, September 8th, 2022

Thursday, October 13th, 2022

Thursday, November 10th, 2022

Next Meeting:

Thursday, December 8th, 2022

Fall Topics/Actions Taken:

The September meeting convened with an overview on the status of various summer projects by Baxter Goodly and Adam Aaronson. Numerous Residence Halls including Thurston, Dakota, Potomac, 1959 E, Fulbright, JBKO, South Hall, Mitchell and Shenkman Halls are in various stages of upgrade and/or refurbishment.

Many Academic and Administrative buildings, chiefly Himmelfarb, Ross, Smith, Corcoran Gallery, Gelman Library, Duques and the Law Library received or were in the process of infrastructure upgrades.

Additionally, multiple buildings are in process for HVAC and/or Utilities upgrades, including Lerner, Townhouse Row, Burns Law Library, as well as the Elliott School and Ross Hall elevator units. The anticipated completion of most projects is estimated to be in early October. It was noted that global supply chain delays have added to the parts acquisition timeframe in several sectors. By request of the Committee, an update on the ongoing construction in the Corcoran School of the Arts + Design was given by Adam Aaronson, principally focused on envelope and HVAC work, exterior moat repair, and roof repair. Corcoran (Flagg Building) is the only GW owned building with both an exterior and interior historic designation, hence adding to the complexity of scope of work. The Committee's questions also moved more broadly on how Building Assessments are completed and prioritized; how classroom level concerns are addressed both locally and in long term planning; and how building records are kept and how and if Facilities should prioritize this in conjunction with Building Lifecycle Assessments.

Baxter Goodly presented an update to the Committee on the General Services Provider, noting that Aramark has held this contract for over forty years, and ABM was selected from nine bidders to replace on August 1, 2022.

Seth Weinsel (AVP, Business Services) gave the Committee an update on the status of campus Housing and Dining Services. Seth noted the large incoming class size, as well as the successful re-opening of Thurston Hall and the replacement of washer/dryer units across campus. They also plan to work on mail and package distribution. Questions were raised concerning how large class sizes might impact the efficacy of future renovations.

It was noted that Chartwells Higher Education would be contracted to handle the GW Dining Plan, as well as ongoing supply chain issues that could impact both consumables and equipment. Thurston and Shenkman Dining Halls were delayed, with the expectation of opening during the month of October. Seth commented that an additional Dining Hall will need to be built to serve the entire Foggy Bottom population in the near future. Per questions from the Committee, it was also noted that food cost increases pass to Chartwells, with an Inflation Cap in agreement that is passed on to GW.

Mark Reeves presented the Committee with an update from the GuVC Subcommittee, formed in AY 21-22. Notably, two pilot units were installed in the USC symptomatic testing center, with four additional sites for future pilots. Mark noted that the MAG and Public Health has been involved, and thus far there are positive indicators to the efficacy of the GuVC unit.

[September Meeting Minutes and PowerPoint Presentations](#)

The October meeting convened with a Resolution presented to the Committee in support of new Residence Halls. Presented by Eric Grynaviski, as a co-authored resolution in collaboration with the Education Policy & Technology (EP&T) Committee. It was noted that this would occupy the adjacent lot next to Building YY, and the need was also prefaced for additional dining spaces. After discussion and deliberation, motion was passed with unanimous consent, with proviso that any amendments from the Educational Policy & Technology Committee may require an additional approval vote by the Committee.

By request of the Committee, Baxter Goodly gave the committee an update on the status of the Virginia Science and Technology Campus in Ashburn, VA. Questions regarding space usage and long-term plans were raised, as well as COVID and safety measures and issues of dining access. It was noted that Leadership is examining ways to increase the usage of the Ashburn campus, with no firm plans at the moment.

The final item, opened by Eric Grynaviski, involved a discussion on lines of communication between Facilities and the GW Community. A general sense of concern was raised by the Committee, as well as several specific recent instances of communication issues. Many questions and comments were raised concerning how building and maintenance issues are raised and addressed; Points of Contact for each building, division or school; how emergencies are addressed internally; and the need for agile day-to-day communication. Vice Provost Murphy noted that the MPA Building Renovation slated to begin December 2022 was working on pre-emptive communication strategies, which might be modeled for other long-term systems in the future.

[October Meeting Minutes](#)

[Resolution in Support of a New Residence Hall](#)

The November meeting convened with updates on the Dining Halls, as well as the GW Campus Master Plan (CMP.) With the Thurston Dining Hall open, it was noted that the food was high quality, although some issues are occurring with access and wait times. The opening of the Shenkman Dining Hall (S23) should alleviate some of these concerns. Questions were raised regarding the viability of the dining halls for social activities, as well as engagement with Faculty and Staff, the latter of which may be a point of discussion in the future.

With many new members joining the Physical Facilities Committee this year, an update was given on the status of the Campus Master Plan to familiarize the Committee with its current state. An overview of the primary topics was given, which includes both Foggy Bottom and the Mount Vernon campus. While the presentation of timeline for work extends through 2029, it was noted that the CMP in its current iteration is on hold, although individual projects may be in various stages of the planning pipeline.

The Committee raised many questions, particularly regarding scope of work; focus on the Ambulatory Care Center and integration of CCAS into a single building; and current status and cost. The Committee voiced concerns regarding lack of clarity with an academic plan, loss of classroom space, overall cost and level of community consultation, and other large-scale action items. The scope and role of the Committee in regard to the CMP was also tabled; it was noted that the current

CMP might be used as a case-study for any future long-term campus planning. Discussion of the CMP is slated to continue into the scheduled PFC Meeting.

The meeting concluded with Committee discussion surrounding the examination of new business, and whether Sub-Committees should be created in advance of full Committee involvement. John Traub shared his work in AY 21-22 regarding Room-Level Data compilation in regard to Maintenance tickets and response and noted the movement by Facilities to the “Zone” model of Facilities response in the future. Mark Reeves updated the Committee on the current state of GuVC, noting particularly strong pushback from Faculty in regard to safety concerns, with many public health variables outside the scope of immediate control. Updates from Baxter Goodly were tabled for the December meeting.

[November Meeting Minutes](#)



Faculty Senate

Professional Ethics & Academic Freedom Committee 2022-2023 Interim Report

The Committee on Professional Ethics and Academic Freedom (PEAF) is working this year to address the four charges given to it by the Faculty Senate Executive Committee (FSEC). Those four charges, in sum, relate to the Faculty Consultative Committee, to a review of the Faculty Organization Plan (including a revised definition of Faculty Assembly membership), to the question of the role and representation of the College of Professional Studies on the Senate, and a review of the Faculty Code. In addition, we have responded to additional requests for consultation and input on particular matters.

PEAF held regular meetings on September 8, October 6, November 3, and December 1st, 2022.

To address the four FSEC charges, PEAF has designated sub-committees that are scheduling working sessions as soon as possible.

The additional charges included Faculty training to comply with Title IX/EEO policy (Equal Opportunity, Nondiscrimination, Anti-Harassment and Non-Retaliation Policy). PEAF crafted a resolution to support mandatory training by faculty and forwarded this resolution to FSEC for their consideration on Dec 1st, 2022.

Other additional requests included review of Elliott School of International Affairs bylaws, and a new proposed Conflict of Interest policy (PEAF provided four recommendations to amend the proposed policy).

Respectfully submitted,
Natalie Houghtby-Haddon
Guillermo Ortí
Co-Chairs



Faculty Senate

Standing Committee on University Urban Affairs (UUA) Interim Report 2022-2023

Submitted by: Amy Cohen, Executive Director, Honey W Nashman Center for Civic Engagement and Public Service

In Summer 2022, UUA was reconstituted with several new members under a continuing co-chair, Amy Cohen, and new co-chair, Arthur Wilson.

Current UUA Members include:

- Arthur Wilson, Chair (GWSB)*
- Amy Cohen, co-Chair (CCAS, Nashman Center)
- Lisa Bagby (SMHS)
- Sarah Baird (SMHS)
- Sonal Batra (SMHS)
- Khalil Diab (SMHS)
- Karen Dawn (SON)
- Wendy Ellis (GWSPH)
- Jeffrey Gutman (GWLAW)*
- Samantha Luna (Center for Excellence in Public Leadership staff)
- Renee McPhatter (Gov and Community Rel.)
- Gene Migliaccio (GWSPH)
- Mallory Miller (GSEHD)
- Helen Cannaday Saulny (ODECE staff)
- David Sullivan (SMHS)
- Joel Teitelbaum (MISPH)
- Leslie Trimmer (GSHEd)
- Margaret Venzke (SON)
- Maranda Ward (SMHS)
- Christian Williams (GWSA)
- Christy Zink (CCAS)

*Faculty Senators

Committee Mission states:

The Committee on University and Urban Affairs helps foster continued good citizenship between The George Washington University and the greater Washington, DC metropolitan area. The University and Urban Affairs Committee serves as an ongoing catalyst for maximum efficiency in this area and prevents the duplication of effort between GW and the community itself. By affirmatively tracking GW's already allocated resources and initiatives, the University and Urban Affairs

Committee "paints the big picture" of GW's community relationship and subsequently provides the University with a valuable source of advice on continuous improvement and possible future endeavors.

The FSEC also identified the following goal for UUA:

1. Proactively look at ways to improve neighborhood relations, including building an inventory of current efforts across the university in this area.

Committee Actions (Fall Semester 2022):

All meetings of the UUA committee have been done virtually via Zoom. Members met on September 22, October 20, November 17.

Below is a snapshot of the ongoing activities that relate to the above UUA goal:

- *Building an inventory of current efforts aimed at fostering close relationships with the community across the university:* Committee members are prioritizing these efforts as key activities for the committee during the 2022-20232 academic year. Thus far, discussions have involved trying to understand the projects that currently exist, and the platforms that are available to collect this information. It is a priority for the faculty and the George Washington University to foster these relationships with the community more broadly in the future.

Based on member discussions and interests, UUA has identified two projects for 2022-2023:

- **Create an inventory** of community engagement events at GW that is sustainable and acts as a catalyst for further partnership related to community engagement by GW faculty, students, and staff.
 - Tell the story of the purpose and impact of community engagement, especially the engagement undertaken by faculty connecting their scholarship to community.
 - Dr Wendy Wagner presented on the work she is doing with departments across GW to report their community engaged work through the [GW Serves](#) platform. Several departments, including Art Therapy and Emergency Medicine, have begun to capture both the variety of projects in and with the community and the interconnections among them.
 - The committee has had a presentation from Dr Wendy Ellis on the work of her GW [Center for Community Resilience](#) and a presentation from the DC Office of Planning on the results of the 2020 census on DC with attention to redistricting.
- Develop a stronger understanding of the impact from the redistricting underway in Washington, DC (i.e., [re-] naming of neighborhoods, ward line changes, culture shifts) to more effectively identify and/or nurture University partnerships and its relationship with the city.
 - The committee had a presentation from the DC Office of Planning. The presentation outlined many of the demographic and residential shifts in DC and the changes to the city's ward and other political boundaries that resulted from the shifts in population recorded by the most recent decennial Census.

Please direct all inquiries to UUA Co-Chair, Professor Arthur Wilson ajw1@gwu.edu and Amy Cohen abcohen@gwu.edu.

Reviewed by UUA committee members.



Faculty Senate

Report of the Faculty Senate Executive Committee (FSEC)
December 9, 2022
Jim Tielsch, Chair

FSEC Activity

A meeting of the task force on Faculty Assembly membership was held on November 29. The task force has now forwarded their recommendations to the Professional Ethics & Academic Freedom (PEAF) committee for consideration around their resolution for amendments to the Faculty Organization Plan (FOP).

Upcoming Senate Reports

In the next few months, FSEC expects to place the following reports on Senate meeting agendas:

- Annual report on research;
- Annual report on fiscal planning & budgeting;
- Salary equity review report; and
- Annual Core Indicators of Academic Excellence report

Personnel Actions

There are no active grievances at the university.

Calendar

The next regularly scheduled meeting of the Faculty Senate Executive Committee is December 15, 2022. Draft resolutions and any other possible Senate agenda items should be forwarded to Liz Carlson in the Senate office as soon as possible to assist with the timely compilation of the FSEC meeting agenda, given that this meeting takes place earlier in the month than usual to accommodate the winter break. The next regularly scheduled Faculty Senate meeting is January 13, 2023.



**Faculty Senate
Provost Bracey Remarks
December 9, 2022**

End of semester student care

As the president mentioned, we are focused on helping our students finish the semester strong. With final exams beginning next week, stress and anxiety are high. On Wednesday, Colette Coleman and I sent a message to students encouraging them to stay focused, end the semester on a high note, and be aware of the support and well-being resources available to them as they finish out the semester. In particular, students sometimes run out of GWorld money at the end of the semester and may not know all the alternate options for accessing food, so we shared links to the Store, campus events offering free food, and more.

Hopefully you also saw the message I sent to faculty thanking them for their efforts this semester and asking them to remain strong sources of guidance and support for our students. We cannot be everywhere all at once, but we can make it clear to our students that support and resources are available, should they need them.

Fall planning meetings

We are reaching the end of our school and division fall budgeting meetings. In general, we are planning for a recovery year. We face substantial headwinds, and we need get more efficient. So we have been talking with division and school leaders about the need to focus on these areas.

Faculty Honors

We are still collecting nominations for the 13th Annual Faculty Honors Ceremony, which will be held on May 4, 2023. We have sent out several infomails reminding the community that nomination forms are due December 16. Please take a moment to nominate yourselves or your colleagues for the awards listed on the Faculty Affairs website. These awards are an important way for us to recognize the incredible achievements of our instructors and researchers, so please set aside some time before the deadline next week to submit nominations. The nomination forms are short and easy to complete.

Diversity Program Review

Institutional Research has shared with leadership a draft report analyzing faculty data from the Diversity Program Review climate survey conducted in the spring. Several other draft reports addressing students and staff data are forthcoming. We are currently in discussions regarding how to disseminate survey results to the community in the spring and take the next steps in this process.

Diversity Summit

Hopefully you saw that last week, we announced the theme of the 8th Annual Diversity Summit – “Toward a More Perfect Union: With Liberty, Justice & Civility for All.” This theme calls on us to recognize the diversity of our thoughts, voices, contributions, and ideas that strengthen our community and the world. As we engage in difficult conversations and intense debates, we must be willing to seek the humanity in other people, challenge ourselves to understand another point of view, and empower each other to disrupt and reject all forms of oppression.

We invite all students, faculty, and staff to submit session proposals for the Summit. We will prioritize proposals that foster intergroup dialogue and interactive opportunities that encourage critical self-reflection, create learning environments where curiosity is welcome, collaboratively theorize, and courageously build in an effort to create sustainable change at GW and beyond.

Proposals are due by 11:59 p.m. on January 20, so if you know of anyone in our community who may be interested in submitting a proposal, please encourage them to do so. The link to the submission form is in the infomail as well as on the Diversity Summit website at diversitysummit.gwu.edu. As a reminder, the Diversity Summit will be March 1-3, 2023.

Thank you

As always, thank you for all of your hard work on behalf of the university and everything you do to advance our academic mission. I hope you have a relaxing winter break and the chance to recharge in preparation for the spring.